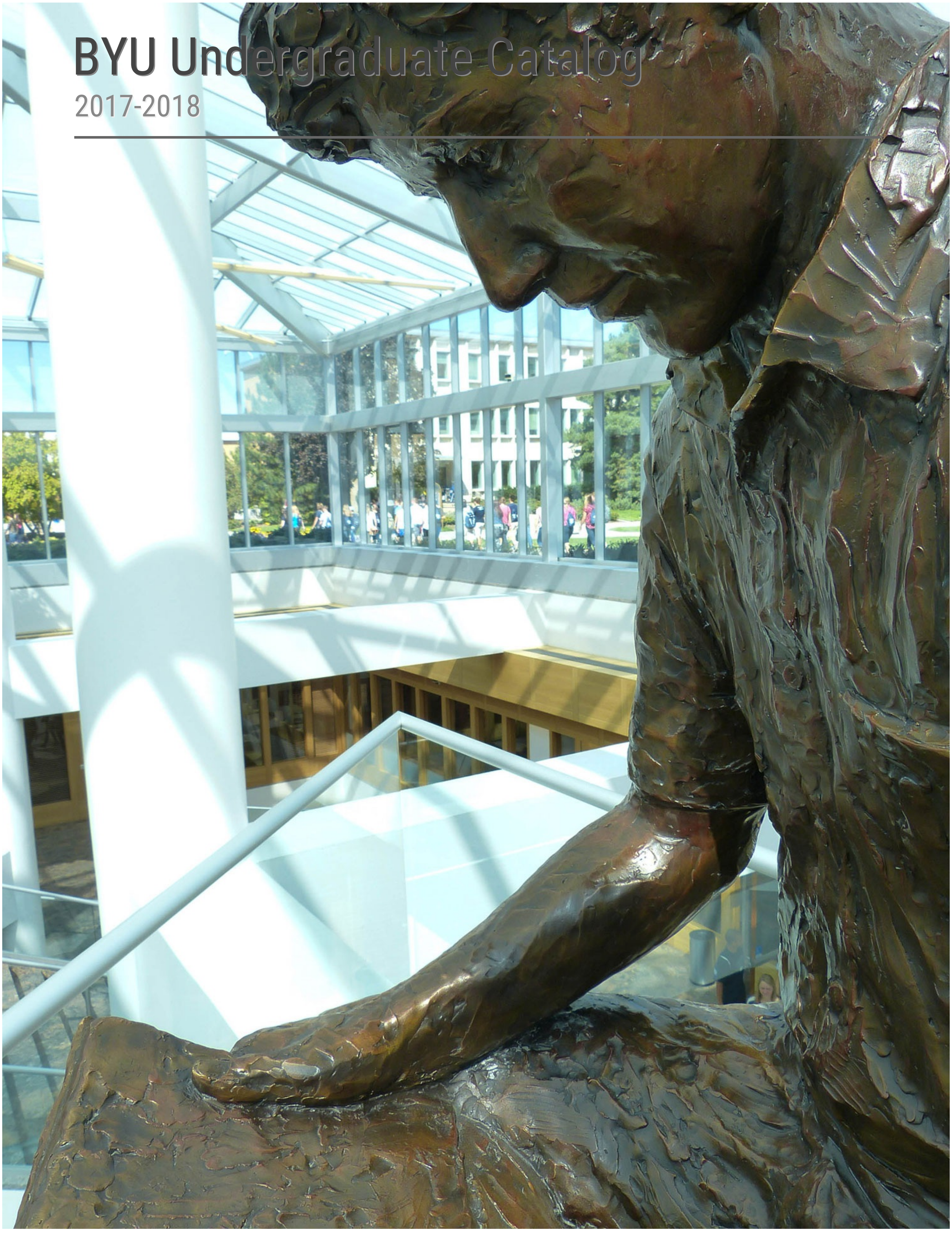
BYU Undergraduate Catalog

2017-2018



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- Acting (BFA)
- Actuarial Science (BS)
- Advertising Design (Minor)
- Aerospace Studies (Minor)
- Africana Studies (Minor)
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- American Studies (BA)
- Global Studies (Minor)
- Global Supply Chain Management (BS)
- Graphic Design (BFA)
- History (BA)
- History (Minor)
- History Teaching (BA)
- History Teaching (Minor)
- Human Resource Management (BS)

- American Studies (BA)
- Ancient Near Eastern Studies (Minor)
- Ancient Near Eastern Studies: Greek New Testament (BA)
- Ancient Near Eastern Studies: Hebrew Bible (BA)
- Animation (BFA)
- Anthropology (Minor)
- Anthropology: Archaeology (BA)
- Anthropology: Sociocultural (BA)
- Anthropology (Sociocultrl Double Major) (BA)
- Applied Physics (BS)
- Arabic (Minor)
- Arabic Language (BA)
- Art (BA)
- Art (BFA)
- Art (Minor)
- Art Education (Minor)
- Art Education K-12 (BA)
- Art History & Curatorial Studies (BA)
- Art History & Curatorial Studies (Minor)
- Asian Studies (Minor)
- Asian Studies: China Studies (BA)
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- Athletic Training (BS)
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- Bioinformatics (BS)
- Biological Science Education (BS)
- Biology (BS)
- Biophysics (BS)
- Business Management (BS)
- Chemical Engineering (BS)
- Chemistry (BA)
- Chemistry (BS)
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- Chemistry Education (Minor)
- Chinese (BA)
- Chinese (Minor)
- Chinese Teaching (Minor)
- Human Resource Management (BS)
- Illustration (BFA)
- Industrial Design (BFA)
- Information Systems (BS)
- Information Technology (BS)
- Information Technology (Minor)
- Interdisciplinary Humanities (BA)
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- International Cinema Studies (Minor)
- International Development (Minor)
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- International Strategy and Diplomacy (Minor)
- Italian (BA)
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- Latin Teaching (BA)
- Latin Teaching (Minor)
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- Linguistics (BA)
- Linguistics (Minor)
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- Management (Minor)
- Manufacturing (Minor)
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- Marketing (BS)
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- Mathematics (Minor)
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- Mathematics Education (BS)
- Mathematics Education (Minor)
- Mechanical Engineering (BS)
- Media Arts Studies (BA)
- Media Arts Studies (Minor)
- Medical Laboratory Science (BS)
- Microbiology (BS)

- Civic Engagement Leadership (Minor)
- Civil Engineering (BS)
- Classical Studies: Classical Civilization (BA)
- Classical Studies: Classics (BA)
- Classical Studies: Greek Emphasis (BA)
- Classical Studies: Latin Emphasis (BA)
- Classical Studies (Greek option) (Minor)
- Classical Studies (Latin option) (Minor)
- Commercial Music (BM)
- Communication Disorders (BS)
- Communications (Minor)
- Communications: Advertising (BA)
- Communications: News Media (BA)
- Communications: Public Relations (BA)
- Comparative Literature (BA)
- Computer Engineering (BS)
- Computer Science (BS)
- Computer Science (Minor)
- Computer Science: Animation (BS)
- Computer Science: Bioinformatics (BS)
- Computer Science Teaching (Minor)
- Construction and Facilities Management: Construction Management (BS)
- Construction and Facilities Management: Facilities Management (BS)
- Contemporary Dance (Minor)
- Creative Writing (Minor)
- Dance (BA)
- Dance (BFA)
- Dance Education K-12 (BA)
- Design (Minor)
- Design: Graphic Design (BA)
- Design: Illustration (BA)
- Design: Photography (BA)
- Dietetics (BS)
- Digital Humanities and Technology (Minor)
- Dual-Language Immersion K-12 Teaching (Minor)
- Early Childhood Education (BS)
- Earth & Space Science Education (BS)
- Economics (BS)
- Economics (Minor)
- Editing (Minor)
- Electrical Engineering (BS)
- Microbiology (Minor)
- Middle East Studies (Minor)
- Middle East Studies / Arabic (BA)
- Military Science (Minor)
- Modern Hebrew (Minor)
- Molecular Biology (BS)
- Molecular Biology (Minor)
- Music (BA)
- Music (Minor)
- Music Composition (BM)
- Music Dance Theatre (BFA)
- Music Education: K-12 Choral (BM)
- Music Education: K-12 General Music (BM)
- Music Education: K-12 Instrumental (BM)
- Music Performance: Brass (BM)
- Music Performance: Combined Piano & Organ (BM)
- Music Performance: Organ (BM)
- Music Performance: Percussion (BM)
- Music Performance: Piano (BM)
- Music Performance: String (BM)
- Music Performance: Vocal (BM)
- Music Performance: Woodwind (BM)
- Neuroscience (BS)
- Nonprofit Management (Minor)
- Nursing (BS)
- Nutritional Science (BS)
- Nutritional Science (Minor)
- Open-Major (PRE)
- PE Teaching/Coaching (Minor)
- Philosophy (BA)
- Philosophy (Minor)
- Photography (BFA)
- Physical Education Tchg/Coaching (K-12) (BS)
- Physics (BS)
- Physics (Minor)
- Physics Teaching (BS)
- Physics Teaching (Minor)
- Physics--Astronomy (BS)
- Physiology & Developmental Biology (BS)
- Political Science (BA)
- Political Science (Minor)
- Political Strategy (Minor)
- Portuguese (BA)

- Elementary Education (BS)
- English (BA)
- English (Minor)
- English Language (BA)
- English Teaching (BA)
- English Teaching (Minor)
- Entrepreneurial Management (BS)
- Environmental Science (BS)
- Environmental Science (Minor)
- European Studies (BA)
- European Studies (Minor)
- Exercise & Wellness (BS)
- Exercise Science (BS)
- Experience Design and Management (BS)
- Family & Consumer Sciences Education (BS)
- Family History - Genealogy (BA)
- Family History - Genealogy (Minor)
- Family Life (Minor)
- Family Life: Family Studies (BS)
- Family Life: Human Development (BS)
- Finance (BS)
- Food Science (BS)
- French (BA)
- French (Minor)
- French Studies (BA)
- French Teaching (BA)
- French Teaching (Minor)
- General Studies: American Studies (BGS)
- General Studies: English (BGS)
- General Studies: Family Life (BGS)
- General Studies: History (BGS)
- General Studies: Management (BGS)
- General Studies: Psychology (BGS)
- Genetics, Genomics & Biotechnology (BS)
- Geography: Environmental Studies (BS)
- Geography: Geospatial Intelligence (BS)
- Geography: Geospatial Science & Technology (BS)
- Geography: Global Studies (BS)
- Geography: Tourism Studies (BS)
- Geography: Urban & Regional Planning (BS)
- Geography Teaching (Minor)
- Geology (BS)
- Geology (Minor)
- Portuguese (Minor)
- Portuguese Studies (Secondary Major) (BA)
- Portuguese Teaching (Minor)
- Professional Writing and Rhetoric (Minor)
- Psychology (BS)
- Psychology (Minor)
- Public Health: Environmental/Occupational Health (BS)
- Public Health: Epidemiology (BS)
- Public Health: Health Promotion (BS)
- Public Health: Health Science (BS)
- Russian (BA)
- Russian (Minor)
- Russian Teaching (Minor)
- Scandinavian Studies (Minor)
- School Health Education (Minor)
- Sociology (BS)
- Sociology (Minor)
- Spanish (BA)
- Spanish (Minor)
- Spanish Studies (Secondary Major) (BA)
- Spanish Teaching (BA)
- Spanish Teaching (Minor)
- Spanish Translation (BA)
- Special Education: Mild/Moderate Disabilities (BS)
- Special Education: Severe Disabilities (BS)
- Statistics (Minor)
- Statistics: Applied Statistics & Analytics (BS)
- Statistics: Biostatistics (BS)
- Statistics: Statistical Science (BS)
- Strategic Management (BS)
- Strategy (Minor)
- T E S O L (Minor)
- Teaching Physical Science (BS)
- Teaching Social Science (BS)
- Technology & Engineering Studies: Teaching (BS)
- Technology & Engineering Studies: Technical (BS)
- TESOL K-12 (Minor)
- Theatre Arts Education K-12 (BA)
- Theatre Arts Studies (BA)
- Theatre Arts Studies (Minor)
- Theoretical and Applied Ethics (Minor)
- Therapeutic Recreation and Management

- → Geology Teaching (Minor)
- → Geospatial Science & Technology (Minor)
- → German (Minor)
- → German: Linguistics (BA)
- → German: Literature/Film/Culture (BA)
- → German Studies (BA)
- → German Teaching (BA)
- → German Teaching (Minor)
- → Gerontology (Minor)
- → Global Business and Literacy (Minor)

(BS)

- → Tourism Studies (Minor)
- → Urban & Regional Planning (Minor)
- → Western American Studies (Minor)
- → Wildlife & Wildlands Conservation (BS)
- → Women's Studies (Minor)
- → World Dance (Minor)

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Policies and Procedures

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Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism—Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- *Direct Plagiarism*—The verbatim copying of an original source without acknowledging the source.
- *Paraphrased Plagiarism*—The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
- *Plagiarism Mosaic*—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- *Insufficient Acknowledgment*—The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Fabrication or Falsification

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Attributing to a source ideas and information that are not included in the source.
- Citing a source for a proposition that it does not support.
- Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

- Copying from another person's work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another or permitting another to take an examination or to complete an assignment in place of the student.

Other Academic Misconduct

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another an unadministered test or answers to an unadministered test.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in the course. Responsible instructors will investigate alleged academic dishonesty, determine the facts, and take appropriate action. In a case where academic dishonesty is determined to have occurred, the instructor must notify the Honor Code Office of the incident as a means of encouraging behavior change and discouraging repeat violations. In addition, the instructor shall consult with the department chair concerning disciplinary actions to be taken. If the incident of academic dishonesty involves the violation of a public law, such as breaking and entering into an office or stealing an examination, the act should also be reported to appropriate law enforcement officials. If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, the student may have the matter reviewed through the university's Student Academic Grievance Procedure.

Applicable Actions

A wide range of possible actions exists for cases of academic dishonesty. Instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following:

For instructors (in consultation with the department chair):

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment or test.
- Administering a lower or failing grade for the course (even if the student withdraws from the course).
- Removing the student from the course.

For departments and colleges:

- After consulting with the Honor Code office, dismissing the student from the program, department, or college.
- Recommending probation, suspension, or dismissal from the university.

For the university:

- The university may elect to discipline a student for academic dishonesty in addition to, or independently from, discipline imposed by a faculty member, a department, or a college. University discipline may be administered through the Honor Code Office or through the Dean of Student's Office. The Honor Code Office will maintain a record of all violations of this Academic Honesty Policy reported to it by the faculty. The university may elect to place an affected student on probation, or to suspend or dismiss the student, and to place a temporary or permanent notation on the student's permanent academic transcript indicating that he or she was suspended or dismissed due to academic misconduct.
- The university may report an incident of academic misconduct to appropriate law enforcement officials and may prosecute an affected student if the act in question involves the commission of a crime (e.g., breaking into an office or building, stealing an examination, etc.).

Honor Code Office Involvement

The Honor Code Office will maintain a record of all violations of the Academic Honesty Policy reported to it by the faculty. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered, the Honor Code Office may take additional action on behalf of the university based upon the nature of the infraction(s). The Honor Code Office, in consultation with the involved academic personnel, including the associate academic vice president in charge of undergraduate studies as needed, may determine to place a student on probation or to recommend that a student be suspended or dismissed for academic dishonesty and other forms of academic misconduct.

Shared Responsibility Policy Statement

Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest.

Faculty Academic Integrity

The substantive standards of academic honesty stated in this policy apply *a fortiori* to faculty. Indeed, all members of the BYU community are expected to act according to the highest principles of academic integrity.

Honor Code Policy

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Academic Standards

Academic Support Office
2500 WSC
801-422-2723
academic_support@byu.edu

A student's academic standing at BYU is determined according to the grades that the student earns **only at BYU. Academic standing is based on the accrual of 6 credit hours or more as a day-continuing student. Students enrolled for fewer than 6 credit hours in a semester or term will have their credits combined with those of their next enrollment until at least 6 credits of graded hours have been accumulated, at which point the academic standing is calculated.** The chart below explains the required GPA values and assumes students are earning 6 or more credits to calculate standards according to policy. Please note that independent study classes, evening classes, or extension classes may or may not impact academic standing. For a detailed explanation, or for other questions, please contact the Academic Support Office (ASO). The following outline shows the conditions and expectations according to the student's academic standing. For further information, students are encouraged to check their current academic standing on MyMAP.

GOOD Academic Standing	
Under These Conditions	Expectations
When the most recent semester/term GPA and BYU cumulative GPA are 2.0 or above and the student has never been on academic probation.	The student continues to maintain a 2.0 or higher semester/term and BYU cumulative GPA.
PREVIOUS Academic Standing	
Under These Conditions	Expectations
The same as good academic standing but indicates a student has previously been on academic probation, CAP, suspension, or dismissal.	The student continues to maintain a 2.0 or higher semester/term and BYU cumulative GPA. However, the student goes directly to academic probation if the student has a semester/term GPA below 2.0.
WARNING Academic Standing (Includes a registration block.)	
Under These Conditions	Expectations
When the most recent semester/term GPA is below 2.0 and the student was in good academic standing OR when the most recent semester/term GPA	The student is blocked from registrations beyond the subsequent semester/term until the student completes an Academic Improvement Plan (AIP) and has it approved by the college advisement center (CAC) advisor and/or assigned faculty mentor by the appropriate deadline. If students earn at least a 2.0 semester/term GPA for the

GOOD Academic Standing	
Under These Conditions	Expectations
is 2.0 or higher but the BYU cumulative GPA is below 2.0 and the student was on academic warning.	subsequent enrollment and have at least a 2.0 BYU cumulative GPA, they will return to good standing once grades are officially processed. Students with a semester/term GPA of 2.0 or higher but with less than a 2.0 BYU cumulative GPA will remain on warning and must complete an AIP during each enrollment until they return to good standing.
PROBATION Academic Standing (Includes a registration block.)	
Under These Conditions	Expectations
When the most recent semester/term GPA is below 2.0 and the student was on academic warning OR when the most recent semester/term GPA is below 2.0 and the student was on previous academic standing OR when the most recent semester/term GPA is 2.0 or higher but the BYU cumulative GPA is below 2.0 and the student was already on academic probation.	The student is blocked from registrations beyond the subsequent semester/term until the student completes an AIP and has it approved by the college advisement center (CAC) advisor and/or assigned faculty mentor by the appropriate deadline. If students earn at least a 2.0 semester/term GPA for the subsequent enrollment and have at least a 2.0 BYU cumulative GPA, they will earn previous standing once grades are officially processed. Students with a semester/term GPA of 2.0 or higher but with less than a 2.0 BYU cumulative GPA will remain on probation and must complete an AIP during each enrollment until they earn previous standing. Students on probation who earn less than a 2.0 semester/term GPA are academically suspended (or dismissed if they have previously earned a suspension status).
CONTINUED ACADEMIC PROBATION (CAP) (Includes a registration block.)	
Under These Conditions	Expectations
When a student is returning to BYU from academic suspension or dismissal OR when the most recent semester/term GPA is 2.0 or higher but the BYU cumulative GPA is below 2.0 and the student was already on CAP.	The student is blocked from registration until the student: 1. Completes an AIP and a graduation plan. 2. Has the AIP approved by the student's college advisement center (CAC) advisor and/or faculty mentor. 3. Has the graduation plan signed by the CAC advisor and/or faculty mentor. 4. Meets with an ASO advisor to discuss the approved AIP and signed graduation plan. Students remain on CAP until both their cumulative BYU GPA and semester/term GPA are 2.0 or higher. Students on CAP who earn less than a 2.0 semester/term GPA are academically suspended or dismissed. Students on CAP taking more than one enrollment to raise their cumulative BYU GPA

GOOD Academic Standing	enrollment to raise their cumulative BYU GPA to 2.0 or higher will need to complete an AIP for each enrollment on CAP and visit with the CAC advisor and ASO advisor.
Under These Conditions	Expectations
SUSPENSION Academic Standing	
Under These Conditions	Expectations
When the most recent semester/term GPA is below 2.0 and the student was on academic probation or CAP OR when a student fails to comply with the conditions prescribed by the Academic Standards Committee.	1. The student is expected to drop his or her enrollments in day, evening, or extension classes (except Independent Study). 2. The student may not enroll in BYU day, evening, or extension classes (except Independent Study) for a minimum of 12 months. During this time the student is expected to resolve all problems leading to the student's academic suspension. The student can apply for readmission to take classes one calendar year after the suspension status went into effect. The student must apply by the deadlines published by the BYU Admissions Office. If the student completes any college-level work while on suspension, the student must earn a GPA in those courses that complies with policies from the BYU Admissions Office. The student should contact the Admissions Office, D-155 ASB, (801) 422-2507, for details and pertinent information about deadlines and expectations for readmission.
DISMISSAL Academic Standing	
Under these Conditions	Expectations
When a student is academically	The student is expected to drop enrollments in day, evening, or extension classes (except Independent Study). The student may not enroll in day, evening, or extension classes (except Independent Study) for a minimum of three years. After three years a student is eligible to enroll in evening or extension classes. A student may begin the process to be readmitted as a degree-seeking student after two or more years by petitioning the Academic Standards Committee. If approved, a

GOOD Academic Standing	
Under These Conditions	Expectations
suspended a second time OR when a student fails to comply with the conditions prescribed by the Academic Standards Committee.	student may be eligible to return as a degree-seeking student three years after the date of dismissal. In addition to petitioning, dismissed students must apply for readmission by the deadlines published by the BYU Admissions Office. Students on dismissal will be required to complete certain criteria in order to be considered for readmission to BYU, including taking credits through another institution or via Independent Study and earning a GPA in those courses that complies with policies from the BYU Admissions Office. For specific information, please contact the Academic Support Office.

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Admissions

Admission Services
D-155 ASB
(801) 422-4104

Brigham Young University exists to provide an education consistent with the religious and family values taught by The Church of Jesus Christ of Latter-day Saints. Becuase of this, admission preference is reserved for members of the LDS Church in good standing. However, BYU does not unlawfully discriminate against applicants for admission based upon sex, race, creed, religion, national origin, age, or disability who meet the requirements; who agree to abide by the Church Education System Honor Code and Dress and Grooming Standards; and who are otherwise qualified based upon available space.

As required by Title IX and Section 504, BYU does not unlawfully discriminate on the basis of sex or handicap in its educational programs. The requirement not to discriminate extends to admission and employment. Questions about Title IX may be referred to the university's Title IX coordinator (801-422-8692, t9coordinator@byu.edu) or to the U.S. Department of Education's Office for Civil Rights. Questions about Section 504 may be referred to the university's equal opportunity manager at D-282 ASB, 801-422-5895, eo_manager@byu.edu.

For information regarding admission policy, procedures, and deadlines, please visit http://admissions.byu.edu (or https://admissions.byu.edu/archive/admission-cycle-2017-2018.html). Applications to BYU can be made at http://education.lds.org.

Full Disclosure

Failure to disclose and submit all documents required for admission, including transcripts from each institution in which the applicant has been or is currently enrolled, or any falsification of information required for admission consideration may result in immediate suspension and loss of all credit earned at BYU.

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Dates & Deadlines

The annual calendar at BYU includes fall, winter, and spring-summer (which includes spring term and summer term). Fall semester 2017 begins September 5th and ends before the Christmas holidays. Winter semester is from early January to late April. Spring-summer 2018 begins May 1. Registering for spring-summer allows students to accelerate their progress in many degree programs.

Ecclesiastical Endorsement Deadline
Financial Aid & Scholarship Deadlines
Graduate Student Dates & Deadlines
Graduation Dates & Deadlines
Health Plan Dates & Deadlines
Records/Registration Dates & Deadlines
Tuition Dates & Deadlines
University General Dates & Deadlines

Ecclesiastical Endorsement Deadline

	Fall	Winter	Spring-Summer	
	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Ecclesiastical Endorsement Deadline All enrolled continuing undergraduate, graduate, intern, or Study Abroad students' Continuing Student Ecclesiastical Endorsements are due to avoid registration delays	Mar 15	Mar 15	Mar 15	Mar 15

Additional information

Financial Aid & Scholarship Deadlines

	Fall	Winter	Spring-Summer	
	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Scholarship Application Deadlines				
New Freshmen/International Last day **new freshmen and international** students may submit undergraduate applications for academic scholarships and talent awards	Feb 1, 2017	Oct 1, 2017	Feb 1, 2018	Feb 1, 2018
Continuing Students Last day **continuing** undergraduate students may submit scholarship applications	Mar 1, 2017	Mar 1, 2017	Mar 1, 2018	Mar 1, 2018
Transfer Students Last day **transfer** undergraduate students may submit scholarship applications	Feb 1, 2017	Oct 1, 2017	Feb 1, 2018	Feb 1, 2018
Former Students Last day **former** undergraduate students may submit scholarship applications	Mar 1, 2017	Oct 1, 2017	Mar 1, 2018	Mar 1, 2018
Financial Aid Deadlines				
BYU Short-term Loans Due Full payment due on BYU short-term loans	Nov 1	Mar 1	Jun 1	Aug 1
FAFSA Deadline Last day federal government will accept Free Application for Federal Student Aid (FAFSA) for this academic year	Jun 30	Jun 30	Jun 30	Jun 30

Additional information

Graduate Student Dates & Deadlines

	Fall	Winter	Spring-Summer	
	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Application Deadlines Departmental application deadlines for entry to graduate studies may be as early as this date. For specific program and department deadlines and requirements, refer to the degree programs on the Graduate Studies website: graduatestudies.byu.edu	Dec 1, 2016	Feb 1, 2017	Oct 15, 2017	Jan 15, 2018
Apply for Graduation Last day graduate students may apply for graduation to receive a diploma for this semester	Oct 20	Jan 26	May 4	June 29
Final Submission Deadline Last day graduate students may submit the ETD of their dissertation or thesis so that the status shows Grad Office Review and take ADV Form 8d to Graduate Studies (105 FPH); complete remaining degree requirements; pay fees; and submit exam results and any I and T, etc., grade changes to the Registrar's Office for graduation (including any prerequisite Independent Study)	Dec 15	Apr 13	Jun 21	Aug 3

Additional information

Graduation Dates & Deadlines

	Fall	Winter	Spring-Summer	
	December 2017	April 2018	June 2018	August 2018
Apply for Graduation Last day for undergraduates to apply and pay fee for graduation	Sep 15	Nov 15, 2017	Feb 15	Apr 15
Last day undergraduates may submit to the Registrar's Office all incompletes, T grades, special exams, GE challenges, military credit, official transcripts of work completed at other schools, and any other information pertaining to graduation	Nov 22	Mar 30	May 25	Jul 20
Last day Independent Study final exams may be submitted for graduation	Nov 30	Apr 4	May 31	Jul 26
Graduation – University Commencement	Dec 21 (no exercises)	Apr 26	Jun 21 (no exercises)	Aug 16
Graduation – College Convocations		Apr 27		Aug 17

Additional information

Health Plan Dates & Deadlines

	Fall	Winter	Spring-Summer	
	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Health Plan Deadline Last day for new and continuing students to submit Student Health Plan enrollment or certification of other coverage through the MyBYU Web site	Sep 12	Jan 16	May 8	Jul 2

Additional information

Records/Registration Dates & Deadlines

	Fall	Winter	Spring-Summer		
	Fall 2017	Winter 2018	Spring 2018	Summer 2018	Semester-length 2018
Priority registration begins	Mar 27, 2017	Oct 23, 2017	Feb 1	Feb 1	Feb 1
Discontinue Before Semester Last day to officially discontinue enrollment without a withdraw date posted on the transcript	Sept 4	Jan 7	Apr 30	Jun 24	Apr 30
Add/Drop Deadline Last day to add classes Last day to drop classes without incurring a pro-rata tuition charge Last day to drop a class without a W (official withdrawal) appearing on the transcript	Sep 12	Jan 16	May 8	Jul 2	May 8
Withdraw Deadline 1st Term Last day to withdraw from a first term class for academic reasons	Oct 9	Feb 12	Jun 5	N/A	N/A
Discontinuance Deadline 1st Term Last day to officially discontinue from first term classes for nonacademic emergencies	Oct 9	Feb 12	Jun 5	N/A	N/A
Add/Drop Deadline 2nd Term Last day to add second term classes Last day to drop a second term class without a W (official withdrawal) appearing on the transcript	Nov 1	Mar 8	N/A	Jul 2	N/A
Withdraw Deadline Last day to withdraw from a class for academic reasons	Nov 13	Mar 20	Jun 5	Jul 31	Jun 18
Withdraw Deadline 2nd Term Last day to withdraw from a second term class for academic reasons	Dec 1	Apr 4	N/A	Jul 31	N/A
Discontinuance Deadline Last day to officially discontinue from the university or withdraw from all classes for nonacademic emergencies	Dec 1	Apr 4	Jun 5	Jul 31	Jun 18
Grade rolls available	Dec 14	Apr 18	Jun 18	Aug 13	Aug 13
Grades due	Jan 3	May 4	Jun 30	Aug 25	Aug 25
Grades available	Jan 4	May 7	Jul 2	Aug 27	Aug 27

Additional information

Tuition Dates & Deadlines

	Fall	Winter	Spring-Summer		
	Fall 2017	Winter 2018	Spring 2018	Summer 2018	Semester-length 2018
Tuition Deadline Tuition due in full. Ability to add additional courses will be restricted due to non-payment	Aug 29	Jan 1	Apr 24	Jun 18	Apr 24
Final Tuition Payment Deadline Final tuition deadline. Current class enrollment will be dropped for non-payment. Late payments will not be accepted.	Sep 12	Jan 16	May 8	Jul 2	May 8

Additional information

University General Dates & Deadlines

	Fall	Winter	Spring-Summer		
	Fall 2017	Winter 2018	Spring 2018	Summer 2018	Semester-length 2018
Annual University Conference	Aug 28-30				
New Student Orientation	Aug 31, Sep 1-2	Jan 6		Jun 22-23	
Classes begin	Sep 5	Jan 8	May 1	Jun 25	May 1
Last day of first term classes	Oct 24	Feb 28			
Second term classes begin	Oct 25	Mar 1			
Friday class instruction – no Tuesday classes	Nov 21				
No classes held	Nov 22	Mar 16			
Last day of class instruction	Dec 14	Apr 18	Jun 18	Aug 13	Aug 13
Exam preparation days	Dec 15	Apr 19	Jun 19	Aug 14	Aug 14
Final exams	Dec 16, 18-21	Apr 20-21, 23-25	Jun 20-21	Aug 15-16	Aug 15-16
Monday class instruction – no Tuesday classes		Feb 20			
Holidays					
Labor Day holiday	Sep 5				
Thanksgiving holiday	Nov 24-25				
Christmas holiday	Dec 23, 26				
New Year's Day holiday	Dec 30, Jan 2				
Martin Luther King Day holiday		Jan 16			
Presidents' Day holiday		Feb 20			
Memorial Day holiday			May 29		
Independence Day holiday				Jul 4	
Pioneer Day holiday				Jul 24	

Additional information

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Discontinuance

OneStop Counseling Center
D-148 ASB
(801) 422-7075
http://onestop.byu.edu/discontinuance

Discontinuance is defined as withdrawing from ALL classes for the current semester or term and means a student is no longer considered to be currently enrolled. **Note:** Newly admitted students (new freshman, transfer, and former students) discontinuing from the semester or term they were admitted will lose their admission status and will need to reapply to attend a future semester. Students should contact a OneStop counselor in D-148 ASB about being readmitted.

Continuing students who discontinue from a major semester (fall or winter) will have that semester counted as a leave of absence. (For more information, see the Leave of Absence section of this catalog). Discontinuance may also have an impact on other areas of campus where students are required to be enrolled in a certain number of credit hours, such as:

- housing
- financial aid
- scholarships
- health center
- employment
- counseling services
- computer lab
- exercise facilities

The OneStop counselors in D-148 ASB are available to consult with students or parents regarding these issues.

The discontinuance process includes the following:

1. **Before the first day of classes,** students may drop all of their classes through MyMAP with no record on the transcript.
2. **Between the first day of class and the add deadline**, students may discontinue by dropping all their classes online through MyMAP in MyBYU. **However, discontinuance on or after the first day of class will result in a withdraw date being posted on the student's transcript.**
3. **After the add deadline**, students must discontinue by submitting the Online Request for Discontinuance form (http://onestop.byu.edu/discontinuance).
4. If discontinuing **after the withdraw deadline**, the university will work with the student's instructors to determine if the student should be *withdrawn passing* (W) or *withdrawn failing* (WE). A W does not figure into the GPA, but a WE is a failing grade and will count in GPA calculations.
5. Once the Online Request for Discontinuance form is completed and submitted, the student will be withdrawn from classes.
6. **After the discontinuance deadline**, if non-academic circumstances arise, students may work with their instructors to get an incomplete contract. (See information about incompletes in the Grading section of this catalog.) If a student desires to discontinue after the deadline, including first term classes, it will be necessary to file a petition (see http://petitions.byu.edu).

Students who have a first block class and desire to discontinue should consider the following:

- If the student wishes to keep only the first block class, he should withdraw from his other classes. He will receive no discontinuance date and the leave of absence policy will not apply as the student will still have posted credit. The student will receive a grade for the first block class.
- If the student does NOT want to keep the first block class and it is BEFORE the first block withdraw deadline, he may simply discontinue by filling out the online discontinuance form.
- If the student does NOT want to keep the first block class and it is AFTER the first block withdraw deadline, he will need to petition the Registrar's Office to be allowed to withdraw from the first block class(es).

Please Note:

- International students must obtain clearance from International Student Services prior to discontinuing.
- Law School students must initiate their discontinuance through the dean of the Law School, 348-A JRCB.
- Students who leave the university under emergency conditions and subsequently do not return are still responsible to discontinue before the discontinuance deadline. They should contact the OneStop Counseling Center (D-148 ASB) as soon as possible.

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Financial Aid & Scholarships

Financial Aid Office
D-155 ASB
(801) 422-4104

BYU offers financial aid from various federal, state, and university programs in the form of grants, scholarships, and loans. The Financial Aid Office coordinates these financial aid programs and assists students in identifying the financial resources for which they might qualify. Because the number of students applying for financial assistance usually exceeds the funds available through university programs, the distribution of financial aid at BYU is based on an assessment of the student's and family's financial need. There are some exceptions to need-based awarding, e.g., BYU academic scholarships, performance, talent and athletic awards, and BYU short-term loans.

The process of determining a student's eligibility for financial aid is called *need analysis*. During need analysis, income and asset information from both students and parents is examined to determine the family's ability to contribute toward educational costs. This figure, called the *Expected Family Contribution* (EFC), is subtracted from the approximate cost for the student to attend BYU for a specific length of time (typically, one academic year). If the cost of education is more than the family can contribute, the student has demonstrated *financial need*. Even though the federal formula is used to analyze a student's financial situation, the Financial Aid Office is willing to consider unusual circumstances regarding a student's/parent's financial situation.

BYU uses the government need analysis form, the Free Application for Federal Student Aid (FAFSA), to determine how much the student and family should be able to contribute. All students applying for federal financial aid must complete this form. To reduce the chance of delays, students and their parents are encouraged to read instructions carefully, complete all forms correctly, and submit any requested documents in a timely manner.

OneStop Counselors are available and eager to assist with the application process, and can be reached by calling 801-422-7075.

Eligibility Requirements

Applicants for federal financial aid (Federal Pell Grants, Federal Direct Subsidized and Unsubsidized Loans, and Federal Direct PLUS Loans) must be U.S. citizens or permanent residents. In addition, students must maintain satisfactory academic progress to have federal financial aid disbursed to them.

Students who have a baccalaureate degree and are returning to receive a teaching certificate may also apply for Federal Direct Subsidized and Unsubsidized Loans if they have a cumulative 2.0 GPA and are admitted to the teacher licensure program. In addition, post-baccalaureate students may be eligible for Federal Direct Subsidized and Unsubsidized loans if they are enrolled in prerequisite courses for admission to a graduate program.

Rules and regulations governing the disbursement of federal financial aid are subject to change. Contact the Financial Aid Office if you have additional questions regarding your eligibility for financial assistance.

Scholarships

Brigham Young University offers scholarships to select students who have demonstrated a serious and diligent commitment to spiritual preparation and academic excellence as an investment in their education. Scholarship funds are provided through the tithes of the LDS Church and the offerings of generous individuals. They are given to encourage continued commitment to spiritual and intellectual growth. The gift of a scholarship assumes an obligation on the part of the recipient to use that investment to prepare for expanded and purposeful service in the Lord's kingdom. The principle of replenishment is endorsed, and all are invited to make a similar investment in someone else's future by contributing to the university's scholarship programs when in a financial position to do so.

Although the contributions of the Church and others have been generous, funds are still insufficient to invest in all students. Consequently, policies and procedures have been established to better ensure fairness in awarding available scholarship funds consistent with the university's aims and donors' wishes.

For additional information about our policies and procedures, please contact the Financial Aid Office:

Address:
C-144 ASB
Provo, UT
84602-1009
Telephone: (801) 422-4104
E-mail: scholarships@byu.edu
Web: http://financialaid.byu.edu/section/scholarships

Academic

The majority of BYU scholarships are awarded to students based on academic merit. After the scholarship application deadline, students are ranked by their academic preparation and performance. Beginning at the top of the ranked order, scholarships are awarded until funds are exhausted.

BYU scholarships are not renewable, and most are awarded for two semesters only. Unless students receive a four-year award,*they must reapply every year by the appropriate deadline to be considered*. Applicants must also officially declare a major by the end of their sophomore year.

Heritage Scholarships are eight-semester, full LDS tuition awards to incoming freshman students. These scholarships honor the intellectual, spiritual, and cultural heritage of the Church and the university.

National Merit Scholarships are eight-semester, full LDS tuition awards sponsored by BYU for a number of the incoming freshman students who qualify as finalists in this competition. To be considered, finalists must inform National Merit Corporation that BYU is their first-choice university. National Merit Corporation will then forward necessary materials to BYU. *Because funds are limited, finalists are not guaranteed a BYU-sponsored National Merit Scholarship*.

Brigham Young Scholarships are generally two-semester awards that cover either half or full LDS tuition. Students must reapply each year by the appropriate deadline to be considered for future scholarships.

New Freshman Students

New freshman academic scholarships are based on a candidate's unweighted high school GPA and composite ACT/SAT score, as calculated and certified by BYU Admissions Services.

Former Students

Academic scholarships are based on overall academic performance. Primary considerations are based on the student's cumulative BYU grade point average. Candidates will be considered in the same applicant pool as continuing students.

Continuing Students

Academic scholarships are based on overall scholastic performance. Primary considerations are based on the student's cumulative BYU grade point average.

- Fall/Winter
    - The Scholarship Committee will consider the cumulative GPA earned at BYU through fall semester. To qualify for an academic scholarship, the BYU cumulative GPA must be within the awarding range.
- Spring/Summer
    - The committee will consider academic performance through fall semester.

Alumni Association

Generations of BYU students have benefited from the generous support of the Church and private individuals. With that support they have received a first-rate education that has helped them "go forth to serve." Part of that service includes providing for the education of future generations.

Applicants for the Alumni Replenishment Grant are considered based on need and other criteria along with a moral commitment to repay the amount of the grant, so that future students can receive and continue such financial assistance.

Alumni Association Replenishment

The Alumni Association Replenishment Grant is available to junior, senior, and graduate students whose total cost of education may not be met through other financial aid programs. Scholarships are awarded annually in amounts equal to half or full LDS tuition. The scholarship recipients will be asked to replenish the fund once they are in a financial position to do so.

To be considered, both the cumulative and BYU GPA must be at least 3.0 by the end of fall semester. Applicants must also demonstrate financial need and be willing to replenish the scholarship fund at a later date. To apply, complete the online scholarship application available through myBYU, including the Financial Need section as well as the Alumni Replenishment Grants section.

Alumni Association Regional Replenishment

Several chapters of the BYU Alumni Association offer replenishment grants to students whose permanent residence lies within their boundaries.

To apply, complete the online scholarship application available through myBYU, including the Financial Need section as well the Alumni Regional Replenishment Grants section.

Athletic

The university awards grants-in-aid to outstanding athletes who qualify under the rules and regulations of the West Coast Conference and the National Collegiate Athletics Association (NCAA).

For program applications, deadlines, and additional information, apply directly to the coach of the sport in which you wish to participate or contact Intercollegiate Athletics:

Address:
331 SAB
Provo, UT
84602
Telephone: (801) 422-2046
E-mail: athletics@byu.edu

College and Departmental

In addition to the scholarship programs described in this bulletin, other private scholarships are available through the colleges and some departments. Students can check with their college or department for additional information and applications.

International

International students are eligible to apply for academic scholarships after completing one full enrollment (12 credits) at BYU. The deadline to submit the continuing student scholarship application is March 1. Scholarships are awarded annually.

The university offers a limited number of grants each year to international undergraduate students who demonstrate unusual financial need. Eligible candidates must have an F-1 visa, have earned 24 credit hours at BYU, and be in good academic standing.

Generous friends of the university have established a few additional scholarships to assist international students with their studies. To apply, complete the online scholarship application through myBYU.

International Study Programs

The International Study Programs Office offers scholarships and grants to assist undergraduate students participating in its programs. These program discount award amounts vary depending on financial need, GPA, year in school, major, length and type of program, and other pertinent factors.

To apply, students must apply for a program through the ISP website, and complete the ISP Financial Aid portion of that application. All applicants must have a minimum 3.0 GPA, as well as a current FAFSA on file with BYU. The FAFSA is found at www.fafsa.ed.gov.

For program applications, deadlines, and additional information on scholarships, please contact International Study Programs:

Address:
101 HRCB
Provo, UT
84602
Telephone: 801-422-3686
Email: isp@byu.edu
Website: http://kennedy.byu.edu/isp/.

Jerusalem Center

The Jerusalem Center for Near Eastern Studies offers financial aid to undergraduate students participating in the various Jerusalem Center study programs. This financial aid is administered under the following categories:

Grants are awarded primarily on the basis of financial need. These grants will vary according to the applicant's financial need and the funds available. Individual FAFSA information must be on file at BYU for students to be considered.

Scholarships are awarded primarily on the basis of academic performance and will vary as stated above. A minimum GPA of 3.40 is required to be considered.

For program applications, deadlines, and additional information, contact the Jerusalem Center Office:

Address:
301 HCEB
Provo, UT
84602-1524
Telephone: (801) 422-6017
E-mail: jerusalem@byu.edu
Website: http://ce.byu.edu/jc

Need-Based

While the majority of its scholarships are merit-based, BYU budgets a limited number of need-based awards for U.S. citizens and permanent residents. Each applicant's circumstances and resources are reviewed and evaluated; unfortunately, there is always more need than available funding. Interested students must complete the Financial Need section of the scholarship application available through myBYU, as well as the FAFSA (Free Application for Federal Student Aid), by the appropriate deadline.

Other Private

Generous friends of the university have contributed a number of private scholarships. Many of these scholarships carry specific stipulations and restrictions. To be considered for these scholarships, complete the online scholarship application available through myBYU, including the Other Scholarships section if applicable.

Research

The following scholarships promote and reward research:

The Undergraduate Scholarship Awards are given to a select number of students in good academic standing—generally juniors and seniors—to fund research projects. To obtain the application instructions and guidelines, deadlines, and additional information, contact the Office of Research and Creative Activities

Address:
A-285 ASB
Provo, UT
84602-1231
Telephone: (801) 422-3841

Students should also contact their department and college to learn about other research opportunities and awards.

ROTC

Both the Army ROTC and the Air Force ROTC offer competitive scholarships to qualified students enrolling in their programs. ROTC scholarship recipients may receive full tuition and fees, or room and board, plus a book allowance each semester. In addition, both scholarship and non-scholarship cadets who are contracted with ROTC receive a monthly stipend [$300 (up to $500) a month as they progress through the program]. For further information and application requirements, contact the Military Science Department (Army ROTC):

Address:
320 Wells ROTC Building
Provo, UT
84602-8301
Telephone: (801) 422-3601
E-mail: armyrotc@byu.edu

Or the Aerospace Studies Department (Air Force ROTC):

Address:
380 Wells ROTC Building
Provo, UT
84602-8301
Telephone: (801) 422-2671
E-mail: afrotc@byu.edu

Students with Disabilities

Generous donors have established a few private scholarships to assist students with disabilities. Because funds are limited, the Scholarship Committee will consider the nature of the applicant's disability and its impact on his or her ability to function in class and earn a living. Academic performance and financial need will also be considered. Interested students must complete the appropriate section (under "Other Scholarships") of the scholarship application available through myBYU and submit appropriate current documentation of the disabling condition from a licensed professional to the University Accessibility Center:

Address:
2170 WSC
Provo, UT
84602
Telephone: (801) 422-2767

Talent Awards

BYU offers talent awards in the areas of communications, dance, music, theatre and media arts, and visual arts. For these awards, demonstrated talent is a more important criterion than scholastic achievement. Awards range in value from $100 to full tuition for one year. For further information and application materials, contact the appropriate department directly:

Art: Department of Art

Address:
E-509 HFAC
Provo, UT
84602-2500
Telephone: (801) 422-2064
E-mail: e509frontdesk@byu.edu

Communications: Department of Communications

Address:
360 BRMB
Provo, UT
84602-6403
Telephone: (801) 422-2997
E-mail: comms_secretary@byu.edu

Dance: Department of Dance

Address:
294 RB
Provo, UT
84602-2005
Telephone: (801) 422-5086
E-mail: dance@byu.edu

Design: Department of Design

Address:
E-509 HFAC
Provo, UT
84602-2500
Telephone: (801) 422-7321
E-mail: e509frontdesk@byu.edu

Music: School of Music

Address:
C-550 HFAC
Provo, UT
84602-6410
Telephone: (801) 422-4784
E-mail: music@byu.edu

Theatre and Media Arts: Department of Theatre and Media Arts

Address:
D-581 HFAC
Provo, UT
84602-6405
Telephone: (801) 422-6645
E-mail: tmasec@byu.edu

General University Scholarship Policies

Students granted university scholarships must do the following to remain eligible for their award:

1. Abide by the Honor Code and adhere to the Dress and Grooming Standards of BYU, and
2. Register as a full-time student and complete a minimum of 14 credit hours per semester.

   Note: Scholarships may be applied to approved International Study Programs and the BYU Jerusalem Center. Scholarships may not be used for Independent Study or Continuing Education courses, BYU-Idaho or BYU-Hawaii courses, audited classes, or credit earned through special examination.

Additional provision:

Students who have received scholarships for a total of eight semesters, excluding spring and summer terms, are ineligible for future fall/winter scholarships through the Financial Aid Office, but may be considered for spring/summer scholarships.

Discontinuance

A student claims a scholarship by registering for classes and using the scholarship to pay tuition. If the student then does not attend school or, once enrolled, discontinues for nonemergency reasons, the scholarship will be cancelled and the student will be billed for the appropriate tuition and discontinuance fees. Students who need to discontinue because of illness, injury, or extenuating circumstances should contact OneStop Student Services (D-155 ASB) for appropriate action.

Note: Exceptions to these policies may sometimes be granted according to individual needs and circumstances. Students wanting an exception must submit a formal written petition to the Financial Aid Office prior to the necessary change.

Petitions may be submitted to:

Address:
D-155 ASB
Provo, UT
84602
E-mail: sch-petitions@byu.edu.

BYU Short-Term Loan

A short-term loan is available to full- or part-time day students or full-time evening students admitted to day school. A student may borrow up to the cost of tuition only, and because the loan is "short-term" the loan must be repaid during the same semester or term in which the money is borrowed. The loan is not available for Independent Study, job interviewing, or debt payments. Students can apply for a short-term loan by logging in to myBYU and, under campus links, clicking *School > My Financial Center > My Account s > BYU Short Term Loan*.

Federal Programs

Federal Pell Grant

A Federal Pell Grant is awarded by the U.S. Department of Education based on financial need. A Pell Grant is not a loan and does not have to be repaid. Only undergraduate students who have not already earned a bachelor's degree are eligible for a Pell Grant. (Students who pay graduate tuition are not eligible.) In addition, students must meet other eligibility requirements (see preceding Eligibility Requirements). Federal Pell Grants are based on an eligibility index determined by a federal formula. Pell Grant payments are disbursed to BYU students one semester at a time and vary with the number of eligible hours for which a student is enrolled per semester (spring and summer term hours are combined).

- 12.0 or more semester hours equal a full-time payment.
- 9.0–11.5 semester hours equal a three-quarter-time payment.
- 6.0–8.5 semester hours equal a half-time payment.

- Fewer than 6.0 semester hours equal a less-than-half-time payment.

In determining eligible hours for federal aid, please note that:

1. Audit hours, hours through Special Courses and Conferences, and hours obtained by challenge exams may not be used.
2. Salt Lake Center, Study Abroad, and Jerusalem Center classes, etc., may be used only during the term or semester for which the student is admitted to BYU day school.
3. Classes taken for a third time at BYU may not be used.

William D. Ford Direct Loan Program

Direct Loans are available to undergraduate and graduate students. Students must meet the eligibility requirements described previously. Undergraduate students must be enrolled in at least 6.0 credit hours per semester or term; graduate students, at least 4.5 credit hours per semester or term. Audit hours, hours through Special Courses and Conferences, and hours obtained by challenging classes may not be used in determining hours. Repayment begins six months after a student graduates, drops below half-time enrollment, or discontinues from the university.

The Direct Loan Program offers the following types of loans:

- Subsidized—based on financial need as determined by information provided on the FAFSA and the resulting Expected Family Contribution (EFC). The government pays the interest on the loan while the student is enrolled in school at least half-time, during the grace period, and during deferment periods. Subsidized loans are not available to graduate students.
- Unsubsidized—not based on financial need and interest begins to accrue once the loan is disbursed. Students who receive subsidized loans may also receive unsubsidized loans. Students may choose to make interest payments while they are in school or during deferment/grace periods.
- Parent PLUS—for parents of dependent students. Like the unsubsidized loan, interest begins to accrue once the loan is disbursed. PLUS Loans go into repayment 60 days after the loan is fully disbursed, unless a deferment is approved. Parents may borrow up to the student's Cost of Attendance minus any financial aid received by the student. A credit check is done and the loan is generally approved unless there is an adverse credit history. For students whose parents are denied a PLUS loan, an additional unsubsidized loan may be approved.
- GradPLUS—for graduate and professional students. Like the Parent PLUS, interest begins to accrue once the loan is disbursed. An in-school deferment is automatically applied to GradPLUS loans, which includes a six-month grace period after the student drops below half-time enrollment (we encourage students to confirm this with their loan servicers). Students may borrow up to the Cost of Attendance minus any other aid they receive. A credit check is made, and if there is no adverse credit history, the loan is generally approved.

To avoid the burden of excessive debt, students should consider other forms of financial aid such as grants, scholarships, part-time employment, savings, and family assistance. Students should also contact their state educational agency to apply for state grants and other state aid that may be available. High school counselors and employers may also provide information regarding other sources of financial aid.

Satisfactory Academic Progress (SAP)

Federal regulations require schools to establish, publish, and apply reasonable standards for determining whether a student receiving federal financial aid is maintaining satisfactory academic progress in his or her course of study. Satisfactory Academic Progress is measured using qualitative and quantitative standards as follows:

Undergraduate Students

Qualitative Standard

Maintain a cumulative GPA of 2.0 or higher (includes transfer credits).

Quantitative Standards

Pace (Rate of Progress): Students must successfully complete at least 66.67% of all credits attempted. Rate of progress is determined by dividing the total number of earned hours by the total number of attempted hours.

- Earned hours include letter grades A, B, C, D, and P.
- Attempted hours include earned hours and all non-progress hours, E, I, IE, UW, W, WE, and T, as well as repeated hours, transfer credit, AP and IB credit, foreign language examination credit and other examination credit.
- For transfer students, W's, E's, IE's, and UW's from the transfer institution are excluded when calculating rate of progress.

Maximum Time Frame (Attempted Hours): Federal regulations allow for a student to attempt 150% of the number of credit hours required for graduation. The majority of BYU undergraduate degree programs require 120.0 hours. This allows a maximum time frame of 180.0 attempted credit hours as defined above. For students in majors requiring more than 120.0 hours, the maximum attempted hours will be adjusted to 150% of the number of hours needed for graduation.

The following adjustments to the maximum attempted credit hour limit will also be made automatically by the Financial Aid Office:

- Exclude transfer credits and/or AP/IB credits which do not satisfy university core or major/minor course requirements.
- Increase the maximum attempted credit hour limit to include hours required for one additional major, excluding hours which fulfill other BYU graduation requirements.

Graduate Students

Qualitative standard based on assessment by Graduate Studies Office.

- Graduate programs evaluate students' progress as "satisfactory," "marginal," or "unsatisfactory." Only students with a "satisfactory" or "marginal" designation meet SAP.
- Students must maintain a cumulative GPA of 3.0 or higher.

Quantitative standard of maximum time frame defined by program of study.

- Master's and Doctoral candidates must complete their degree within 150% of the number of credit hours required for their program of study. The majority of BYU Master's programs require 30 hours, while Doctorate programs require 45 hours.

Annual Review of SAP

SAP components are evaluated once a year at the end of winter semester, with one exception: masimum attempted credits are evaluated every semester or term to determine future eligibility.

- Students who "pass" this review meet SAP and will be eligible for federal financial aid for spring and summer terms of the current academic year and fall and winter semesters of the following academic year.
- Students who "fail" this review do not meet SAP and will not be eligible for federal financial aid for spring and summer terms of the current academic year and fall and winter semesters of the following academic year. Students will be notified of their failed SAP status by the

Financial Aid Office via YMessage.
- If GPA, Pace, and overall assessment (graduate students only) later improve above the minimum requirements, SAP may be rehabilitated. Students once again become eligible for aid in future enrollments if they meet all other requirements.

Petition for Override of SAP

In rare circumstances, a student who has extenuating reasons for not meeting SAP may meet with his or her OneStop Counselor to determine if a financial aid probation period is appropriate.

Important Tax Information

Under the Tax Reform Act of 1986, only scholarship, fellowship, benefit, and grant amounts used for tuition, fees, books, supplies, and equipment required for courses of instruction are excluded from the recipient's gross income. Any of these funds used for other expenses, such as room and board, must be included in income. If funds are received from any of these sources, a detailed record should be kept of all expenditures for tuition, fees, books, and required equipment and supplies. For more detailed information, consult a personal tax advisor.

Exception to University Financial Aid Policy

Students desiring an exception to University Financial Aid Policy must meet with their OneStop counselor to discuss their situation. Students may call 801-422-7075 to schedule an appointment.

Additional Information Regarding Financial Aid

Students with questions regarding financial aid at Brigham Young University are invited to visit: http://financialaid.byu.edu.

Estimated College Expenses

On entering the university, students are responsible for making arrangements to cover enrollment expenses and should have sufficient funds on hand for at least the first semester.

For estimated costs, please see the Financial Aid website: http://financialaid.byu.edu/cost-of-attendance.

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Grading & Records

Grading

Grade point averages are computed by assigning numeric values to the letter grades. The grade given in a course is the teacher's evaluation of the student's performance, achievement, and understanding in that subject as covered in the class. Hence, the grade **A** means that the student's performance, achievement, and understanding were excellent in the portion of the subject covered in the class.

Grade	Grade Points	Grade Description
A	4.0	Excellent
A–	3.7	
B+	3.4	
B	3.0	Good
B–	2.7	
C+	2.4	
C	2.0	Satisfactory
C–	1.7	
D+	1.4	
D	1.0	
D–	0.7	Minimum Passing
E, I, IE, WE	0.0	Failure

Additional grade designations are as follows:

1. If a student drops from a class by the add/drop deadline, the transcript will not show any registration for that class. If the student officially withdraws from a class after the add/drop deadline but by the withdraw deadline, the record will be marked **W** (official withdraw). A **W** is not calculated into the GPA.

2. A **WE** grade will be given if a student petitions to withdraw from a class after the withdraw deadline and he or she is failing the class at that time. A **WE** is calculated into the GPA.
3. A grade of **P** indicates a passing grade. It has no effect on the GPA.

4. The letter grade **I** (Incomplete) is given on a contractual basis with the instructor to students who are unable to complete the work by the end of the semester or term. An incomplete grade may be given for nonacademic extenuating circumstances (serious illness, personal injury, death in the immediate family, etc.) that arise *after* the discontinuance deadline (the

twelfth week of a semester or the sixth week of a term). To be eligible for an incomplete, the student must have attended up until the discontinuance deadline and be passing the class. If extenuating circumstances arise before the discontinuance deadline, the student should discontinue or petition through the Registrar's Office to be officially withdrawn from the class(es). The Incomplete Grade Contract should be completed and signed by the instructor before submission of the official grade roll at the end of the semester. A copy of the Incomplete Grade Contract must be submitted to the Registrar's Office. A grade of E will be posted until a valid Incomplete Grade Contract is submitted to the Registrar's Office.
Class attendance in a subsequent semester or reregistration is not permitted to make up the incomplete. In some special instances, such as a lab class, attendance may be required for the portion of the class or lab section missed. Once all the work has been completed, the instructor should complete the portion of the Incomplete Grade Contract, showing the grade earned, and submit the form to the Registrar's Office (B-150 ASB).
The instructor may designate the specific length of time the student has to complete the course requirements (not to exceed one year). If the work is not completed and the new grade submitted by the instructor within the agreed upon deadline, the I grade will be changed to an IE (the IE grade is considered and calculated as a failing grade). (To extend the contract date within the one-year deadline with instructor's approval, contact the Registrar's Office, B-150 ASB.)

5. A grade of **T** indicates course work in progress and is only used in certain approved courses in which work may extend beyond the semester. It is not calculated into the GPA. The T grade may be changed to A, B, C, D, E, or P, depending on the grade rule for the course, when the work is completed.

6. The grade **NS** is placed on the student record when a grade roll has not been submitted to the Registrar's Office by the grade submission deadline. After the deadline, an official grade change must be submitted by the instructor, either online through the grade roll or with a Grade Change Authorization form. An NS is not calculated into the GPA.

Prerequisites

There are prerequisites that qualify students to be admitted to the more advanced classes offered by a department. A senior has added experience, understanding, and preparation. Consequently, a senior progresses in courses that would have been impossible as a freshman. The level of performance, achievement, and understanding required to qualify for each grade that carries credit is higher in a more advanced class than in those classes that precede it, and the student is prepared to work at this higher level.

Numeric Grade Values (Law School)

In fall semester 1987 the Law School was granted permission to grade their courses on the numeric grading system. In fall semester 1994 the Law School was granted permission to change the numeric grading system to a new numeric scale. All current Law School students with previously earned numeric grades had their grades converted to the new numeric scale:

1987–1994	Description	Fall 1994
80–90	Superior	3.7–4.0
75–79	Excellent	3.3–3.6
71–74	High pass	3.0–3.2
66–70	Pass	2.7–2.9
59–65	Low pass	2.2–2.6
50–58	Fail	1.6–2.1

Calculating GPA

To calculate the GPA manually, follow these steps:

Step one: For each class, multiply the credit hours by the grade points (Take the value of the letter grade and multiply that letter grade value by the credit hours.)

Grade points are:

A = 4.0	B+ =3.4	C+ = 2.4	D+ =1.4	E = 0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	
	B- = 2.7	C- = 1.7	D- = 0.7	

Example:

Course	Credits	Grade	Multiply credits by points and get # below
Math 110	3.0	A- (3.7)	11.1
Rel A 122	2.0	A (4.0)	8.0
English 115	3.0	B (3.0)	9.0
Hum 101	3.0	B- (2.7)	8.1
PE 129	.5	P	Do not figure P class

Step two: Add up the points

Example from above: 11.1 + 8.0 + 9.0 + 8.1 = 36.2

Step three: Divide the total grade points by the total number of credits (Do not include P Credits)

Example from above: 36.2 divided by 11.0 = 3.29. **3.29 is the GPA for above example.**

Step four: If the digit in the thousandths place of your GPA is a 5 or above, you may round up. If it is a four or below, you need to round down.

Example: If your GPA is 3.336, then round it up to 3.34
If your GPA is 3.334, then round it down to 3.33

Step five: To figure your Cumulative GPA, follow the steps one through four for **all** of your classes. **Do not** just average your semester/term GPAs.

A grade of E, WE, IE, or UW converts to a grade point score of 0.0. An Incomplete (I) is changed to an IE if it is not completed by the contract deadline (not to exceed one year). A grade of T, I, W, P, or NS is never used in the grade point calculation.

Total college earned credits are used to determine class standing.

Grade Changes

After the final grade submission deadline, grades may be changed only for the following reasons:

- making a calculating error in computing the grade
- posting the wrong grade to the grade roll
- changing a T grade after the course work is completed
- posting a grade if no grade was submitted
- reevaluation of the previous grade with no additional work submitted

When such corrections need to be made, an official grade change must be submitted by the instructor, either online through the grade roll or with a Grade Change Authorization form.

If a student completes any additional work beyond the end of the semester or term (original T grades excluded), grade changes should not be made. For nonacademic extenuating circumstances that arise after the discontinuance deadline, the student should request to have an Incomplete Grade Contract.

A previous grade cannot be changed to a W (Official Withdrawal). If the student had a nonacademic emergency, he or she should file a petition for withdrawal with the Registrar's Office.

Student Academic Grievance Policy

There may be occasions when a student believes her/his academic work or conduct has been unfairly or inadequately evaluated (see note 1 below) by the faculty (see note 2 below). Usually such differences of opinion can be amicably resolved informally between the student and teacher. If not, the following procedures are intended to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

1. The grievance must be initiated by the student no later than four months (120 days) from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred. A grievance related to restrictions limiting participation in university academic programs must be initiated within 30 days of the decision in question.

2. The student should initially address the grievance in writing to the faculty member or administrator responsible, requesting review and resolution. If the faculty member or administrator is unavailable or the student has a valid reason to believe the matter will not be dealt with fairly or that retribution may result, the student may submit the grievance directly to the applicable department chair. (The faculty member, administrator, or department chair shall have the right to consult others regarding the matter as reasonably necessary and with due regard to the student's right to privacy under the Family Educational Rights and Privacy Act.)

3. If the grievance is addressed to the faculty member, and it is not resolved satisfactorily, the student may submit a written request for further review to the department chair within 30 days of the faculty member's decision.

4. The department chair's decision shall be given in writing to both the student and the faculty member within 30 days after receiving the student's request and all supporting material for review.

5. If the matter is still unresolved, the student may submit a written request for formal review to the dean or director of the applicable college or school within 30 days of the department chair's written decision.

6. If formal review is requested, the applicable dean or director shall be assisted in reviewing the grievance by a committee, as described in the following paragraphs.

- The dean or director will appoint several individuals associated with the university to serve as an ad hoc review panel. At least two of these individuals must be faculty with continuing faculty status from outside the area of study in which the grievance arose. One of these faculty members will be appointed to chair and conduct the proceedings, which should take place within 30 days after receiving the student's written request and all supporting materials. Faculty appointed to a panel reviewing a graduate student's grievance must have graduate faculty status.
- In reviewing the grievance, the review panel, the affected student, and the affected faculty member are responsible to identify or provide relevant sources of information. The review is intended to be collegial and not adversarial. Accordingly, legal counsel is not allowed to attend nor advocate in the review process. Presentation of the issues should be concise and relevant. The chair of the review panel shall be responsible to conduct the review and establish applicable procedures if such are not available from the dean or director. Any formal presentation should be limited to pertinent issues and panel members allowed sufficient time for questions. Following presentation and discussion of the grievance, the review panel will deliberate in closed session and submit its written recommendation to the dean or director.
- The dean or director will determine the resolution of the grievance and give the decision in writing to the student and faculty member within 10 days of receipt of the review panel's recommendation. This decision is final and not subject to further appeal, unless it involves termination of a graduate program or termination from the university.
- If the matter involves termination of a graduate program and is not resolved to the graduate student's satisfaction, the student may submit a written request for review to the Dean of Graduate Studies. The written request for review should contain an outline of the grievance and its disposition and set forth facts supporting the student's request for review. The request for review must be made within 30 days of the date of the written decision by the college dean. The Dean of Graduate Studies will convene a formal administrative review of relevant matters that have not been resolved at the department or college level. Following the review, the Dean of Graduate Studies will make the final determination.
- If the matter involves termination of an undergraduate student from the university for academic reasons or revocation of a degree, the student may submit a written request for review to the Academic Vice President. The written request for review must contain an outline of the grievance, its prior disposition, and set forth facts supporting the student's request for review. The request for review must be made within 30 days of the date of the written decision by the dean or director. The Academic Vice President may either make a decision on the matter or delegate the review to an associate AVP who will convene an ad hoc review panel to study the issues and prepare a written recommendation for the Academic Vice President. A written decision by the Academic Vice President will be sent to the student within 30 days of receipt of the written recommendation of the panel, unless an extension is necessary and all parties are notified of the extension in writing.

Notes

1. Academic evaluations which are subject to this policy include grading, restrictions limiting

participation in university academic programs, dismissal from the university or a university program for academic reasons, actions arising from incidents of academic dishonesty, the withholding and/or revocation of a diploma for academic reasons, and the withholding of or special notation on transcripts for academic reasons. Evaluations relating to admissions to the university, ecclesiastical endorsements, discipline administered by the Honor Code Office, or petitions are not covered by this policy. Persons who believe they have been unlawfully discriminated against or sexually harassed should contact the Equal Opportunity Office.

2. For purposes of this policy, "faculty" means any teacher or other individual authorized by the university to academically evaluate students, or who has a legitimate need to know regarding the processing and disposition of an academic grievance.

Scholastic Recognition Each Semester

The dean of each academic college at the close of each semester will post a list of names of undergraduate students who are ranked in the top 5 percent of their college for the given semester, who have earned a minimum of 14 credit hours, and who have earned a minimum grade point average of at least 3.5 for the semester.

Grades

After the semester/term has ended and all grades have been submitted by the faculty, students may access their grades through AIM in MyBYU.

Records

Registrar's Office
B-150 ASB
(801) 422-2631

The Registrar's Office is the official guardian of all permanent records of all academic work done at the university. The office is also responsible for issuing official transcripts of credit. Official transcripts include only credit completed through BYU.

Classification of Students

Students are classified as follows:

Credit Hours Earned	**Classification**
0.5–29.9	Freshman
30–59.9	Sophomore
60–89.9	Junior
90 and over	Senior

Access to Education Records—FERPA

Student education records at BYU are generally accessible to eligible students according to the provisions of the Family Educational Rights and Privacy Act (FERPA). BYU has adopted Access to Student Records Procedures that explain in detail student rights relating to their education records.

The following is notice of student rights to their education records, a summary of the procedures for exercising those rights, and a description of student directory information that may be disclosed to the public without the students' consent as required by law:

Eligible students, admitted and enrolled at BYU, generally have the right to:

1. Inspect and review their education records within a reasonable period of time upon submitting to the appropriate department managing their education records a written request, with proof of identification, specifying the records to be inspected. The department will notify the student of the time and place the records may be inspected.

2. Petition BYU to amend or correct any part of the education record believed to be inaccurate, misleading, or in violation of their privacy rights. Students may submit a written request to the department holding the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the department decides not to amend the record as requested, the department will notify the student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures as outlined in university procedures will be provided to the student when notified of the right to a hearing.

3. Control the disclosure of personally identifiable information contained in the student's education record, except as otherwise authorized by law. BYU will disclose student education records without the written consent of the student in the following limited circumstances:
    1. To school officials and to specified agents of the university who have a legitimate educational interest in the records.
        - A school official or specified agent of the university is:
            - the Board of Trustees or its agents; or
            - a person employed by the university in an administrative, supervisory, academic, research or support staff position, (including law enforcement unit personnel and health staff); or
            - a person or company, with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as Student Clearinghouse, an attorney, auditor or collection agent); (the contracted party is subject to the same conditions of use and redisclosure of education records that govern other school officials); or
            - a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or
            - a person employed by, under contract to, or designated by the university to perform a specific task.
        - A school official or specified agent has a legitimate educational interest if the official is:
            - performing a task that is specified in his or her position description or by

    contract agreement;
    - performing a task related to a student's education;
    - performing a task related to student discipline; or
    - performing a service or benefit relating to the student or the student's family, such as health care, counseling, job placement, or financial aid.
  - To officials of another school, upon request, in which a student is enrolled, or seeks or intends to enroll.
  - To the Secretary of the U.S. Department of Education, the Attorney General of the United States, the Comptroller General of the United States, and state and local educational authorities, in connection with certain state or federally supported education programs.
  - In situations where a student has sued the university, or the university has taken legal action against a student, as necessary for the university to proceed with legal action as a plaintiff or to defend itself.
  - In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
  - As required by state law disclosure that was adopted before November 19, 1974.
  - To organizations conducting certain studies for or on behalf of the university on condition that the organizations conducting the studies not permit the personal identification of students by anyone other than the organizations' representatives. Additionally, all information provided must be destroyed by the requesting organizations when no longer needed for the study's purpose.
  - To accrediting organizations to carry out their functions.
  - To either parent of an eligible student if the student is claimed as a dependent for income tax purposes regardless of which parent claims the student as a dependent. Parents requesting information from a student's file shall be responsible to demonstrate that the student in question is a dependent pursuant to Section 152 of the Internal Revenue Code. In addition, BYU may disclose to parents of an eligible student information regarding violations of local, state, or federal law or of the Church Educational System Honor Code regarding the use or possession of controlled substances for student violators under the age of 21.
  - To comply with a judicial order or a lawfully issued subpoena in which case the order or subpoena shall be directed to the Office of the General Counsel for review prior to dissemination of the education record. The university will make a reasonable attempt to notify the student in advance of disclosure when non-directory information is released in response to subpoenas or court orders.
  - To appropriate parties, including parents or guardians, in a health or safety emergency.
  - BYU may (without the consent of the perpetrating student) disclose to the victim of a crime of violence or non-forcible sex-offense, (as defined in the Clery Act) the results of any disciplinary proceeding conducted by BYU against the alleged student perpetrator regardless of the outcome of the proceeding.

4. File a complaint with the U.S. Department of Education concerning failures by BYU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy and Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605, www.ed.gov/offices/om/fpco/.

BYU has designated the following student information as directory information that it may disclose to the public without the consent of the student:

Directory Information

Name
Unique Person Identifiers (BYU ID, Net ID, Person ID, CMIS ID)
Addresses and telephone numbers
E-mail address
Month, day and place of birth
Names of parents or spouse
Major and minor fields of study
Participation in officially recognized activities and sports
Weight and height of members of athletic teams
Pictures
Dates of attendance (current and past)
Number of months/semesters enrolled
Class standing (freshman, sophomore, etc.)
Enrollment status (full-time, part-time, less than half-time)
Degrees and awards received
Previous educational institutions attended
Dates of employment and job titles for student employment positions
Anticipated future enrollments
Course registrations prior to the beginning of a semester or term
Expected date of graduation
Deferred registration eligibility

Students have the right to restrict disclosure of the above directory information. To request restriction of disclosure, students must file a written request in the Registrars' Office. Forms for this request are available in the Office of the Registrar.

Transcript Record Holds

A hold will be placed on a student's record for failure to meet certain university obligations (outstanding fees, etc.). Until the obligation is fulfilled, no copy of the academic record or diploma or information about the record will be released, and graduation may be delayed or denied. Former BYU students may request a transcript for credits to be transferred to another school at any time, even if they no longer have a current ecclesiastical endorsement.

Earning Credits

Students earn approved university credit in the following ways:

Regular Course Work

Complete work in regular courses offered at BYU. Complete college-level courses through Independent Study, Evening Classes, or other Continuing Education programs.

Transfer Work

Transfer credit for academic college-level courses completed at an accredited college or university and transferred to Brigham Young University. (See the Admissions section of this catalog for further explanation on transfer college credit.)

Advanced Placement (AP) Exam

Students who complete an AP exam with a score of 3, 4, or 5 may receive college credit based on the subject and score.

Military Credit

Students who have been on active duty for more than one year may receive additional credit for college-level training and experience in the service. To receive credit, bring the military service DD-214 form to Transfer Evaluation in the Registrar's Office, B-150 ASB.

International Baccalaureate (IB)

Students who complete the International Baccalaureate (IB) examinations with a score of 5, 6, or 7 may receive college credit based on the HL subject and score.

Challenge Examination

Students may receive credit by challenging some courses at the university through a separate examination procedure. Departments reserve the right to decide which courses may be challenged by examination. Religion courses, internship courses, exercise sciences and dance activity courses, and other activity participative courses, such as music, youth leadership, and ROTC, may not be challenged.

The challenge examination is not meant to certify that a student has attended the class and completed all course requirements. The challenge examination credit merely shows that the student's skill and knowledge is sufficient to pass a challenge examination for the course.

Only students who have completed at least one course at BYU through day or evening school or the Salt Lake Center are eligible for the challenge examination option. Students currently enrolled are eligible to take the exam, but the credit will not be posted to the transcript until the other BYU credit and grades are posted. Students who are suspended or dismissed from the university are not eligible to challenge courses. Students who are suspended or dismissed may not have challenge examination credit posted to their record even if the examination was taken prior to the suspension or dismissal.

Once students have graduated, they are not eligible for challenging any additional credit at BYU unless it is specific to the graduate program to which the students have been admitted. (See current BYU Graduate Catalog for information on how to challenge graduate courses.)

Some challenge exams for credit are offered in the Testing Center, and others are arranged through the department offering the course. An exam fee is required. The student should check with the department to see if the exam is offered in the department or through the Testing Center. To earn academic credit and a grade for the course, the student must sign a Challenge Examination Form and have the Testing Center or the department submit it to the Registrar's Office in B-150 ASB. The time limit for a student to choose course credit is determined by the individual academic department, not to exceed one year from the date of the exam. No additional fees are charged to post the credits to the transcript. The student's transcript and cumulative grade point average reflect the grade earned on the exam. The procedure to take exams and request academic credit follows.

Procedure for Challenge Exams Given at the Testing Center

1. Contact the appropriate department for the exam procedure and content before going to the Testing Center.

2. Go to the Testing Center (265 HGB).

3. Pay the $20 required fee at the Testing Center.

4. After the exam is graded and the choice is made to receive graded credit, obtain a Challenge Examination Form at the Testing Center and have it validated there. To accept the grade and receive credit for the course, sign the Challenge Examination Form and have the Testing Center submit it to the Registrar's Office (B-150 ASB). After taking the exam there is a limited time to request that the grade be submitted to receive course credit. The time limit to choose course credit is determined by the department, not to exceed one year. Graded credit will be added to the student's official university transcript, and the progress report will show any GE requirement as fulfilled. (Students taking the Physical Science examination may take the grade or an exemption if their score is 75 percent or above. If their score is between 60 and 74 percent, they may receive graded credit.)

5. Students enrolled in the course when they pass its challenge exam **must** also drop the course. Students who drop the class after the *add deadline* (six class days after a semester or term starts) will receive a W on their transcript for dropping the course. If the course is not *officially* dropped before the withdraw deadline, the grade given by the instructor based on class performance will appear on the transcript at the end of the semester/term.

*Procedure for Challenge Exams Not Given at the Testing Center**

1. Whether or not students are enrolled in the course they are challenging:
    1. Complete the Challenge Examination Form available from the department.
    2. Arrange with the department to take the exam.
    3. Pay the $20 required fee (per exam) at Student Services (D-155 ASB) and have the form validated.
    4. Present the validated form to the department examiner and take the exam.
    5. Have the grade and credit recorded on the form by the examiner and obtain the necessary departmental signatures.
    6. After seeing the grade, students may choose to have the credit posted to their academic record by signing the Challenge Examination Form and having the department send the completed form to the Registrar's Office (B-150 ASB). The time limit to accept course credit is determined by the department, not to exceed one year from the date of the exam.

2. Students enrolled in the course when they pass its challenge exam **must** also drop the course. Students who drop the class after the *add deadline* (six business days after a semester or term starts) will receive a W on their transcript for dropping the course. If the course is not *officially* dropped before the withdraw deadline, the grade given by the instructor based on class performance will appear on the transcript at the end of the semester/term.

*For language challenge exams, students should check with the department for instructions specific to the particular language.

Exemption Examinations for GE Requirements

Some general education requirements can be fulfilled by successfully completing an examination. Exemption examinations for selected GE courses are offered at the Testing Center.

Procedure for Exemption Exams

1. Contact the Testing Center for dates of exemption exams.

2. Go to the Testing Center (265 HGB) on one of the examination days.

3. Pay the $20 required fee per class at the Testing Center.

Students enrolled in the course when they pass its exemption examination **must** also drop the course. Students who drop the course after the *add deadline* (six days after a semester or term starts) will be officially withdrawn. (This shows as a W on the transcript.) If the course is not *officially* dropped before the withdraw deadline, the grade given by the instructor based on class performance will appear on the transcript.

Note: The progress report of students who pass an exemption exam at the Testing Center will be updated automatically at the end of the semester or term. Students should retain their score report for their records.

Earning BYU Credit While on Academic Suspension

Students who have been academically suspended from Brigham Young University are not eligible to enroll in courses through day school, evening school, or any of the Continuing Education programs offered by the university except those courses offered through Independent Study. Students should consult their advisement center to determine which Independent Study courses to take.

Repeating Classes

Students may repeat any course taken at BYU if the course is still being taught or an equivalent course exists. However, **all** grades are calculated into the grade point average (GPA) and **all** credit counts in the total hours.

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Graduation

Adherence to University Standards/Honor Code

Students must be in good Honor Code standing to graduate from BYU.

The term "good Honor Code standing" means that a student's conduct is consistent with the Honor Code and the ideals and principles of The Church of Jesus Christ of Latter-day Saints. Excommunication, disfellowshipment, or disaffiliation from The Church of Jesus Christ of Latter-day Saints automatically results in the withdrawal of the student's ecclesiastical endorsement and the loss of good Honor Code standing. Further, a student is not in good Honor Code standing if his or her ecclesiastical endorsement has either lapsed or has been withdrawn, or if the Honor Code Office has placed a "hold" on the student's records.

Students who are not in good Honor Code standing are ineligible for graduation, even if they have otherwise completed all necessary coursework. In unusual circumstances, a student may petition the Dean of Students Office to allow an exception to the ecclesiastical endorsement requirement [under the process set forth in the Church Educational System Honor Code section.]

Application for Graduation

All students desiring to graduate must apply for graduation. Students applying for the bachelor degree should do so by the appropriate deadlines for graduation. The deadlines for each graduation are listed below:

September 15 for December graduation (no graduation exercises)
November 15 for April graduation (graduation exercises)
February 15 for June graduation (no graduation exercises)
April 15 for August graduation (graduation exercises)

In order to apply for graduation, students must have an active ecclesiastical endorsement covering the graduation for which they plan to apply. Students access the online graduation application through the "Apply for Graduation" link in the "School Menu" on MyBYU. After submitting the online graduation application, the student account will be charged a one-time $15.00 fee for graduation and the student will be instructed to contact their individual college advisement center (if applicable) to finish the graduation application process. Students will be notified of the status of their graduation application via email.

Students who apply after the deadline dates will need to contact their college advisement center to be considered for graduation. Graduation Services (B-150 ASB) will notify students of graduation deadlines and procedures via email.

Visit https://registrar.byu.edu/how-apply-graduation for more details.

Attendance at Commencement

All candidates for graduation are encouraged to attend the commencement and convocation exercises. Diplomas will be mailed to students after all grades are posted to their official record and all graduation requirements are certified complete. Commencement exercises are held in April and August only. December graduates are invited to the April commencement following their graduation, and June graduates are invited to August commencement following their graduation. Students must have applied for graduation and been submitted by their individual college advisement center by the deadline for the commencement program in order to be listed in the university commencement program. The names of students who have been approved to "walk" at a commencement ceremony and graduate in a future graduation will not be listed in the commencement program. Names will be listed in the commencement program of the graduation for which the student has applied and been submitted. If a student has an Honor Code hold two weeks prior to commencement, their name will be removed from the commencement and convocation programs. If the hold is removed after the commencement program goes to the press and prior to commencement day, the student is authorized to walk but their name will not be listed in the program.

Deadlines for Transfer, Correspondence, and Incomplete Credit

All incomplete grades must be removed from the student's record, special examinations must be passed and recorded, and all transfer credit for required classes must be on file in the Registrar's Office at least four weeks before the official university graduation day. Any BYU Independent Study coursework (including finals) needed for graduation must be completed at least three weeks before the official university graduation day.

Earning Lower Degree After Receiving Higher Degree

A person having already earned a baccalaureate degree or higher from any institution, including BYU, is ineligible to earn a baccalaureate degree at BYU.

Adding a Program to a Completed Degree

A person who has a completed undergraduate degree is ineligible to add a second major or a minor to their official record.

Independent Study Credit

A maximum of 36 semester hours of Independent Study credit may be applied toward the 120-semester-hour requirement for a baccalaureate degree.

Note: See the Bachelor of General Studies Program section of this catalog for BGS requirements.

Scholastic Recognition (for undergraduates only)

University Honors

This section provides a brief overview of the requirements to graduate with University Honors. The staff in the Honors Advisement Center, 350D MSRB, (801) 422-5497, is available on a walk-in basis to answer questions about the program. To graduate with University Honors, a student must:

1. Complete an honors enrollment form.
2. Complete the honors commitment interview.
3. Complete the honors core curriculum.
4. Complete the honors great questions essay.
5. Complete the honors experiential learning requirement.
6. Complete the senior graduation review.
7. Complete the honors thesis requirement.

The requirements for graduation with University Honors complement both major and university core education. The honors curriculum includes and enhances the university core components; the honors thesis requirement enhances the major education component.

A more detailed explanation of the Honors Program is available in the Honors Program section of this catalog.

Latin Scholastic Distinctions

Latin Scholastic Distinctions at graduation are determined by GPA for the top 10 percent of the graduating seniors based on (1) cumulative total and (2) BYU grade point averages. This includes all coursework earned in integrated bachelor and master programs.

Summa Cum Laude is awarded on the basis of grade point average to the top 1.0 percent of the baccalaureate candidates who have earned a minimum 45 semester residency hours of credit at BYU.

Magna Cum Laude is awarded on the basis of grade point average to the top 1.1 to 5.0 percent of the baccalaureate candidates who have earned a minimum 45 semester residency hours of credit at BYU.

Cum Laude is awarded on the basis of grade point average to the top 5.1 to 10.0 percent of the baccalaureate candidates who have earned a minimum 45 semester residency hours of credit at BYU.

Graduation Requirements

Baccalaureate Degree Requirements

The baccalaureate degree is awarded for completion of a specified program of university study. It recognizes important changes in outlook, understanding, and proficiency that result from university experience. At BYU this program of study includes the University Core, the discipline of a specific major, university requirements, and each student's choice of electives. In addition, a minimum of 30 semester credit hours in residence on the BYU campus in Provo, a minimum total of 120 credit hours, and a cumulative GPA of at least 2.0 are required. The average number of BYU credit hours that BYU graduates earn is 128. Students ought to work toward graduating near the 130 credit hour mark.

University Core Requirements for the Baccalaureate Degree

See the University Core section of this catalog for complete information.

Major Requirements for the Baccalaureate Degree

See specific major requirements in the Academic Departments/Schools/Areas, Degrees, and Courses section of this catalog.

Minimum University Requirements

Residency Requirement

At least 30 credit hours must be earned in residence on the BYU campus in Provo as an admitted day student to qualify for a baccalaureate degree. Residency credit does not include any hours earned through Independent Study coursework or credit by examination.

Total Credit-Hour Requirement

A candidate for a baccalaureate degree must complete a minimum of 120 credit hours.

Grade Point Average Requirement

To graduate from BYU students must earn a minimum 2.0 cumulative BYU grade point average and a minimum 2.0 total cumulative grade point average. Students must also meet any stipulated minimum grade point average requirements in their major.

Honor Code Requirement

Students must be in good standing with the Honor Code Office and have a current ecclesiastical endorsement.

D Credit

Students may use a course in which they receive a D- ("minimum passing") to complete major, minor, religion, or general education requirements. Those receiving a D- in a course will not be required to retake the course unless a higher minimum grade is stipulated in a degree program or course sequence description in the undergraduate or graduate catalog.

Courses taken at other colleges or universities with D grades will count toward the total hour requirement for graduation, but will not fill BYU university core requirements and in most instances will not fill major requirements.

Major Requirements

The curricular requirements of a specific major must be satisfactorily completed, including any additional departmental requirements related to the major. A minimum of 20 credit hours in the major must be completed in residence as an admitted day student, 10 of these on the BYU campus in Provo.

Students must select and declare a major by the time they have 60 earned BYU credit hours (excluding language exam credits). Once a student has 75 earned BYU credit hours (excluding language exam credits), they will not be allowed to change their major, unless special permission is granted.

In order to encourage timely progress towards graduation, advisement centers may require mandatory advisement before students are allowed to register for classes. Deans, in consultation with advisement centers, may also place registration holds and mandate specific course completion in order to facilitate a timely graduation.

Double Major

Second majors (exclusive of some language second majors) are rare and *must be approved* by the college advisement center supervisors involved and the dean of the college responsible for the primary major. The second major *proposal and approval process* requires an evaluation of all University Core and major requirements and a time-to-graduation analysis. Petitions for a double major must be submitted prior to earning 75 BYU hours (excluding language exam credits). College advisement centers are prepared to assist interested students in this process. Courses used to satisfy the requirements of a student's major can also be used to satisfy the requirements of an approved second major, unless not permitted by the requirements of the proposed second major. Students who graduate with a second major only receive one degree (the one associated with the primary major) and one diploma. Only the primary major will be listed in the university commencement program and on the diploma.

Changes of Requirements

University graduation requirements are occasionally modified or changed. The university informs students of such modifications through the online catalog, online class schedules, and all advisement centers on campus. Students who leave the university for an extended period of time may be informed of such changes through these sources.

Policy on Previous Graduation Requirements and Credit

Brigham Young University is committed to providing its students with an excellent university education consisting of a broad general education that includes religious education and a strong major education. Programs of the university change and develop in the continuing effort to make learning and experience as valuable as possible. Development, growth, and improvement are expected parts both of our lives and our institutions. It is because of the commitment to a superb education that the university's programs develop and improve and that students are expected to meet the current standards of the university when they graduate, even though they may have begun their studies long ago under quite different expectations.

Students who complete a baccalaureate degree within eight academic years of enrollment at BYU qualify for graduation by meeting those religion, university, and general education requirements in effect when they initially enrolled, even though there may have been changes in general education and religion requirements since that time.

In addition, students who complete a baccalaureate degree within eight academic years of enrollment at BYU qualify for graduation by meeting those major education requirements in effect when they officially declared the major with which they plan to graduate even though such declaration was made at some point following their original enrollment. (A student officially declares a major one of two ways: [1] by indicating the choice of major on part 2 of the CES Admission and Scholarship Application or [2] by submitting a request using the "Change Major Request" link in the MyMAP Plan tab Tools sidebar.)

Students have eight years from the time of their initial enrollment in which to complete all requirements for graduation. Students who have not graduated within eight years of their initial enrollment at BYU will be required to meet with an academic advisor in the area of their primary major to determine major and university core graduation requirements and the use of credit previously earned. Where University Core or major requirements have changed or where credit previously earned was in an area of substantial change, students may be required to do additional work to meet graduation requirements.

After discussion with an academic advisor, students may petition the Dean of Undergraduate Education to accept old general education courses to fulfill current general education requirements. This means that credit earned more than eight years before admission or readmission (including transfer credit) may be accepted to meet general education or major graduation requirements at the discretion of the university.

All students who receive undergraduate degrees from BYU are required to complete the University Core requirements unless 1) a student is on the previous GE program and within eight years of initial enrollment; or 2) a student is granted an exception by the Dean of Undergraduate Education.

BYU offers the Bachelor of General Studies Program to assist students who are unable to come back to campus to finish their degrees.

Advisement

An important corollary of the university's commitment to provide its students with an excellent university education is its commitment to help students find their way through their programs effectively and efficiently. Students whose educational experience has extended beyond eight years from the time of initial enrollment and who find that changes in programs will require additional work and preparation should consult with college or department advisors for help in planning their schedules in the best and most encouraging way possible.

The university's requirement that a student graduate under current or very recent standards is meant to benefit the student and is in no way established to deter a determined person from returning to the university after years away. Good advisement can be of great help in working out a program of study at the university, taking into account individual needs, concerns, and experience.

MyMAP

BYU offers students a helpful academic planning system (MyMAP) that enables them to plan their academic progress towards graduation. MyMAP is an online tool students may use to plan specific courses to fill University Core, major, minor, and elective requirements, and organize those courses into semesters/terms. In addition, students may register for these courses using the Register tab. Easy access to course descriptions can be found on any MyMAP tab by simply clicking on the course title. As a student fully utilizes MyMAP, they will find that they have important information at their fingertips. Students may access MyMAP under the School section of MyBYU.

To learn more about MyMAP go to https://registrar.byu.edu/mymap.

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Honor Code

The current Honor Code policy can be found at https://policy.byu.edu/view/index.php?p=26.

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Housing

Quality residential living is an important, indeed an integral, part of the total educational experience at BYU, and students should carefully consider the accommodations available in view of the type of living experience they desire, the time they have available for activities within their housing situation, and their economic needs. Housing is available on campus and in the surrounding communities, and programs have been established within campus residence halls and with off-campus landlords to integrate living experiences with the total university educational program.

Campus Accommodations Office
100 SASB
Phone: (801) 422-2611
Toll-free: (877) 403-0040
Fax: (801) 422-0837
E-mail: housing@byu.edu
http://www.byu.edu/oncampushousing/

On-Campus Housing

On-campus housing includes room-and-board residence halls and apartment-style living for men and women—each directed by a competent hall advisor—and family apartments. Assisting the hall advisor in room-and-board areas and the apartment-style living are several resident assistants—mature, advanced students who reside with the student group. Students are known personally by the staff and have someone available to assist with normal student problems.

The residence hall program is designed to provide experiences in self-government, sharing relationships, and other responsibilities that encourage maturity and independence.

All residents have access to the BYU Computer Network which provides them with Internet access as well as printing capabilities with Open Access printing. Using the Internet, residents may access many campus resources including ScholarSearch (BYU Library), Learning Suite (course specific web sites), and many other resources.

Residence Halls for Men and Women

Board and room in **Helaman Halls** is provided for both men and women. Two communities are available: one for 18-year-old and younger residents and one for 19-year-old and older residents. The 18-year-old and younger community is most typically comprised of the most recent high school graduates. The 19-year-old and older community is comprised of returning residents and students who turned 19 prior to January 1 of the previous academic year.

Each hall contains student lounges; study rooms; common shower and restroom areas; and laundry and storage facilities. The central building features a spacious dining facility (Cannon Commons), a reception area, offices, and mail service for the entire residence area. Recreational facilities include sports courts and large lawn areas.

Apartment Living for Men and Women

Heritage Halls and **Wyview Park** provide apartment-style residence halls for both men and women. Apartments are furnished, except for bedding and kitchen items.

Heritage Halls has two communities available: one for 18-year-old and younger residents and one for 19-year-old and older residents. The 18-year-old and younger community is most typically comprised of the most recent high school graduates. The 19-year-old and older community is comprised of returning residents and students who turned 19 prior to January 1 of the previous academic year. Apartments generally have a combination kitchen-dining-living room, three bedrooms (designed for two people each), and two bathrooms. Each building has activity rooms, laundry, and storage facilities.

Wyview Park is available only to the 19-year-old and older community which is comprised of returning residents and students who turned 19 prior to January 1 of the previous academic year. Apartments have a kitchen and dining room, living room, two or three bedrooms, and a bathroom. Two-bedroom apartments have one private bedroom and one shared bedroom. Three-bedroom apartments have two private bedrooms and one shared bedroom.

Foreign Language Student Residence

The College of Humanities sponsors the Foreign Language Student Residence, located near the Missionary Training Center. Students pledge to speak only the foreign language in their apartment while they live and study together under the supervision of a faculty advisor and a native speaker.

All rooms in the complex are shared; single rooms are not available. Male and female residents in each target language eat five meals a week together, with the cost of some meals included in the fees. For details contact the Foreign Language Student Residence program office at 3086 JFSB or (801) 422-3765.

Residences for Families

Accommodations for student families are provided at **Wymount Terrace** and **Wyview Park**. Each apartment is furnished with an electric or gas range, refrigerator, garbage disposal, and blinds. A limited assortment of furniture can be rented from the Student Family Housing Office. Residents have access to sports courts, children's playgrounds, and large lawn areas.

These apartments do not have washer/dryer hookups, but the areas have self-service laundry facilities.

Wymount Terrace has one-, two-, or three-bedroom apartments and is located on the northeast side of campus. Wyview Park has two- or three-bedroom apartments and is located on the north side of campus.

Agreements for Single Student On-Campus Housing

Students who wish to live on campus are not required to complete a separate housing application. Students eligible for the 19-year-old and older community can contract at any time once room selection has opened for any available housing. If the desired housing is not available 19-year-old and older students can place their names on a waiting list for available spaces. Students eligible for the 18-year-old and younger communities are given a room selection date based upon the completion date of their admission application. The final admission deadline is February 1st of each year.

A $100 security deposit and $50 processing fee are due at the time of room selection.
The *security deposit* is refundable if (1) cancellation is received before the deadline shown on the agreement, or (2) at the end of the agreement if there is no debt owed to the university.

Students should be prepared to live by the terms of the agreement once they have acquainted themselves with its terms and submitted it; this will avoid any possible misunderstanding or financial loss. Agreements are made for the academic school year.

Agreements for Student Family On-Campus Housing

Family housing apartment availability is updated online at 4:00 p.m. Monday-Friday (excluding holidays) at www.byu.edu/familyhousing. For student family housing, the completed agreement must be submitted with a $100 security deposit and a nonrefundable $50 processing fee. Parts 1 and 2 must both be completed for the agreement to be valid.

Off-Campus Housing

C-141 ASB
(801) 422-1513
Internet: och.byu.edu

Brigham Young University is committed to creating an atmosphere conducive to intellectual and spiritual development for all of its students, including those who live off campus. The BYU Off-Campus Housing Office was established to assist in this task by:

1. Aiding students in locating off-campus housing.
2. Encouraging landlords to maintain and improve rental facilities.
3. Advising and giving counsel to students and landlords in their relationships with one another.
4. Attempting to ensure that BYU living standards are maintained off campus.

To help achieve these ends, single BYU undergraduate students are required to live in university-contracted housing (see below). At present, more than 23,000 rental spaces have been contracted by the university for single undergraduate students living off campus. For further information concerning off-campus rentals and BYU regulations, contact the Off-Campus Housing Office at 801-422-1513 between 8:00 a.m. and 5:00 p.m. Monday through Friday or visit the OCH web site at och.byu.edu.

BYU Housing Referral Service

The BYU Off-Campus Housing Office maintains a complete referral service for all university-contracted rental facilities. Thousands of rental units of all types are available, including large- and medium-sized apartment complexes, condominiums, duplexes, and houses. *Some* housing for families and graduate students is also listed, although student family housing and graduate student housing is not subject to university contracting.

Listings are available at och.byu.edu. A guide with housing tips and essential rental data on apartment complexes may be found on the OCH web site. Officials are also available to help students who have problems finding suitable off-campus housing at C-141 ASB or by phone at 801-422-1513.

Student Address Verification

All BYU students are required to provide the residential address where they reside (not a post office box) as part of the registration process. Unless specifically excused by the Off-Campus Housing Office, all single BYU undergraduate students are required to live in university-contracted housing either on or off campus. The requirement may be waived by the Off-Campus Housing Office through a waiver for the following students:

1. Single parents with children.
2. Single students living with parents.
3. Single students who are taking classes away from Provo.
4. Under hardship conditions, as determined by the Off-Campus Housing Office, the university housing requirement may be waived for other students who have a special circumstance or hardship.

Hotels, motels, and studio apartments are not contracted housing for single students. A studio apartment is a living unit that does not provide a separate bedroom but combines the living and sleeping area.

Students who do not provide their residential address or who live in housing not contracted by the university and who are not excused by the BYU Off-Campus Housing Office are subject to the following sanctions:

1. Non-compliance fees up to $175.00 will be incurred, and future registration may be stopped, until the student verifies that he or she is living in or will be living in university-contracted housing.
2. Students falsifying their addresses will be subject to the above consequences as well as disciplinary action by the university for Honor Code violations.

When a student signs an agreement to live in a facility not contracted by the university and has not been excused from the university housing requirement, these sanctions will be applied even though the student's tenancy extends beyond the current fall, winter, or spring-summer in which the student is enrolled. A student in this situation will have to either move from the uncontracted housing unit, regardless of the consequences, or forego registration and other privileges at the university until complying with this policy.

The university contracts off-campus living units whose owners have agreed to:

1. Adequately separate single men and women.
2. Exercise reasonable efforts to maintain the BYU Residential Living Standards.
3. Maintain the facilities in good repair.
4. Not abuse basic tenant rights.

The university cannot guarantee that owners and managers are employing their best efforts to maintain the standards, that all residents are complying with BYU standards, or that contracted living units always meet the physical criteria. Thus, students are individually responsible to carefully choose an acceptable apartment and compatible roommates. Students should first inform their area management if they suspect that the standards and the physical criteria are not being maintained. Students may also contact the BYU Off-Campus Housing Office and/or the BYU Honor Code Office with concerns after efforts for resolution have been made with area management.

Because a student's living environment has a profound influence on academic performance and spiritual growth, BYU promotes an environment in contracted off-campus housing facilities that is consistent with its mission and with the moral virtues taught by The Church of Jesus Christ of Latter-day Saints. Specifically, the BYU off-campus housing program *sets guidelines* for landlords and students, which, if followed, will cultivate that desired moral climate. BYU off-campus housing personnel attempt to rectify any deviations from these standards and policy guidelines.

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Nondiscrimination

Brigham Young University prohibits unlawful discrimination in education and all programs and activities sponsored by the university. This prohibition applies to acts of unlawful discrimination against students and campus visitors--including applicants for admission--and it includes unlawful discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), age (40 and over), disability, genetic information, or veteran status. The university will not tolerate unlawful discrimination and will take immediate and appropriate steps to stop unlawful discrimination, prevent its recurrence, and address its effects.

Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Manager at (801) 422-5895 during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator at (801) 422-8692 during office hours (8 a.m. – 5 p.m. weekdays). Individuals may also contact the university's 24-hour hotline at 1-888-238-1062 or visit http://www.ethicspoint.com.

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Petitions

Students who encounter a non-academic emergency or circumstance affecting the academic record may submit a petition asking for an exception to university policy by providing justification and documentation to support the request. Possible requests may include adding or withdrawing from a class after the deadline, adding challenge exam credit, or extending an incomplete deadline.

Situations that may **not** be petitioned through the Registrar's Office are:

- Reinstatement after being deleted for nonpayment of tuition (see OneStop Student Services, D-155 ASB)
- Removal of transfer credit from a transcript
- Verification that a student is full time if they are not.

Any petitions for exceptions to academic records policies must be submitted to the Registrar's Office within **one year** from the semester or term in question.

Petition forms and additional information concerning petitions may be obtained at the Registrar's Office (B-150 ASB) or at https://petitions.byu.edu.

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Registration

Who May Register?

Students are eligible to register if they are either continuing BYU students or new students who have been notified of acceptance from the Admissions Office for the semester/term they wish to attend. Students admitted through Continuing Education (Independent Study, Evening School etc.) are also eligible to register. See Continuing Education for further information.

Continuing student status ends when a student graduates, or if they do not complete any day school classes for two consecutive semesters (fall and winter). Students who have lost continuing student status must be readmitted by the Admissions Office before they can register.

Students must be in good Honor Code standing to register and to continue enrollment at BYU. The term "good Honor Code standing" means that a student's conduct is consistent with the Honor Code and the ideals and principles of The Church of Jesus Christ of Latter-day Saints. Excommunication, disfellowshipment, or disaffiliation from The Church of Jesus Christ of Latter-day Saints automatically results in the withdrawal of the student's ecclesiastical endorsement and the loss of good Honor Code standing. Further, a student is not in good Honor Code standing if his or her ecclesiastical endorsement has either lapsed or has been withdrawn, or if the Honor Code Office has placed a "hold" on the student's registration.

The Registration Process

Complete registration instructions and deadlines are listed for each semester or term on the web site http://registrar.byu.edu.

Registration is based on a priority system (fall and winter semesters only) that allows students to begin registration according to the number of credit hours completed. Priority begins with graduate students and seniors, then juniors, sophomores, and freshmen. Post-baccalaureate non-degree-seeking graduates will be given access after continuing freshmen. All newly admitted freshmen will register in a separate priority (fall semester only). New freshman beginning Winter semester will be assigned to the last registration date, regardless of college credit.

Students can determine their priority registration for fall and winter semesters by logging into MyMAP, clicking on the "Register" tab, then looking under the appropriate semester. These dates will be posted 2-3 weeks before registration begins. Students may begin registering for fall semester in late March and for winter semester in late October by following the instructions on the web site.

Spring and summer registration is not based on a priority system. The spring and summer class schedules become available in December, and eligible students can register beginning in February.

Adding and Dropping Classes

Students may use the MyMAP registration system to add and drop classes until the add/drop deadline of each semester or term. Each class has a registration method assigned by the academic department that determines whether or not a permission-to-add code is required. The options are 1) add online anytime without code ("O"); 2) add online until the first day of class, permission-to-add code required thereafter ("F"); 3) always requires permission-to-add code ("S"). MyMAP will notify students if a permission-to-add code is required. For instructions on how to add a class that requires a permission-to-add code, visit registrar.byu.edu.

If a student is enrolled as of the first day of a semester or term and subsequently drops all of his or her classes by the add/drop deadline, a withdraw date will be posted on the transcript. To withdraw from individual classes after the add/drop deadline, see "Withdrawal from Classes" below.

Note: A student cannot be registered for more than one section of the same class in the same semester or term, unless it is a R-suffix class (e.g. Music 160R), in which case the student must drop any unwanted sections.

Full-, Three-Quarter-, or Part-Time Status

An undergraduate student who registers for 12 or more credit hours a semester or 6 or more credit hours a term is full-time. Registration for 9 to 11.5 credit hours per semester or 4.5 to 5.5 credit hours per term is three-quarter-time. Registration for 0.5 to 8.5 credit hours a semester or 0.5 to 4 credit hours a term is part-time status. International students and students receiving financial assistance may be required to be enrolled full-time. (Please note that credit hours for spring-summer semester length classes count in spring term enrollment.) For graduate students, 8.5 credits is full-time, and 4.5 credits is half-time.

Verification of Full-Time Status for Graduate Students

Graduate students (masters and doctoral students) who are enrolled for at least 2 credit hours per semester and who can be certified by their department as being engaged full-time in pursuit of their degrees can petition for graduate full-time status. Requests for such an exception should be directed to the Office of Graduate Studies (gradstudies.byu.edu or call 801-422-4091).

Withdrawal from Classes

Students who choose to withdraw from a class must do so officially. Students who do not officially withdraw before the published deadline will receive a failing grade.

To withdraw from a class:

1. During the withdraw period (seventh through fiftieth day of a semester or seventh through twenty-fifth day of a term) students may use MyMAP to withdraw from classes. A $10 fee per class will be charged to the student's account and a W will be posted on the student's transcript (a "W" does not affect GPA).
2. To withdraw from classes for extenuating circumstances after the withdraw deadline, students may petition for an exception to university policy through the Registrar's Office (B-150 ASB). There is a $10 fee per class if the petition is approved.

The university reserves the right to assign a failing grade for academic dishonesty reasons even if the student is able to withdraw him/herself from the class before the failing grade has been assigned.

Class Attendance Policy

Students are expected to attend classes for which they are registered. Each class instructor may determine the relationship of class attendance to the final grade for the course. Faculty should tell students what relationship attendance has to the final grade for the course, but students must take responsibility for their actions. Notification to teachers of emergency absences (death in the family, serious illness, etc.) is the student's responsibility. *Students must be officially enrolled either for credit or audit to be eligible to attend class.*

Leave of Absence (Continuing Student)

BYU daytime eligible students may take a leave of absence for one major semester (fall or winter) per academic year without prior notification to the university. An academic year begins with fall semester and continues through the next spring-summer. *International students must obtain clearance from the International Student Services Office* ***before*** *taking a leave of absence.*

Students should consider the following prior to taking a leave of absence:

- **Ecclesiastical Endorsement:** Students must have a current ecclesiastical endorsement to register for subsequent semesters. To complete this requirement, the applicant's bishop must submit the continuing student ecclesiastical endorsement form found online at https://endorse.byu.edu.
- **Scholarship:** The continuing student scholarship application deadline for fall, winter, and spring-summer scholarships is March 1, regardless of BYU attendance.
- **Federal Loan Repayment:** Student loans have a grace period of six months beginning on the date that the borrower drops below at least half-time enrollment. If leave of absence extends beyond six months, loan repayments will likely begin.
- **Reapplication for Admission:** If a student fails to enroll in classes before the add/drop deadline of the major semester (fall/winter) immediately following a leave of absence, the student will lose continuing student status and will have to reapply for admission as a former student. Re-admission is NOT guaranteed. Note: Students attending another school during a leave of absence must remember to send an updated transcript to BYU so the credits can be applied to the BYU record. Students who do not attend another school during a leave of absence may return to BYU with their academic status the same as it was before a leave of absence was taken.
- Suspended and dismissed students should consult with the Academic Support Office (see http://aso.byu.edu).
- New freshman, transfer, and former students must attend the semester or term to which they have been admitted.
- A leave of absence may be taken **directly prior** to a missionary deferment (consecutive semesters). Following a mission, applicants **must** enroll at Brigham Young University within a given time period, as noted in the Missionary Deferment section below.
- Applicants should be sure to resolve any university holds as they may prohibit their ability to register and/or receive other university services.

Auditing Classes

Students who wish to audit a class (take a course without receiving any credit for it) must add the class with a permission-to-audit code within the first six class days of a semester or term. Audited classes do not appear on transcripts for completed semesters, do not count for enrollment verification purposes, and do not count towards financial aid or scholarship eligibility. However, audit hours do count toward maximum hours per semester and tuition charges. *Students must be officially enrolled either for credit or audit to be eligible to attend class*.

Independent Study

Independent Study courses can be taken at any time, can take up to a full year to complete (i.e., crossing over standard semesters/terms), and can be applied toward graduation requirements. However, these courses are not eligible for federal financial aid under any circumstances. This does not apply to semester/term BYU Online courses, which do qualify for federal financial aid and which must be completed within a single semester/term. (See Independent Study for further information.)

Class Preparation Time

The expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared; much more time may be required to achieve excellence. These three hours may include one hour of lecture plus two hours of work outside class, three hours in a laboratory with little outside work, or any other combination appropriate to a particular course.

Maximum Hours per Enrollment Period

An undergraduate student in good standing may register for as many as 18 credit hours in any one semester (9 per term). College advisement centers may authorize a student who has demonstrated superior academic ability to register for a maximum of 21 hours per semester (11 per term). This authorization is given by the advisor flagging approval on a student's record. *The student will not be able to register for the additional hours until the first day of the semester/term*. Registering for classes through Continuing Education or auditing classes constitutes a part of the total registration. Through a petition process after the first day of school, exceptions to these rules may be granted by the university registrar (B-150 ASB).

A graduate student may take up to 22 hours/semester (11 hours/term). For exceptions to go over hours, graduate students must consult with the Graduate Studies Office (105 FPH, 801-422-4091).

Credit hours for spring-summer semester length courses count in spring term enrollment.

Final Examinations

The university schedules exam preparation and examination periods. An examination period occurs at the end of each semester and term. The examination period is preceded by exam preparation days, which give time for conscientious review, study, and synthesis of the semester's work. The exam preparation and the examination periods are firmly scheduled parts of the semester; students must not make plans that interfere with these important academic activities.

Students may not take final examinations early. If illness or other uncontrollable circumstances prevent a student from taking an examination at the scheduled time, that student is responsible to inform the class instructor as soon as possible.

The instructor may give the grade *Incomplete* for nonacademic extenuating circumstances occurring **after** the discontinuance deadline. The incomplete cannot be given unless the student and instructor together prepare a contractual agreement (see Grading and Records for further information.)

In cases where a student has conflicting examinations or three or more examinations in one day, individual arrangement for alternative test times may be made by the instructor.

Registration Holds

The university may place a hold on a student's records that will block registration privileges. The hold will be indicated on the MyMAP registration system. It is the student's responsibility to contact the appropriate office to clear any holds before attempting to register for classes. A student may see if they have any holds by going to the Register tab in MyMAP.

Academic Standards Hold:

Academic Support Office (801) 422-2723

Ecclesiastical Endorsement Hold:

Honor Code Office (801) 422-2847

Financial Hold (past due balance):

Student Accounts (801) 422-4104

Collections Office (801) 422-7648

Financial Aid and Scholarships Office (801) 422-4104

Graduate Studies Hold:

Office of Graduate Studies (801) 422-4091

Advisement Centers (CAC holds):

Education (801) 422-3426
Engineering and Technology (801) 422-4325
Family, Home, and Social Sciences (801) 422-3541
Fine Arts and Communications (801) 422-3777
Humanities (801) 422-4789
International and Area Studies (801) 422-3548
Life Sciences (formerly Biology and Agriculture) (801) 422-3042
Marriott School of Management (801) 422-4285
Nursing (801) 422-4173
Physical and Mathematical Sciences (801) 422-2674
University Advisement (Open Major) (801) 422-3826

To see more common holds that block registration, go to http://registrar.byu.edu.

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Right to Change Courses

The university makes every reasonable effort to provide accurate information in the contents of this catalog but reserves the right to make changes at any time without prior notice. The university reserves the right to change or discontinue graduation requirements, department majors, individual courses, instructors, and all other aspects of university operations. In the event the university determines to make changes in curriculum, it will post these changes as soon as practical within this online catalog. It is recommended that students regularly check this catalog for possible changes.

If colleges or majors are discontinued, or if substantial changes in requirements for degrees are made, the university will endeavor to allow students disadvantaged by the change to continue under existing programs and requirements. As a general rule, these types of substantial changes will only be made effective each fall semester.

The university may place a hold on a student's registration privileges if the student neglects academic work or makes unsatisfactory progress toward graduation.

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Transfer

Evaluation of Transfer College Credit

All college transcripts will be evaluated to determine admissibility of an applicant even if all or any of that credit is not accepted for transfer. Transfer Services in the Registrar's Office will determine the transferability of undergraduate credit to BYU.

In determining transferability of credit the following criteria will be considered: comparable credit hours, course level, seat time, and course descriptions. Vocational credit is not accepted, even if earned at an accredited institution.

Additional factors that can affect the transfer of credit:

1. Military courses are evaluated using the ACE recommendations in the upper-division baccalaureate category from the Guide to the Evaluation of Educational Experiences in the Armed Services.
2. Associate of arts or science degrees from approved transfer institutions will fill most BYU university core requirements with the exception of American Heritage, Advanced Written and Oral Communication, Languages of Learning, and the religion hours at BYU. American Heritage, Advanced Written and Oral Communication, and the Languages of Learning requirements may be filled by completing specific courses at other colleges. NOTE: Associate of arts or science degrees must consist of at least 35% academic classes (i.e., general education) in order to fulfill BYU's core requirements as stated above. Associate of arts or science degrees that include more than 65% vocational courses will be evaluated on a course-by-course basis. Students who have questions about the completion of university core courses are invited to contact Transfer Services in the BYU Registrar's Office, (801) 422-8522, for further information.
3. Credit is evaluated on a course-by-course basis for students who do not complete an associate of arts or science degree. Transfer guides have been established for some of BYU's main feeder institutions. A list of these transfer guides can be found at http://transfer.byu.edu.
4. Credit earned more than eight years before admission or readmission (including transfer credit) may, at the discretion of the university, be accepted to meet general education and university graduation requirements as well as major requirements.
5. Credit earned from an LDS institute of religion must be posted to an official CES transcript.

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Tuition & Fees

Tuition Rates

Tuition and general fees for all academic programs are established annually by Brigham Young University. BYU is a non-profit corporation affiliated with the Church of Jesus Christ of Latter-day Saints, and significant portions of university operating costs are paid with the tithes of Church members. In recognition of this support, Church members are assessed lower tuition fees than those who are not members. This practice is similar in principle to that of state universities charging higher tuition to nonresidents. Students are considered members of the Church if they have been baptized at any time during the semester or term.

Tuition rates for the 2017–2018 academic year are as follows:

2017-2018 Tuition					
Undergraduate Students					
Semester Charges			**Term Charges ****		
Credit Hours	**LDS**	**Non-LDS**	**Credit Hours**	**LDS**	**Non-LDS**
12.0 +	$2,730	$5,460	**6.0 +**	$1,365	$2,730
9.0 – 11.5	$2,594	$5,188	**4.5 – 5.5**	$1,297	$2,594
0.5 – 8.5	$286/credit	$572/credit	**0.5 – 4.0**	$286/credit	$572/credit
Graduate Students *					
Semester Charges			**Term Charges ****		
Credit Hours	**LDS**	**Non-LDS**	**Credit Hours**	**LDS**	**Non-LDS**

8.5 +	$3,440	$6,880	**4.5 +**	$1,720	$3,440
0.5 – 8.0	$405/credit	$810/credit	**0.5 – 4.0**	$405/credit	$810/credit

Graduate School of Management and Law School Students* **					
Semester Charges			**Term Charges ****		
Credit Hours	**LDS**	**Non-LDS**	**Credit Hours**	**LDS**	**Non-LDS**
8.5 +	$6,340	$12,680	**4.5 +**	$3,170	$6,340
0.5 – 8.0	$746/credit	$1,492/credit	**0.5 – 4.0**	$746/credit	$1,492/credit

The university reserves the right to change tuition and fees without notice.

* Includes all students who have previously received a Bachelor's degree—even if enrolled in undergraduate courses.

** Tuition for spring-summer length classes will be calculated as if 1/2 of the credit hours were allocated towards spring term and 1/2 towards summer term. However, the full amount calculated for spring-summer length classes will be billed along with spring term and will be subject to the normal spring term deadlines.

** The Law School offers no courses during spring and summer; therefore, Law School students should refer to the graduate tuition rate to determine tuition charges during spring and summer terms.

Noncredit and Audited Course Fees

Tuition for noncredit courses or for courses being audited is charged at the same rate as for credit courses. Noncredit and audit hours will be included when calculating tuition charges.

Payment of Tuition and Fees

Tuition and fees are considered due and payable seven calendar days prior to the first day of class. Failure to pay by this date will result in holds being placed on the student's account, restricting the ability to add additional classes, unless the student has pending financial aid. Class registrations will be dropped if payment of tuition and fees is not received by midnight on the add deadline. Classes will generally not be dropped if adequate financial aid is pending. However, it is the student's responsibility to ensure that financial aid or other forms of payment are available to satisfy tuition and fees prior to the deadline.

Short-Term Loans

The university makes short-term loans available to assist students to meet the tuition payment deadline. These loans are intended to be used for short-duration financing needs. Short-term loans are due as follows:

Registration Period	**Due Date**
Fall 2017	November 1, 2017
Winter 2018	March 1, 2018
Spring-Summer 2018	
Spring 2018	June 1, 2018
Summer 2018	August 1, 2018

A $20 processing fee will be charged for each short-term loan. No interest is charged on those loans if they are paid by the due date. Short-term loans outstanding after the due date bear interest at the rate of 12 percent per annum. Holds on registration for future semesters or spring-summer(s) are placed on all student accounts the day the short-term loan is disbursed and are not released until the loan is paid in full. This may affect the ability of some students to take advantage of priority registration.

Pro-Rata Charges for Dropped Classes

Students may drop classes without penalty through the add deadline. After the add deadline, tuition will be recalculated based on the student's current enrollment status. A pro-rata tuition charge will be applied after the add deadline for dropped classes that result in reduction in the original tuition charge. The pro-rata charge applies to tuition and most class fees. Certain class fees relate to the delivery of required supplies or services and are not refundable. The pro-rata charges are as follows:

If class is dropped beginning:	**The pro-rata charge will be:**
Fall Semester	
September 13, 2017	15%
September 25, 2017	25%
October 30, 2017	50%
November 14, 2017	100%
Winter Semester	
January 17, 2018	15%
January 29, 2018	25%
March 5, 2018	50%
March 21, 2018	100%
Spring-Summer (including semester-length offerings)	
Spring Term	
May 9, 2018	15%
May 14, 2018	25%
May 29, 2018	50%
June 6, 2018	100%
Summer Term	
July 3, 2018	15%
July 9, 2018	25%
July 23, 2018	50%
August 1, 2018	100%

The recalculation of tuition and fee charges may result in a refund. The amount of the refund a student will receive is based on the date the classes are dropped, or in the case of an official discontinuance, the date that the student reports such discontinuance to the Discontinuance Office (B-150 ASB).

Any refund due the student will be paid by check through the mail approximately ten days after the classes are dropped. If the student has elected direct deposit for student account refunds, the refund will be deposited into the student's bank. Payments originally paid by credit card will be returned to the credit card. Unpaid university charges may be deducted from the refund amount.

Refunds will not be paid to students whose tuition has been paid by a loan, scholarship, or benefit.

If a student with federal financial aid drops below half-time enrollment (for tuition assessment purposes: undergraduate, 6 hours per semester or 3 hours per term; graduate, 4.5 hours per semester or 2.5 hours per term), the federal program or lender may require that a portion of the refund be returned.

A petition for exception to the refund schedule will be considered for students forced to discontinue because of circumstances that are beyond their control, such as death in the immediate family, life-threatening situations, medical incapacitation, a university error, or military leave. Students should not submit petitions based on ignorance of university policies and procedures. These will be denied. Petition forms are available in D-155 ASB (OneStop Student Services).

Collection of Unpaid Tuition and Fees

BYU retains all legal remedies to collect unpaid tuition, fees, and other amounts due to the university for housing, traffic fines, etc. BYU uses a variety of methods to keep students informed of amounts due the university, including financial Web sites, statements, and various forms of correspondence. It is the student's responsibility to remain aware of obligations to the university and to make payment on a timely basis.

If BYU is unable to collect amounts due the university within a reasonable time, the debt may be referred to an outside collection agency and/or attorney for collection. All collection costs, including collection agency fees, attorney fees, and court costs will be charged to the student's account.

Failure to pay all amounts due BYU, including collection fees, may also result in various actions, including but not limited to withholding services and restricting the student's ability to register for class, participate in graduation, receive a transcript or diploma, or be considered for readmission to the university. The university also reserves the right to report both positive and negative payment histories to credit-reporting agencies.

Payments for Tuition and Fees

Tuition and fees include charges such as tuition, class fees, tuition reassessments, Study Abroad fees, and health plan charges. Students are responsible to pay the correct amount of tuition, fees, and past due balances in U.S. dollars (checks must be drawn on a U.S. bank). The following options are available for making tuition and fee payments. For more information on making payments to BYU, please visit https://finserve.byu.edu/content/other-payment-options.

Pay Tuition Online

BYU encourages you to take advantage of the fast, easy, and secure way to pay online. Payments may be made online by logging into myBYU and selecting the My Financial Center link under the School heading.

eCheck (BYU's preferred payment method)

eCheck is a free electronic check option that uses a secure Web transmission to electronically withdraw funds directly from a payer's checking or savings account. The payer must provide his/her bank routing and account number to make an eCheck payment. Payments from mutual fund, money market, line of credit, or brokerage accounts cannot be accepted.

Credit Card with a Service Fee

BYU accepts Visa, Mastercard, Discover and American Express for all charges including tuition payments. However, the payer will be charged a nonrefundable credit card fee equal to 2% of the tuition when making a payment on tuition and fee charges.

Debit cards are considered credit cards for tuition and loan payment purposes and would therefore be subject to the same credit card restrictions and service charges. Note: Because eChecks and debit cards both deduct payments directly from a checking or savings account, students can avoid the service charge by choosing the eCheck option.

Note the Credit Card Refund Policy: Existing credit card regulations prohibit BYU from making a refund to you in cash or check when you make a payment by credit card and there is an adjustment made to the charges paid. When you pay by credit card and there is a reduction in the amount of your charges, we are required to refund the amount back to the credit card you used to make the payment.

Pay Tuition by Mail

Check or money order payments may be mailed to Student Financial Services, A-153 ASB, Provo, UT 84602. Please make checks payable to Brigham Young University or BYU. Do not mail cash. Include with your check the student's BYU ID number and the amount to apply to each category.

Pay Tuition in Person

Payments may be made throughout the year in person at D-155 ASB. Tuition may be paid using check, money order, or cash. Credit cards cannot be used to pay tuition or fees at BYU cashiering locations (see Pay Tuition Online above for acceptable use of credit cards). Check or money order payments may also be left in the drop box in the D wing on the main floor of the ASB.

Pay Tuition by Wire Transfer

To pay tuition using an international or domestic wire transfer, please contact us for wire transfer instructions via phone (801) 422-4104 or via email at wires@byu.edu.

University Fees

Class Fees

Anthr 103, 455, 495R	variable
Art 122	75
Art 225	75
Art 330	15
Ec En 220	11
**Geol 420	550
***Geol 490R, 590R	variable
Math 97	75
Music 160R, 260R, 359R, 360R, 460R, 560R, 660R (Fall/Winter)	445
Music 160R, 260R, 359R, 360R, 460R, 560R, 660R (Spring/Summer)	225
Music 250R (Fall/Winter)	225
Music 250R (Spring/Summer)	113
PDBio 220 Lab	5
PWS 112	90
RecM 489	100
SFL 110, 340	50
SFL 185R, 287, 487	30
SFL 215	80
StAc 116, 117 (bowling)	60
†StAc 150, 151, 152, 153 (skating)	variable
†*StAc 161, 162, 164 (skiing)	40
†StAc 175, 176 (scuba)	variable
TEE 229	30

*Student must also have equipment and purchase lift passes.
**See department for a refund application.
***See department for a fee card.
†See department for amount.

Class fee refunds are based on the same schedule as listed for tuition refunds. Those with asterisks (*) are exceptions to this schedule and must be requested at the respective academic department.

Materials/Service Fees

The following courses charge fees based on materials consumed or services provided. Contact the individual department or professor to determine the appropriate payment procedure.

CM 105, 155, 210.

EC En 212, 301.

IT 101, 443, 447.

TEE 200, 229, 490R, 593R.

TMA 285, 475R.

VAStu 104, 105, 133, 155, 216, 217, 330, 350, 351, 356R, 358, 359, 456R.

Student Teaching/Practicum Fees

Fingerprint Fee

Students in teacher education must be fingerprinted and pass a background check prior to starting practicum experiences with K–12 students. Fees for fingerprinting and background checks are set by the Utah State Office of Education and are listed on the Education Advisement Center Web site: http://education.byu.edu/ess/fingerprint.html.

Licensure Fee

Students who meet all program requirements qualify for a Level 1 teaching license in Utah. Fees for licensure are due with the student teaching application. Licensure fees are set by the Utah State Office of Education and are listed on the Office of Field Services Web site: http://education.byu.edu/ess.

Miscellaneous Fees and Fines

Admission evaluation fee (nonrefundable)	$35
Change of registration fee—per class (after add deadline)	10
Dishonored check/eCheck charge	20
Examination, special equivalency	20
NDFS-dietetics insurance and ADA dues	50
Graduation (undergraduate) fee (nonrefundable)	15
Identification photo for replacement ID card (no charge for first replacement)	10
National League of Nursing Diagnostic Exam	40
Physical education locker	10
Traffic violation fines, variable according to violation	10-200
Transcript fee: Electronic	5
Transcript fee: Paper	6

Health Insurance Requirement

BYU requires all students with 9.0 or more credits in a semester or 4.5 or more credits in a term to carry adequate medical insurance. This applies the entire time a student has continuing status, including students taking a semester or term off. All participants in groups on tour, Study Abroad, or internships are required to carry adequate medical insurance.

To satisfy the health coverage requirement, students have several options:

Enroll in the Student Health Plan
Enroll in a group medical plan provided by the parents', the student's , or the student's spouse's employer
Purchase an individual Affordable Care Act (ACA) compliant health plan

If the student chooses any medical plan other than the Student Health Plan, he/she must provide verification of adequate coverage at the beginning of his/her first semester or term and annually at the beginning of fall semester. Students should carefully review any medical plan they're considering to make sure it will provide sufficient coverage for current and future health care needs. Coverage must be effective by the first day of class.

Effective fall semester 2014, BYU requires all ELC students and F-1 and J-1 visa students to be enrolled in the BYU Student Health Plan or an ACA compliant plan offered by a United States-based insurance company. This plan must provide comprehensive medical coverage for the student while he/she is on campus. Insurance plans from companies outside the United States will not be accepted.

All students enrolled at least 3/4 time (9 credit hours per semester or 4.5 credit hours per term) and all F-1 and J-1 visa students who don't submit proof of other coverage before the deadline each year will be enrolled automatically for individual coverage and assessed the appropriate premium (single or married rate) for the Student Health Plan. Students who are actively working towards a degree and have at least 0.5 on-campus credits will not be automatically enrolled in the Student Health Plan, but they can contact the Student Health Plan Office via YMessage or in person to enroll. Graduate students who have at least 2 credits during fall semester and were enrolled in the Student Health Plan for summer term will be automatically enrolled for fall semester in the same plan they had during summer term. The web is located at http://health.byu.edu/index2.php?page=shc/ped.php.

Spouses and dependents won't be enrolled automatically the first semester or term a student is on the plan. If a student desires coverage for their spouse and dependents, they must enroll their spouse and dependents in the plan.

For the latest BYU Student Health Plan fees, check the Web site at http://health.byu.edu/index2.php?page=shc/health.php.

Appeals

Students with unusual circumstances may appeal for special consideration of any item in this section to the Student Services Office. Appeal forms may be obtained at the Student Services windows at D-155 ASB.

About BYU

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A Unique Environment

Religious Environment

The Church of Jesus Christ of Latter-day Saints sponsors BYU to provide a university education in an atmosphere that nurtures spiritual growth and a strong conviction of the divinity of Jesus Christ. Church programs are closely correlated at all levels with the activities of the university, and students will find many opportunities to grow spiritually.

Religion Classes

All students at BYU should include regular gospel study as a continuous part of their university experience. Full-time undergraduate students take one religion class each semester of enrollment until a total of 14 semester hours of religion credit has been earned. See The University Core section of this catalog for more information.

University Devotionals

University devotionals, held throughout the year on Tuesdays at 11:05 a.m., form an inspirational and integrative part of the university experience. These assemblies are occasions to celebrate the shared sense of values and community at the university. Participation in these gatherings will renew spiritual commitment and extend knowledge of significant religious, intellectual, and cultural matters. Devotional speakers, selected from the General Authorities and other leaders of the Church as well as university personnel, come to teach the gospel and affirm the spiritual dimension of the university experience for students, faculty, and staff.

Most campus offices and services are closed during university devotionals and forums so that members of the university community may participate.

Young Single Adult and Married Student Stakes and Wards

To give students maximum opportunity to participate, the Church is organized into a number of stakes composed of several wards of approximately 150 members each. All single students living away from home who are members of The Church of Jesus Christ of Latter-day Saints become members of a Young Single Adult (YSA) ward. Single LDS students living at home have the option of attending their home ward or a designated YSA ward. Married students may attend either a married student ward or the residential ward in which they live.

Other Religious Denominations

Approximately twenty-five other religious denominations are represented in the BYU student body. These students are encouraged to attend a congregation of their faith in the surrounding area, if possible.

Academic Environment

The academic environment extends beyond the four walls of a university classroom. Serious students seek enrichment in the library, at university forums and lectures, and through research. Some students may choose to become involved in the Honors Program or live in one of the "quiet halls" on campus—and everyone benefits from drawing on the resources available at college advisement centers.

New Student Orientation

Orientation to BYU actually begins long before students arrive on campus. Following notification of admission, students will be contacted by an assigned peer mentor from the Office of First-Year Experience. This mentor is a student guide who successfully negotiated their own first year and can be of great help to new students and to their parents. Peer mentors will send periodic email, texts and even make phone calls to students. Mentors are available to answer questions, provide suggestions, and help make the transition from high school to college a smooth one.

Immediately prior to the first day of every semester and term, an event referred to as New Student Orientation (NSO) is held. The purpose of NSO is to 1) welcome new and transfer students into the BYU community of disciple-scholars, 2) help new students understand and appreciate the unique opportunities provided by a BYU education, 3) introduce key campus resources, and 4) offer new students a great chance to connect with other students and meet their peer mentor.

NSO events and activities are designed to be both informative and fun. Activities vary according to the term or semester. In addition to a welcome from the administration and a campus tour, each orientation may include a university devotional; library tour; meetings about colleges and majors, financial aid and scholarships, the Honors Program; and an introduction to several of the traditions at the Y.

Many of the activities are organized around Y Groups, small cohorts of students led by peer mentors and other upperclassmen, which offer students personalized attention and support. Orientation at BYU balances the various needs of new students by combining appropriate resources, activities, and personnel. To become fully integrated into an institution as large and complex as BYU, active participation in NSO is vital.

Please see https://fye.byu.edu/about-nso for detailed information about NSO and to register for an NSO event.

University Forums

University forums are held on selected Tuesdays at 11:05 a.m. and are designed to enrich the general education experience. Speakers are noted authorities in the arts and humanities, sciences, media, and government, chosen for their contributions to their field and their ability to inspire and communicate. Participation in these assemblies and the associated question-and-answer sessions prompts inquiry into significant intellectual, cultural, and social issues and helps lay the foundation for lifelong learning. A forum speaker may be nominated by any member of the university community (student, faculty, or staff).

Harold B. Lee Library

The Harold B. Lee Library (HBLL) is the University's gateway to research materials. The library website, lib.byu.edu, hosts a powerful and easy-to-use search tool for both electronic and print resources. From this online hub, students and faculty have access to scholarly research materials including online databases, journals, and e-books. The system also searches the library's physical collection of materials including over 8 million books, journals, photographs, and more. Librarians and staff provide research help in person or through online chat, text, e-mail, or telephone. Students are encouraged to use the library's ready-made Research Guides for specific subjects.

The library building is a beautiful, quiet, and comfortable environment for studying. Thousands of chairs and study tables spread out over 5 floors. The library provides group study rooms, collaborative work areas, and specialty labs for multimedia work, scanning, and 3D printing. Wifi is available throughout the building.

The library houses the L. Tom Perry Special Collections, whose non-circulating collections include rare and unique materials which are available for research by students and faculty.

The library is open during fall and winter semesters from 7:00 a.m. to midnight Monday through Friday and from 8:00 a.m. to midnight on Saturday.

BYU students and faculty may also use the facilities of other college and university libraries in Utah as well as select libraries in other states thanks to cooperative agreements implemented through state and national library consortia.

Learn more about the library by visiting lib.byu.edu. Keep up to date on library events and annoucements by following the library on social media: https://www.facebook.com/byuhbll, Twitter @HBLL, and Instagram @BYU_HBLL.

Research and Creative Activities at BYU

One of the most exciting and valuable learning experiences available to both undergraduate and graduate students at BYU is the opportunity to participate in original research and creative activities. BYU has accomplished faculty members in all areas, many of whom enjoy international reputations for the quality of their creative endeavors. Many professors enlist the help of undergraduate students, who work side by side with faculty mentors and graduate students in a laboratory or studio setting.

A wide variety of research experiences are available in many departments across campus. For example, the student might be involved in the synthesis of a new medicinal drug in the chemistry laboratory or participate in the discovery of a new species of dinosaur on a Colorado mesa. Other examples of programs involving student participation include the study of robotics systems, computer architecture, battery technology, high-energy physics, international business methods, child psychology, educational methodology, molecular genetics, social implications of drug use, stability and satisfaction in marriage, Church history, and a host of other topics. Students who are interested in participating in research programs are encouraged to contact their major department chair or speak directly with individual professors.

The **Office of Research and Creative Activities (ORCA)** manages, on behalf of the administration, two programs whose purpose is to bring together students and faculty in mentored experiences. The first is the ORCA Student Mentoring Grants. Requests for proposals go out to all undergraduate, full-time students. One-third of all proposals are usually funded at $1500 each. Awards are made early in the semester following application. The second is the Mentored Environments Grants Program. Faculty are encouraged to submit proposals to create or enhance a mentored environment for undergraduate and graduate students. Awards range from $2,000 to $20,000, and proposals are collected in late fall and awarded in midwinter.
For more information, contact any department or college, or contact ORCA:

Address:
A-285 ASB
Telephone: (801) 422-3841
Website: http://orca.byu.edu

Internships

Internships and other applied learning experiences, such as clinical and field studies, integrate academic studies with professional or career-related work experience. They are required by some degree programs and recommended by others to strengthen or complement a student's major or minor field of study. In addition to experiences within the United States, opportunities in international settings are also available when approved by the David M. Kennedy Center for International Studies.

Students who want or need academic credit for internships and other formal applied, cooperative learning experiences must receive prior department and university approval and complete formal registration before commencing. Course offerings vary according to student and program needs. Registration in a department's 199R, 299R, 399R, 496R, 599R, or 688R course is required for internship credit. Individual departments specify course numbers for clinical, practicum, or other applied, cooperative learning courses. Credit varies, generally ranging from 0.5 to 12 credit hours. Grades are based on both academic and work-related accomplishments.

To learn more about the opportunities and benefits of applied, cooperative learning experiences, contact a college or department internship coordinator or visit or call the BYU Internship Office:

Address:
5435 HBLL
Telephone: 801-422-3337
Website: http://intern.byu.edu

Center for Service and Learning

2010 WSC and 2330 WSC
(801) 422-8686
yserve.byu.edu

The mission of the Center for Service and Learning is to "provide every student with a meaningful service opportunity...to instill in the heart and mind a desire to give lifelong service." In order to provide every student with a meaningful service opportunity, the Center administers over 70 community service programs. These programs, which are led and staffed by student volunteer program directors and service council members, serve individuals and organizations in the local community. As student volunteers learn to serve their community, their desire to be engaged in lifelong service becomes an integral part of their character.

Students choose to make service a part of their lives for academic, leadership, recognition, social, and spiritual reasons. Students are encouraged to enroll in Student Development 290: *Learning Through Service*, which links theories of service with actual service experiences. They can also develop their leadership skills by serving on the student service council or as a program director. By completing the requirements for any of three recognition programs, they can receive official documentation and certification of their service. They can socialize with other students as they serve, and can recognize the spiritual aspects of service as they participate in reflection events.

Students enrolling in Student Development 132: *Tutoring Level 1* and Student Development 133: *Tutoring Level 2* have the opportunity to earn tutoring certification as they improve their tutoring skills.

More than 23,000 students are engaged in service each year through Center programs. These programs provide a variety of services, including serving children and adults with cognitive or physical disabilities, mentoring at-risk youth, tutoring children in the public schools, tutoring other BYU students in their college classes, helping build houses for low-income families, or providing manual labor to clean up and maintain community neighborhoods. These programs are under the leadership of more than 250 student volunteer leaders who are learning leadership skills as they administer their programs. In addition to these formal community service programs, Stop-n-Serve is available in 2330 WSC for students to drop in and perform service in the few minutes they may have between classes.

Student Development Course Work

The Counseling and Career Center offers courses under the title Student Development. These courses are designed to help with the personal challenges and tasks facing college students. Some of the relevant student-centered topics are college study skills, life planning, time management, decision making, and test taking strategies. Several courses are designed to help students decide on a college major and career and to make the transition from college to the world of work. Each class has material to help students identify their values, develop character, and make progress with their personal goals for life. The BYU Undergraduate Catalog and the current class schedule list these courses under Student Development.
For further information contact the Counseling and Career Center:

Address:
510 WSC
Telephone: (801) 422-6291

Academic Support Office

2500 WSC
(801) 422-2723
E-mail: academic_support@byu.edu
Web: http://aso.byu.edu/

All students admitted to the university have the potential to succeed academically; however, some students have difficulty achieving the level of success required to remain in good academic standing. The mission of the Academic Support Office (ASO) is to assist students in maintaining that level of academic success. The ASO, a department of Student Life, uses the combined resources of the university to help students who are on the academic standing of warning, probation, or continued academic probation (CAP) resolve most academic problems.

Students with academic problems often have difficulties in one or more of the following areas: (1) Personal concerns outside the academic realm such as adjustment problems, illness, or relationship problems that distract from academic goals. Such problems may be addressed by helping students refocus on their goals and giving referrals to appropriate on-campus resources. (2) Inadequate academic preparation to meet the rigors of a university experience. Study-skills training helps students identify strategies appropriate to the university experience. (3) Learning styles that worked in high school but are not productive at the university. Assessment and advisement may help students identify and use academic strengths more successfully.

Advisors and peer coaches are trained to assist students with time management, study skills, learning style, and other academic concerns. Students who experience academic difficulties and are on warning, probation, CAP, or are facing academic suspension or dismissal from the university are encouraged to contact the ASO. Students on good or previous academic standing who would like access to these kinds of resources should visit the Career and Academic Success Center (CASC):

Address:
2590 WSC
Telephone: (801-422-2689)

Graduate Studies

105 FPH
Phone: (801) 422-4091

To the student seeking advanced study, Brigham Young University offers a variety of graduate degree opportunities. Excellent graduate programs can be found in each of the colleges and schools, and successful completion results in the awarding of a master's or doctoral degree.

The master's degree requires advanced course work, demonstrated mastery in vital aspects of a discipline, skill in research methodology and theory, and preparation for future creative work. In certain disciplines, graduate programs blend scholarly insight with technical knowledge and skill. Integrative examinations, a major culminating piece of written work or performance, and an accompanying oral defense of that work may be required.

The doctoral degree requires the student to demonstrate an impressive scholarly competence, which includes the ability to conduct and report research in a highly effective manner. Advanced systematic study in a discipline is also essential and is followed by comprehensive examinations that require students to integrate and understand the collective knowledge of their disciplines. A dissertation resulting from independent research is defended in a concluding oral examination.

Students who are interested in pursuing advanced degrees are encouraged to become involved in research and creative activities during their undergraduate experience.

For information about master's and doctoral degree programs, students should consult the BYU Graduate Catalog online at http://graduatestudies.byu.edu.

For more information about master's and doctoral degree programs or how to apply, visit http://gradstudies.byu.edu.

For information regarding admission to the J. Reuben Clark Law School, see the Law School section of this catalog.

Cultural Environment

Students can immerse themselves in culture at BYU. Dance, theatre, music, art exhibits, museums—all nourish the soul seeking after "anything virtuous, lovely, or of good report or praiseworthy."

As part of their educational experience, students, both individually and in groups, present concerts, exhibitions, films, plays, recitals, and productions which are available to the community. Classical, contemporary, and original works are offered throughout the year. Each of the performance areas also have ensembles that perform on and off campus.

The BYU BRAVO! series presents some of the most celebrated artists in the world. Concerts and productions are scheduled throughout each year in the Harris Fine Arts Center and other venues.

In recent years the BYU BRAVO! series has included Joshua Bell, Peking Acrobats, John Lithgow, Audra McDonald, Frank Wildhorn, Renee Fleming, The Utah Symphony, Frederica von Stade, Kelli O'Hara, Brian Stokes Mitchell, Lea Salonga, Theater Mitu, The Salzburg Marionette Theatre, Martha Graham Dance Company, Chanticleer, The King's Singers, Chris Thile, and more.

This series also presents OFF THE MAP, an annual international arts festival, each winter semester.

For further information on student, faculty, the BRAVO! performances, contact the BYU Ticket Office:

Telephone: (801) 422-4322
Website: http://www.byuarts.com/

Museum of Art

The 100,000-square-foot Museum of Art has been a crown jewel of BYU's campus for almost a quarter century. Generously funded by private donors, the museum not only houses the university's engaging collection of world-class art, but functions as a dynamic experiential space for students on campus. Whether taking advantage of interactive gallery tours and special lectures, attending musical performances, enrolling in the university courses taught in the museum's classrooms, or simply stopping by the café for lunch, the MOA is a place of social uplift, and intellectual and spiritual contemplation for our community.

The Museum staff organizes ambitious exhibitions that both edify and challenge the mind by offering direct engagement with masterworks from the permanent collection. The MOA's collection of American art features the work of prominent artists such as Maynard Dixon, Mahonri Young, Minerva Teichert, and J. Alden Weir. Their significant holdings of European and American religious works contain notable paintings, sculpture and works on paper by artistic noteworthies spanning six centuries. The museum is also committed to exhibiting and exploring the art of our time, regularly showcasing work by highly-acclaimed living artists such as Gabriel Dawe, Jann Haworth, Ai Weiwei, Kehinde Wiley, and Rachel Whiteread. The museum also participates in travelling exhibitions that feature artwork from fine collections across the globe. In recent years, a once-in-a-lifetime exhibition of the Danish painter Carl Bloch and a blockbuster run of American artist and illustrator Norman Rockwell brought hundreds of thousands of visitors to BYU, demonstrating the scope and quality of the museum's programming.

In addition to the Museum of Art's dedicated professional staff, student employees and volunteers make an invaluable contribution to the museum's success. Interns in the curatorial, registration and fabrication departments play a major role in behind-the-scenes activities, while student educators and museum store employees interact with the public on a daily basis. This diverse team of collaborators works with one goal in mind: to serve the BYU campus and greater community by creating connections and inspiring life-long learning through art.

Website: http://moa.byu.edu/

M. L. Bean Life Science Museum

Duke S. Rogers, Director
Leigh Johnson, Associate Director
Marta Adair, Assistant Director
2103 MLBM

The Monte L. Bean Life Science Museum is accredited by the American Alliance of Museums. Its vast teaching and research collections include more than three million arthropods, nematodes, tardigrades, arachnids, fish, amphibians, reptiles, mammals, birds, and prepared shells, and more than 600,000 plants, lichens, and bryophytes. Specimens for these collections, which represent creative work by university faculty and students, have been gathered from around the world, making the museum one of the major repositories of scientific-quality, biological collections in the western United States.

The museum and its collections are utilized by university classes in biology, plant and wildlife sciences, education, art, and other disciplines. The Monte L. Bean Life Science Museum also maintains and manages the Lytle Ranch Preserve. Located in the northernmost extension of the Mojave Desert southwest of St. George, Utah, this 700-acre desert classroom is situated in a part of Utah that is unique not only for its plant and animal communities but also for its setting at the crossroads of three major bioregions.

Public programs include temporary and permanent exhibits of natural communities that illustrate complex relationships between plants, animals, and their physical environment. Educational programs which serve more than 100,000 annual visitors and provide classes and programs for BYU students as well as public and private schools and many other organizations. Museum hours are Monday through Friday from 10:00 a.m. to 9:00 p.m. and Saturday from 10:00 a.m. to 5:00 p.m. The museum is closed on Sunday. Admission is free.

The Western North American Naturalist, a nationally recognized peer-reviewed natural history journal, is administered by the museum. Other museum publications include professional and popular works such as *A Utah Flora, Bark and Ambrosia Beetles of South America, Snakes of Utah,* and *Common Rocky Mountain Lichens*.

Museum of Peoples and Cultures

Paul R. Stavast, Director
Kari Nelson, Curator of Education
122 B67

The Museum of Peoples and Cultures (MPC) houses, cares for, and performs research on archaeological and ethnographic collections from around the world. The strengths of the museum's holdings are in prehistoric Utah, the American Southwest, Mesoamerica, Andean cultures, and Polynesia. An approved state and federal archaeological repository, the museum also holds a noncirculating library and a photographic archive documenting BYU archaeological research and artifactual materials. Collection items number well over 2 million artifacts and specimens.

Institutional objectives are to interpret and help elucidate the history and culture of the peoples of the world and to convey that knowledge to the scholarly community as well as to the general public. The museum's strongest commitment lies in serving the teaching and research functions of the university. In this, BYU's "teaching museum," not only do students perform office and collections duties, but they also curate all exhibitions as part of the formal curricula taught by museum staff adjunct to the Department of Anthropology. Students plan and execute public programs and design promotional strategy as part of their coursework as well. These curricula are available both in the department's undergraduate courses and the Certificate in Museum Practices program. Students concurrently enrolled in a cognate master's program are eligible to apply to the graduate program.

The MPC offers many community educational opportunites. Available for loan to classrooms and inbound populations are anthropology teaching kits that explore the native cultures of various geographical areas. The kits include replica artifacts, handicrafts, and educational books and videos. Students and civic volunteers are invited to help with educational programming, public relations, archaeological research, and public presentations. The MPC hosts an activity patch program for Scouts of all ages and other interested parties. Museum patches can be earned by visiting the museum and completing the patch requirements. For information about any of these programs, call (801) 422-0020.

Located at 2201 North Canyon Road in Provo, the museum is open from 9:00 a.m. to 5:00 p.m. Monday through Friday. Admission is free, and guided tours can be arranged for a nominal charge. Because scheduling is based on student employee availability, it is advisable to book tours from one to three weeks in advance. Visitors may also choose to guide themselves through the galleries, but groups larger than fifteen people should contact the museum in advance for logistical instructions. The MPC is closed on holidays.

Recreational Environment

Students can enjoy the small-town friendliness of Provo or drive 45 miles to the north for the cosmopolitan diversity that Salt Lake City offers. Whereas Salt Lake City is home to Ballet West, the Mormon Tabernacle Choir, and the Utah Symphony, the Provo area prides itself on its own Utah Valley Symphony and several fine community music, dance, and theatre groups.

Intercollegiate Competition

BYU sponsors 21 NCAA intercollegiate sports for men and women. The men compete in 10 sports: baseball, basketball, cross country, football, golf, swimming and diving, tennis, indoor track and field, outdoor track and field, and volleyball. The women compete in 11 sports: basketball, cross country, golf, gymnastics, soccer, softball, swimming and diving, tennis, indoor track and field, outdoor track and field, and volleyball.

The Cougars are independent in football and compete in the West Coast Conference in the majority of the other sports. On September 1, 2010, BYU announced an eight-year deal with ESPN to televise Cougar football on its sports networks. BYUtv also partners with athletics to broadcast more than 135 live athletic events each year in sports such as football, basketball, volleyball, soccer, baseball, softball, and gymnastics.

Consistently ranked among the nation's top 30 athletic programs, BYU has won NCAA championships in football, men's track and field, men's golf, women's cross country, and men's volleyball. The Cougars have also won two NIT titles in men's basketball.

Extramural Competition

The extramural sports program at BYU provides opportunities for students to participate on an intercollegiate level in team sports not designated NCAA. Extramural sports teams do not currently travel outside the United States.

One of the best organized and most respected programs in the country, BYU's extramural sports program offers sports for men (lacrosse, racquetball, rugby, and soccer) and sports for women (racquetball, rugby, and lacrosse). Many of the teams have been nationally ranked during the last several years.

Athletic Facilities

BYU's athletic facilities are among the best in the nation. Major sports complexes include the Marriott Center (basketball), LaVell Edwards Stadium (football), Smith Fieldhouse (volleyball/gymnastics), Miller Park (baseball/softball), Clarence Robison Track, South Field (soccer), Richards Building (swimming/diving), and the Tennis Complex.

In 2003-04 the Athletic Department opened two new buildings, the Indoor Practice Facility (IPF) and the Student Athlete Building (SAB). The IPF is 422 by 222 feet with a height of 86 feet at the center. It is one of the largest indoor practice facilities in college athletics. It features two artificial turf fields and four batting cages.

The 126,300 square-foot SAB is home to the student-athlete academic center, athletic administration offices, strength/conditioning complex, training facilities, football offices and locker room, Legends Grille, and Legacy Hall—a three-story museum/hall of fame celebrating more than 100 years of BYU Athletics.

Intramural Activities

The campus intramural program, consisting of more than thirty events involving thousands of participants in both men's and women's activities, is one of the largest and most comprehensive in the United States. Students may participate in team activities and individual events. The intramural program offers divisions for different skill levels in each activity and provides awards for the winners in each division. Numerous employment opportunities are available as game supervisors and officials.

A Great Outdoors

The Wasatch Mountains overlook BYU on the east, and to the west lies Utah Lake. Within an hour's drive are several canyons and ski resorts; six national parks are only a half day away. Outdoor gear can be rented on campus for everything from skiing to windsurfing.

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Accreditation

Brigham Young University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

The following organizations have given accreditation to programs or units at the university:

- Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics
- Accreditation Board for Engineering and Technology, Inc., Applied Science Accreditation Commission
- Accreditation Board for Engineering and Technology, Inc., Computing Accreditation Commission
- Accreditation Board for Engineering and Technology, Inc., Engineering Accreditation Commission
- Accreditation Board for Engineering and Technology, Inc., Engineering Technology Accreditation Commission
- Accrediting Council for Education in Journalism and Mass Communications
- American Alliance of Museums
- American Association for Marriage and Family Therapy, Commission on Accreditation for Marriage and Family Therapy Education
- American Bar Association, Council on the Section of Legal Education and Admissions to the Bar
- American Psychological Association, Commission on Accreditation
- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Association to Advance Collegiate Schools of Business
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Council on Accreditation of Parks, Recreation, Tourism and Related Professions
- Council on Education for Public Health

- Council on Social Work Education
- Facility Management Accreditation Commission, International Facility Management Association Foundation
- National Accrediting Agency for Clinical Laboratory Sciences
- National Association of Schools of Art and Design, Commission on Accreditation
- National Association of Schools of Dance, Commission on Accreditation
- National Association of Schools of Music, Commission on Accreditation
- National Association of Schools of Public Affairs and Administration
- National Association of Schools of Theatre, Commission on Accreditation
- Professional Landcare Network
- Teacher Education Accreditation Council, Accreditation Committee
- Teacher Education Accreditation Council, by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation

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Elder Kim B. Clark	*Commissioner*
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Office of the President of Brigham Young University

Kevin J. Worthen	*President*
James D. Gordon III	*Assistant to the President - Planning and Assessment*
Michael R. Orme	*Assistant to the President - General Counsel*
Steve Sandberg	*Deputy General Counsel*
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Administrative Officers

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Brad Taylor	*Assistant Administrative Vice President - Human Resource Services*
Carr Krueger	*Assistant Administrative Vice President - Auxiliary & Program CS*
Ole M. Smith	*Assistant Administrative Vice President - Physical Facilities*
Mark Clegg	*Director, BYU Store*
Richard P. White	*University Treasurer*
Janet S. Scharman	*Student Life Vice President*
Ronald K. Chapman	*Associate Student Life Vice President*
Vernon L. Heperi	*Associate Student Life Vice President - Dean of Students*
Matthew O. Richardson	*Advancement Vice President*
McKay Christensen	*Managing Director - Alumni and External Relations*

Academic Units (Colleges)

Ancient Scripture	Dana M Pike, *Chair*
Business	Lee Tom Perry, *Dean*

Business	Keith P Vorkink, *Associate Dean*
Business	Michael Paul Thompson, *Associate Dean*
Business	Steven Morris Glover, *Associate Dean*
Business	Jeremiah John Christenot, *Assistant Dean*
Church History and Doctrine	Alexander Lewis Baugh, *Chair*
Continuing Education	Lee Glines, *Dean*
Continuing Education	Darin R Oviatt, *Associate Dean*
Continuing Education	John E Taylor, *Associate Dean*
Education	Mary Anne Prater, *Dean*
Education	Lynnette Bloom Erickson, *Associate Dean*
Education	Tina Taylor Dyches, *Associate Dean*
Education	Al H Merkley, *Assistant Dean*
Electrical and Computer Engineering	Michael Allen Jensen, *Dean*
Engineering and Technology	Wade V Wilding, *Associate Dean*
Engineering and Technology	Jim L Trent, *Assistant Dean*
Family Home and Social Sciences	Benjamin Mckay Ogles, *Dean*
Family Home and Social Sciences	Kelly D Patterson, *Associate Dean*
Family Home and Social Sciences	Samuel M Otterstrom, *Associate Dean*
Family Home and Social Sciences	Joseph A Olsen, *Assistant Dean*
Family Home and Social Sciences	Scott Dunaway, *Assistant Dean*
Fine Arts and Communications	Edward Eugene Adams, *Dean*
Fine Arts and Communications	Amy Petersen Jensen, *Associate Dean*
Fine Arts and Communications	Jeremy N Grimshaw, *Associate Dean*
Fine Arts and Communications	Rory Rahn Scanlon, *Associate Dean*
Fine Arts and Communications	Scott M Boyter, *Assistant Dean*
Graduate Studies	Wynn Clair Stirling, *Dean*
Graduate Studies	James Crane, *Assistant Dean*
Honors Program	Spencer P Magleby, *Associate Dean*
Humanities	John S Miller, *Dean*
Humanities	Frank Quinn Christianson, *Associate Dean*
Humanities	George Browning Handley, *Associate Dean*
Humanities	Ray Thomas Clifford, *Associate Dean*

Humanities	Dave Waddell, *Assistant Dean*
International and Area Studies	Renata A Forste, *Director*
Law School	Gayla Sorenson, *Assistant Dean*
Life Sciences	James Paul Porter, *Dean*
Life Sciences	Eric N Jellen, *Associate Dean*
Life Sciences	Laura Clarke Bridgewater, *Associate Dean*
Life Sciences	Michael D Barnes, *Associate Dean*
Life Sciences	Russell G Nielson, *Assistant Dean*
Nursing	Patricia Kay Ravert, *Dean*
Nursing	Kathryn Whitenight, *Assistant Dean*
Religious Education	Brent L Top, *Dean*
Religious Education	Robert C Freeman, *Associate Dean*
Student Life	Vernon L Heperi, *Dean of Students*
Student Life	Casey Peterson, *Associate Dean*
Student Life	Sarah Westerberg, *Associate Dean*
Student Life	James Slaughter, *Assistant Dean*
Undergraduate Education	Susan Sessions Rugh, *Dean*
Undergraduate Education	Carolyn Tuitupou, *Assistant Dean*
Undergraduate Education	Phillip D Rash, *Assistant Dean*

Instructional Units (Departments)

Anthropology	James R Allison, *Chair*
Art	Garold C Barton, *Chair*
BYU Conference Center	Spencer E Hansen, *Director*
BYU Salt Lake Center	Scott L Howell, *Director*
Biology	Dennis K Shiozawa, *Chair*
Chemical Engineering	Thomas H Fletcher, *Chair*
Chemistry and Biochemistry	David V Dearden, *Chair*
Civil and Environmental Engineering	Rollin Hull Hotchkiss, *Chair*
Communication Disorders	Martin Fujiki, *Chair*
Comparative Arts and Letters	Carl H Sederholm, *Chair*
Computer Science	Michael A Goodrich, *Chair*

Conferences and Workshops	Robert A Holcombe, *Director*
Counseling Psychology and Special Education	Lane Fischer, *Chair*
Dance	Marilyn Berrett, *Chair*
David M. Kennedy Center	Renata Forste, *Director*
Design	Eric A Gillett, *Chair*
Economics	Mark H Showalter, *Chair*
Educational Leadership and Foundations	Pamela Rust Hallam, *Chair*
Electrical and Computer Engineering	Brent Edwin Nelson, *Chair*
Especially for Youth Programs	J D Hucks, *Director*
Evening Classes	Jeff Fox, *Director*
Exercise Sciences	Allen Clive Parcell, *Chair*
Experience Design and Management	Neil R Lundberg, *Chair*
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Geography	Ryan Russell Jensen, *Chair*
Geological Sciences	John Henry McBride, *Chair*
German and Russian	Grant H Lundberg, *Chair*
Health Science	Carl L Hanson, *Chair*
History	Eric R Dursteler, *Chair*
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Independent Study	Veldon Law, *Associate Director*
Instructional Psychology and Technology	Charles R Graham, *Chair*
Marketing and Global Supply Chain	Stephen T Foster, *Chair*
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Mathematics Education	Blake Ellis Peterson, *Chair*
Mechanical Engineering	Rulon D Maynes, *Chair*
Microbiology and Molecular Biology	Richard A Robison, *Chair*
Military Science	Forrest V. Cook, *Chair*
Nutrition Dietetics and Food Science	Merrill J Christensen, *Chair*
Philosophy	Joseph D Parry, *Chair*
Physics and Astronomy	Richard R Vanfleet, *Chair*

Physiology and Developmental Biology	Dixon J Woodbury, *Chair*
Plant and Wildlife Sciences	Brock R McMillan, *Chair*
Political Science	Sven Eric Wilson, *Chair*
Psychology	Dawson Ward Hedges, *Chair*
School of Accountancy	Thomas J Wilks, *Chair*
School of Communications	Edward L Carter, *Chair*
School of Music	Kirt Raymond Saville, *Director*
School of Social Work	Gordon E Limb, *Chair*
Teacher Education	Kendra Maria Hall-Kenyon, *Chair*
Theatre and Media Arts	Wade James Hollingshaus, *Chair*

Academic Support Services

Admissions	Lori Gardiner, *Director*
Executive Directors Office	Christian J Faulconer, *Executive Director*
Financial Aid	Stephen E Hill, *Director*
Institutional Assessment and Analysis	Danny R Olsen, *Director*
Instructional Applications Services	Monte F Shelley, *Director*
Instructional Technology Center	Paul Hardin, *Director*
OIT Support Services	Elaine Lauritzen, *Director*
Office of Research and Creative Activities	Gary Reynolds, *Director*
OneStop	Christine Tanner, *Director*
Registrar	Barry Allred, *Director*
School of Family Life	Dean M Busby, *Director*

Professional Institutes and Programs

English Language Center	K James Hartshorn, *Director*
Master of Business Administration	Grant R McQueen, *Director*

Academic Areas

Bachelor of General Studies	Trav Johnson, *Director*
Center for Language Studies	Ray Thomas Clifford, *Director*
Jerusalem Center for Near Eastern Studies	J R Kearl, *Director*

Advisement Centers

Business	Randall Smith, *Director*
Education	Brandan Wayne Beerli, *Director*
Engineering and Technology	Pam Williamson, *Director*
Fine Arts and Communications	Julee Braithwaite, *Director*
Humanities	Dave Waddell, *Director*
International and Area Studies	Anna Ortiz, *Director*
Life Sciences	Donald Philip Breakwell, *Director*
Nursing	Cara Wiley, *Director*
Physical and Mathematical Sciences	Shane Jorgenson, *Director*
University Advisement Center	Karen Evans, *Director*

Research Centers and Institutes

Ballard Center for Economic Self-Reliance	Todd M Manwaring, *Director*
Center for Service and Learning	Chris Crippen, *Director*
Center for Statistical Research	Dennis Lee Eggett, *Director*
Center for Teaching and Learning	Nancy Gayle Wentworth, *Director*
Center for the Improvement of Teacher Education and Schooling	Gary Ernest Seastrand, *Director*
Charles Redd Center for Western Studies	Brian Q Cannon, *Director*
Comprehensive Clinic	Dean Barley, *Director*
Earth Science Museum	Rodney Scheetz, *Director*
Family Studies Center	Jeremy B Yorgason, *Director*
Human Performance Research Center	Allen Clive Parcell, *Director*
Kay and Yvonne Whitmore Global Management Center	R Bruce Money, *Director*
Life Sciences	Joshua Adam Stowers, *Associate Director*
Monte L. Bean Life Science Museum	Leigh A Johnson, *Assistant Director*
Museum of Art	Mark Allen Magleby, *Director*
Museum of Peoples and Cultures	Paul R Stavast, *Director*
National Middle East Language Resource Center	Robert Kirk Belnap, *Director*

Neal A. Maxwell Institute for Religious Scholarship	M Gerald Bradford, *Director*
Office for the Study of Christian Values in Literature	Daniel K Muhlestein, *Associate Director*
Religious Studies Center	Thomas Arvel Wayment, *Director*
Rollins Center for Entrepreneurship and Technology	Stephen Wallace Liddle, *Director*
Wheatley Institution	Richard N Williams, *Director*

Other Areas of Service

Academic Support	Scott D Hosford, *Director*
BYU Store	Mark Clegg, *Director*
Benefits	Douglas J Lee, *Director*
Computer-Aided Engineering, Design, and Manufacturing Center	J Brent Smith, *Manager*
Counseling and Career Center	Steven Arthur Smith, *Director*
Dining Services	Dean A Wright, *Director*
Employee Relations	R Scott Elkins, *Director*
Employment Services (Staff and Administrative)	Wade Ashton, *Manager*
Faculty Relations	Thomas E Patterson, *Manager*
Honor Code Office	Spencer Hawkins, *Director*
Intercollegiate Athletics	Thomas A Holmoe, *Director*
International Cinema Program	Daryl Patrick Lee, *Director*
International Student Services	Samuel D Brown, *Director*
Multicultural Student Services	Ann Marie Lambert, *Director*
Payroll	Shannon K Kelly, *Manager*
Publications and Graphics	Jeff McClellan, *Director*
Residence Life	Julie L Franklin, *Director*
Student Health Services	Rulon J Barlow, *Director*
University Accessibility Center	GeriLynn Vorkink, *Director*
University Police	Larry A Stott, *Director*
Women's Services and Resources	Tiffany Turley, *Director*

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Advisement Resources

BYU undergraduates should develop competence in at least one area of concentration. Competence generally demands study in depth. Such in-depth study helps prepare students for their life's work; it also teaches them that genuine understanding for any subject requires exploring it fully. Students normally acquire such depth from their major and minor fields. (The Aims of a BYU Education)

In addition to completing the university core, each student must choose a specialized area of study—a major. Requirements vary considerably from major to major, but all majors share in common a sequential development from introductory foundation courses to those that expect increasingly greater depth and sophistication. As the aims indicate, "By the time they graduate, students should grasp their discipline's essential knowledge and skills . . . , and many should have participated in scholarly or creative activities that let them demonstrate their mastery." Within this sequential development, prerequisites—whether within or outside the major department—help prepare students for subsequent, more focused work in the major. Some majors also require associated course work in related fields.

Aptitudes, Interests, and Objectives

Success in a major depends upon the right combination of interests, skills, effort, and aptitudes. Students who choose a major only because of its job possibilities and fail to consider their own interests and aptitudes will probably be disappointed. Some majors, particularly those in professional programs (e.g., accounting) lead directly to employment in a particular field; others (e.g., philosophy) provide a rich liberal arts preparation for subsequent graduate study or professional programs (e.g., law) but may not track as directly into employment in the field of the major. Liberal arts majors do open up a great variety of employment opportunities, but students majoring in such fields need to be more conscious of exploring such opportunities over the course of the major.

Flexibility and Adaptability

The only things that can be counted on in the future are change and a continued knowledge explosion. Some futurists have estimated that today's high school graduates will be in five to seven different careers during their lifetime. Flexibility and adaptability, learning how to learn, and learning to think carefully and critically are the aims of a strong liberal arts education.

For some careers a degree in a particular major is not required. Employers respond favorably to applicants who have developed analytical skills, who have the ability to reason abstractly, and who have learned to communicate precisely and effectively.

Choosing a Major

Although some students may change their major several times before arriving at a "good fit," bouncing from major to major can prove to be costly in both time and money. Careful and thoughtful consideration before choosing a major will reduce the time to graduation and help make the most of the time at BYU. Major requirements and course descriptions can be found by using the QuickSearch feature at the top of this page or by using the list of majors. Students may find some combination of the following action steps useful in selecting a major:

1. **Review catalog information pertaining to undergraduate majors.** A list of majors can be found in this section of the catalog or check each department.
2. **Meet as often as needed with an open major advisor in the University Advisement Center (UAC).** Open major advisors are available to help students choose a major or career path. Contact them at 2500 WSC, (801) 422-3826, or e-mail to university_advisement@byu.edu. You can also access their Web page at http://universityadvisement.byu.edu/.
3. **Choose university core requirements carefully.** Once a major is chosen, the college advisement center for your major can help in the selection of classes that both satisfy university core requirements and expose students to the core subject matter of a major or career: core.byu.edu.
4. **Enroll in a career exploration course or career workshop.** Student Development (StDev) 117, Career Exploration, is a 2-credit course designed to help students choose a major and a career path. Juniors and seniors may want to take StDev 317, Career Strategies, a 2-credit hour course designed to help upper-division students focus on career placement and take final steps into the workforce.
5. **Visit the Career and Academic Success Center (CASC).** The Career and Academic Success Center (2590 WSC) has hundreds of printed and electronic resources designed to help students educate themselves about majors and career options so that they can make informed decisions. Type-Focus, a Web-based self-assessment and career exploration program, is available in the Career Center. This tool, along with several others, are also available on the Web at http://casc.byu.edu/.
6. **Complete a career interest inventory.** The Career and Academic Success Center (CASC) (2590 WSC) administers career interest inventories that help students match their interests with a major or career. There is a small fee for some of these tests and others are free.
7. **Learn, firsthand, about potential careers.** Part-time work, summer employment, internships, and volunteer work provide useful opportunities for students to collect information about what a specific career entails and to make contacts that will help them further their career goals. In addition, students might ask relatives or friends doing the kind of work they are interested in if they can be their "shadow" for a day, or perhaps longer. Alternatively, students might interview individuals in these positions, asking them about their work, the associated academic prerequisites, and so forth.
8. **Take introductory or seminar courses for majors/careers being considered.** BYU offers seminar courses for pre-medicine, pre-dentistry, pre-optometry, pre-law, and many of the engineering majors. There are other introductory courses such as Orientation to the Psychology Major (Psych 101), Historian's Craft (Hist 200), that may be helpful. Information on these courses is available through college advisement centers.
9. **Pursue multiple options.** When trying to choose between two majors, take courses that will fill major and minor requirements for both. When deciding which of the two will be the major, the other choice can possibly become a minor.
10. **Seek advice from the faculty.** Faculty members who teach and mentor in a particular major understand the purposes of the major program, its array of courses, and the opportunities available to those who complete it. Students should identify an appropriate member of the faculty and ask for assistance, which will often require an appointment.
11. **Make a firm commitment.** Pursuing a major with a firm commitment to go beyond its requirements will bring satisfaction and ensure future opportunities. Tentative or half-hearted completion of minimum requirements of any major will lead only to discouragement and detachment. Students are encouraged to choose carefully, trust their choice, and diligently pursue their studies in the major.

12. **Learn about deadlines, prerequisites, and application requirements for limited-enrollment programs.** Some majors have limited enrollment and only accept students by application. Limited-enrollment programs are identified with an asterisk (*) in the list of majors referred to in step 1. Students should become familiar with the prerequisite courses required for limited-enrollment majors several semesters before they plan to apply. When applying to limited-enrollment programs, students should have a backup plan in case they are not accepted. Advisors in the University Advisement Center (2500 WSC) can help develop alternative academic plans for reaching a given career objective.

Choosing a Minor

A minor offers students the opportunity to increase their breadth of expertise by exploring an area of study in depth but not to the same degree as in a major. Some majors require students to complete a minor from a specified set of options, but for most students a minor is optional. Students who elect to complete a minor often choose fields related to the major. Others may choose a minor in an area in which they have expertise or interest. In most cases, the minor would be chosen from a different department than the major.

Courses used to satisfy the requirements of a student's major may also be used to satisfy the requirements of a minor, unless the minor's requirements place restrictions on the double counting of courses. A list of minors can be found here.

Academic Advisement

The university provides a number of resources to assist students with careful and thoughtful academic and career planning while at BYU. It is expected that students will partner with the university by taking full advantage of these available resources and opportunities to enhance their chances of a successful academic experience.

The university is committed to providing students with access to academic advisors who will:

- Stay abreast of major and university requirements, and the corresponding academic resources
- Assist students by making appropriate recommendations for registration
- Help students in their pursuit of an appropriate major and career
- Aid students in planning an education program consistent with their academic progress
- Offer friendly, attentive, informative service, listening to the student's situation before offering a solution

Students will be successful as they:

- Prepare for and keep appointments with their college advisement center (CAC) advisor; preferably at least once a calendar year
- Establish and follow an academic plan for graduation
- Use university resources such as MyMAP, Major Academic Plans (MAPs), Academic Information Management (AIM), and the progress report
- Become familiar with their basic academic program and requirements
- Review personal academic progress each semester

The key components to advisement are:

- MyMAP (available on MyBYU through the BYU homepage; your net ID and PIN are necessary for access)

- Major MAPs (available here and at college and university advisement centers)

AIM

The Academic Information Management (AIM) system provides students with easy access to information on their academic progress and other vital information. In AIM, students can change their addresses and phone numbers, access their class schedules, determine course availabilities and instructor schedules, monitor their progress reports, look at their grades and BYU credit, make PIN changes, check on transfer and AP credit, and conduct personal registration procedures.

MyMAP

BYU offers students a helpful academic planning system (MyMAP) that enables them to plan their academic progress towards graduation. MyMAP is an online tool students may use to plan specific courses to fill University Core, major, minor, and elective requirements, and organize those courses into semesters/terms. In addition, students may register from these courses using the Register tab. Easy access to course descriptions can be found on any MyMAP tab by simply clicking on the course title. As a student fully utilizes MyMAP, they will find that they have important information at their fingertips. Students may access MyMAP under the school section of MyBYU. To learn more about MyMAP go to http://mymap.byu.edu.

Progress Reports

Progress Reports were created to provide students with accurate academic progress information. Students can access their progress report in the AIM system (through *MyMAP*). In the new MyMAP feature in AIM, students can actually use their progress report (on the *Plan* tab) as a tool to plan their academic course of study.

Major Academic Plan (MAP)

This supplement to the BYU Undergraduate Catalog is also a valuable academic resource for students as they plan and prepare their academic schedules. The MAP includes information regarding university core and major requirements, semester-by-semester recommendations for course selection, and course availability. Please see the following Web site for more information: http://registrar.byu.edu/advisement/map.php.

College Advisement Centers (CACs)

A CAC exists in each academic college. At these centers, students receive personal assistance in meeting their educational goals as quickly as possible. Students should contact their advisement centers at least once a calendar year.

David O. McKay School of Education, 350 MCKB, Provo, UT 84602-5096, (801) 422-3426, email: ess@byu.edu

Ira A. Fulton College of Engineering and Technology, 242 CB, Provo, UT 84602-4101, (801) 422-4325, email: engineering_advisement@byu.edu

College of Family, Home, and Social Sciences, 1041 JFSB, Provo, UT 84602-5535, (801) 422-3541, email: fhssadvisement@byu.edu

College of Fine Arts and Communications, D-444 HFAC, Provo, UT 84602-6333, (801) 422-3777, email: cfacadvise@byu.edu

College of Humanities, 1175 JFSB, Provo, UT 84602-6120, (801) 422-4789, email: humanities-advisement@email.byu.edu

International and Area Studies, 273 HRCB, Provo, UT 84602-4526, (801) 422-3548,
email: kennedy_advisement@byu.edu

College of Life Sciences, 2060 LSB, Provo, UT 84602-5189, (801) 422-3042,
email: lifesciences@byu.edu

Marriott School of Management, 460 TNRB, Provo, UT 84602-3113, (801) 422-4285,
email: management@byu.edu

College of Nursing, 551 SWKT, Provo, UT 84602-5544, (801) 422-4173,
email: nursing_advisement@byu.edu

College of Physical and Mathematical Sciences, N-181 ESC, Provo, UT 84602-5096, (801) 422-2674, email: cpmsadvisement@byu.edu

University Advisement Center

2500 WSC
(801) 422-3826
E-mail: university_advisement@byu.edu
Web: http://universityadvisement.byu.edu/

The University Advisement Center provides academic advising and career counseling to students seeking information on how to choose majors or careers. **Services include:** general academic advisement, advisement on how to choose a major or career, graduate school advisement, career interest testing, and information and referral to appropriate university resources. The center serves as the college advisement center for open major students but all students are welcome to use its services and resources for assistance in making informed and appropriate decisions about majors or careers. Advisement to special populations, including Summer Visiting Students, international students, enriched environment students, and students in transition, is also provided.

Honors Advisement Center

102A MSRB
(801) 422-5497
E-mail: honors@byu.edu
Web: http://www.byu.edu/honors/

Honors education is open to all students who choose to participate. Students who intend to graduate with University Honors should consult with an advisor in the Honors Advisement Center (102A Maeser Building) for assistance with choosing honors courses and understanding honors graduation requirements.

Preprofessional Advisement Center

3328 WSC
(801) 422-3044
E-mail: health_professions@byu.edu or prelaw@byu.edu
Web: http://ppa.byu.edu/

The Preprofessional Advisement Center serves students preparing to apply to professional graduate programs, specifically law, health (medical, dental, podiatry, optometry, etc.), and graduate management (MBA, MPA, etc.). For those students who are interested in such professional graduate programs, the center offers individual counseling, admissions advice, and student development courses to help students explore these fields and prepare for the study and practice of the student's chosen field. The center is open to students from any major.

Academic Support Office

2500 WSC
(801) 422-2723
E-mail: academic_support@byu.edu
Web: http://aso.byu.edu/

The Academic Support Office (ASO) provides academic advisement for students who are experiencing difficulty with their studies and are on academic warning, probation, or continued academic probation (CAP). The ASO also offers these students help in working through challenges and overcoming obstacles to successful academic performance. Information about the university's academic standards, a student's academic standing, or help with learning problems is available for those students not currently on good or previous academic standing. (See also Academic Standards in this catalog.)

Additional Advisement Resources: Counseling and Career Center

The Counseling and Career Center offers advisement services to students who need help becoming a successful student, choosing a major or career, or considering options for graduate school. Services include the following: (1) general academic advisement, (2) academic standing advisement for students on academic warning, probation, or suspension, (3) advisement on study and learning skills, (4) advisement on choosing a major or a career, (5) graduate school advisement, and (6) workshops on career and learning skills.

Workshops

2590 WSC
(801) 422-2689
E-mail: workshops@byu.edu
Web: http://casc.byu.edu/

Fifty-minute workshops designed to assist students with personal development and study skills are offered each day that BYU classes are in session. Topics include time management, communication, testing preparation, listening, and note taking. Printed self-help materials used in the workshops are also available.

Courses for Credit

2510 WSC
(801) 422-4007
Web: http://casc.byu.edu/student-development-classes

Students in various areas of student development can receive credit for courses dealing with college study skills, life planning and decision making, career exploration, and job seeking listed under Student Development (StDev) in the class schedule. See also the Student Development section of this catalog for course numbers and descriptions.

Career and Academic Success Center

2590 WSC
(801) 422-2689
E-mail: clic@byu.edu
Web: http://casc.byu.edu/

The Career and Academic Success Center (CASC) is a resource area designed to assist students with a variety of career and/or learning concerns. Printed and electronic resources are available to help students make informed decisions about majors, careers, and graduate school options. In addition, the CASC offers workshops, materials, and assistance to students who desire to improve their learning skills so that they can be more successful academically.

Testing Services

2590 WSC
(801) 422-2689
E-mail: careertests@byu.edu
Web: http://casc.byu.edu/career-assessments

Printed and electronic inventories are available to assess career interests, abilities, and values so that students can more accurately determine suitable career options for themselves. After completing an inventory a student will meet with an advisor who will interpret the results and guide the student toward additional resources so that they can research careers. Although modest fees are charged for most tests, there are no-fee assessments available.

Career Services

2410 WSC
(801) 422-3000
Fax: (801) 422-3444
E-mail: byucareerservices@byu.edu
Web: http://ucs.byu.edu/

The University Career Services (UCS) assists BYU students and alumni from all colleges, departments, majors, and class standings with job and internship preparation and searches. Students who register at http://byu.experience.com gain access to such services as advisement on job and internship search strategies, on-campus interviews with recruiters, and information about specific job and internship opportunities submitted by employers from business, education, and government. A system (eRecruiting.com) is available that allows students to register, research employers search job postings, submit résumés to employers, schedule interviews, and check interview schedules.

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Aims of a BYU Education

Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life.

— Brigham Young [1]

The mission of Brigham Young University is "to assist individuals in their quest for perfection and eternal life" ("The Mission Statement of Brigham Young University" [hereafter Mission Statement]). To this end, BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision.

The statement that follows reaffirms and expands on the earlier and more general Mission Statement adopted in 1981. As the quotations under each heading suggest, this document also draws on the religious and educational teachings of the university's founding prophet, Brigham Young. Quotations within the text come from the scriptures and from the counsel of modern prophets, whose teachings about BYU lay the foundation of the university's mission.

The following four sections discuss the expected outcomes of the BYU experience. A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. Because BYU is a large university with a complex curriculum, the intellectual aims are presented here in somewhat greater detail than the other aims. Yet they are deliberately placed within a larger context. The sequence flows from a conscious intent to envelop BYU's intellectual aims within a more complete, even eternal, perspective that begins with spiritual knowledge and ends with knowledge applied to the practical tasks of living and serving.

Spiritually Strengthening

Brother Maeser, I want you to remember that you ought not to teach even the alphabet or the multiplication tables without the Spirit of God.

—Brigham Young [2]

The founding charge of BYU is to teach every subject with the Spirit. It is not intended "that all of the faculty should be categorically teaching religion constantly in their classes, but . . . that every . . . teacher in this institution would keep his subject matter bathed in the light and color of the restored gospel." [3]

This ideal arises from the common purpose of all education at BYU—to build testimonies of the restored gospel of Jesus Christ. A shared desire to "seek learning, even by study and also by faith" (D&C 88:118) knits BYU into a unique educational community. The students, faculty, and staff in this community possess a remarkable diversity of gifts, but they all think of themselves as brothers and sisters seeking together to master the academic disciplines while remaining mastered by the higher claims of discipleship to the Savior.

A spiritually strengthening education warms and enlightens students by the bright fire of their teachers' faith while enlarging their minds with knowledge. It also makes students responsible for developing their own testimonies by strenuous effort. Joseph Smith's words apply equally to faculty and students at BYU: "Thy mind, O man! if thou wilt lead a soul unto salvation, must stretch as high as the utmost heavens, and search into and contemplate the darkest abyss, and the broad expanse of eternity—thou must commune with God." [4] Students need not ignore difficult and important questions. Rather, they should frame their questions in prayerful, faithful ways, leading them to answers that equip them to give "a reason of the hope that is in" them (1 Peter 3:15) and to articulate honestly and thoughtfully their commitments to Christ and to his Church.

Intellectually Enlarging

Every accomplishment, every polished grace, every useful attainment in mathematics, music, and in all science and art belong to the Saints, and they should avail themselves as expeditiously as possible of the wealth of knowledge the sciences offer to every diligent and persevering scholar.

—Brigham Young [5]

The intellectual range of a BYU education is the result of an ambitious commitment to pursue truth. Members of the BYU community rigorously study academic subjects in the light of divine truth. An eternal perspective shapes not only *how* students are taught but *what* they are taught. In preparing for the bachelor's degree, students should enlarge their intellects by developing skills, breadth, and depth: (1) skills in the basic tools of learning, (2) an understanding of the broad areas of human knowledge, and (3) real competence in at least one area of concentration. Further graduate studies build on this foundation.

Undergraduate

1. Skills. BYU undergraduates should acquire the basic tools needed to learn. The essential academic learning skills are the abilities to think soundly, to communicate effectively, and to reason proficiently in quantitative terms. To these ends, a BYU bachelor's degree should lead to:

- *Sound thinking*—reasoning abilities that prepare students to understand and solve a wide variety of problems, both theoretical and practical. Such skills include the ability to keep a proper perspective when comparing the things that matter most with things of lesser import. They also include the ability to engage successfully in logical reasoning, critical analysis, moral discrimination, creative imagination, and independent thought.
- *Effective communication*—language abilities that enable students to listen, speak, read, and write well; to communicate effectively with a wide range of audiences in one's area of expertise as well as on general subjects. For many students this includes communicating in a second language.
- *Quantitative reasoning*—numerical abilities that equip students with the capacity to understand and explain the world in quantitative terms; to interpret numerical data; and to evaluate arguments that rely on quantitative information and approaches.

2. Breadth. BYU undergraduates should also understand the most important developments in human thought as represented by the broad domains of knowledge. The gospel provides the chief source of such breadth because it encompasses the most comprehensive explanation of life and the cosmos, supplying the perspective from which all other knowledge is best understood and measured. The Lord has asked his children to "become acquainted with all good books, and with languages, tongues, and people" (D&C 90:15); to understand "things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations . . . ; and a knowledge also of countries and of kingdoms" (D&C 88:79).

"Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education [that will help them] understand important ideas in their own cultural tradition as well as that of others" (Mission Statement). Specifically, BYU undergraduate students should be educated in the following broad areas of human knowledge:

- *Religion*—the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel, as well as an awareness of other religious traditions.
- *Historical perspective*—the development of human civilization, appreciation for the unique contributions of America to modern civilization, and a general historical perspective, including perspective on one's own discipline.
- *Science*—The basic concepts of the physical, biological, and social sciences, and a recognition of the power and limitations of the scientific method—preferably through laboratory or field experience.
- *Arts and letters*—lively appreciation of the artistic, literary, and intellectual achievements of human cultures—including Western culture and, ideally, non-Western as well.
- *Global awareness*—informed awareness of the peoples, cultures, languages, and nations of the world.

3. Depth. BYU undergraduates should develop competence in at least one area of concentration. Competence generally demands study in depth. Such in-depth study helps prepare students for their life's work; it also teaches them that genuine understanding of any subject requires exploring it fully. Students normally acquire such depth from their major and minor fields. BYU's religion requirement also asks all students to develop depth in scriptural studies and religion.

Depth does not result merely from taking many courses in a field. Indeed, excessive course coverage requirements may discourage rather than enhance depth. Depth comes when students realize "the effect of rigorous, coherent, and progressively more sophisticated study." Depth helps students distinguish between what is fundamental and what is only peripheral; it requires focus, provides intense concentration, and encourages a "lean and taut" degree that has a "meaningful core" and a purposefully designed structure (Memorandum to the Faculty No. 13). In addition to describing carefully structured academic majors, this description applies to well-designed BYU courses of all kinds.

The chief result of depth is competence. BYU's students should be "capable of competing with the best students in their field" (Mission Statement). Even so, undergraduate study should be targeted at entrance-level, not expert-level, abilities. The desire for depth should not lead to bachelor's degrees that try to teach students everything they will need to know after graduation. Students should be able to complete their degrees within about four years.

Undergraduate programs should prepare students to enter the world of work or to pursue further study. Often this requires educational activities that help upperclassmen culminate their studies by integrating them in a capstone project, honors thesis, senior seminar, or internship. By the time they graduate, students should grasp their discipline's essential knowledge and skills (such as mathematical reasoning, statistical analysis, computer literacy, foreign language fluency, laboratory techniques, library research, and teaching methods), and many should have participated in scholarly or creative activities that let them demonstrate their mastery.

Graduate

Building on the foundation of a strong bachelor's degree, graduate education at BYU asks for even greater competency. Graduate studies may be either academic or professional and at either the master's or doctoral level. In all cases, BYU graduate programs, like undergraduate programs, should be spiritually strengthening as well as intellectually enlarging.

Graduate programs should help students achieve excellence in the discipline by engaging its primary sources; mastering its literature, techniques, and methodologies; and undertaking advanced systematic study—all at a depth that clearly exceeds the undergraduate level. In addition, graduate programs should prepare students to contribute to their disciplines through their own original insights, designs, applications, expressions, and discoveries. Graduate study should thereby enable a variety of contributions—such as teaching complex knowledge and skills, conducting original research, producing creative work that applies advanced learning in the everyday world, and extending professional service to the discipline and to society.

These intellectual aims of a BYU education are intended to give students understanding, perspective, motivation, and interpersonal abilities—not just information and academic skills. BYU should furnish students with the practical advantage of an education that integrates academic skills with abstract theories, real-world applications, and gospel perspectives. Such an education prepares students who can make a difference in the world, who can draw on their academic preparation to participate more effectively in the arenas of daily life. They are parents, Church leaders, citizens, and compassionate human beings who are able to improve the moral, social, and ecological environment in which they and their families live. They are scientists and engineers who can work effectively in teams and whose work reflects intellectual and moral integrity; historians who write well and whose profound understanding of human nature and of divine influences informs their interpretation of human events; teachers whose love for their students as children of God is enriched by global awareness and foreign language skill; artists whose performances seek to be flawless in both technique and inspiration; business leaders whose economic judgments and management styles see financial reward not as an end but as a means to higher ends. BYU graduates thus draw on an educated intellect to enhance not only what they *know* but also what they *do* and, ultimately, what they *are*.

Character Building

A firm, unchangeable course of righteousness through life is what secures to a person true intelligence.

—Brigham Young [6]

Because it seeks to educate students who are renowned for what they are as well as for what they know, Brigham Young University has always cared as much about strong moral character as about great mental capability. Consequently, a BYU education should reinforce such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, and industry. Beyond this, BYU aims not merely to teach students a code of ethics but to help them become partakers of the divine nature. It aspires to develop in its students character traits that flow from the long-term application of gospel teachings to their lives. This process begins with understanding humankind's eternal nature and ends with the blessing of eternal life, when human character reflects in fully flowered form the attributes of godliness. Along the way, the fruits of a well-disciplined life are augmented and fulfilled by the fruits of the spirit of Jesus Christ—such as charity, a Christlike love for others, which God "hath bestowed upon all who are true followers of his Son, Jesus Christ" (Moroni 7:48). Students thus perfect their quest for character development by coming unto Christ through faith, repentance, and righteous living. Then their character begins to resemble his, not just because they think it should but because that is the way they are.

President David O. McKay taught that character is the highest aim of education: above knowledge is wisdom, and above wisdom is character. "True education," he explained, "seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also honest men with virtue, temperance, and brotherly love." [7] Consequently, a BYU education should bring together the intellectual integrity of fine academic discipline with the spiritual integrity of personal righteousness. The result is competence that reflects the highest professional and academic standards—strengthened and ennobled by Christlike attributes.

Thus understood, the development of character is so important that BYU "has no justification for its existence unless it builds character, creates and develops faith, and makes men and women of strength and courage, fortitude, and service—men and women who will become stalwarts in the Kingdom and bear witness of the . . . divinity of the gospel of Jesus Christ. It is not justified on an academic basis only." [8] Rather, it fulfills its promise when "the morality of the graduates of this University provide[s] the music of hope for the inhabitants of this planet." [9]

Every part of the BYU experience should therefore strengthen character—academic integrity in taking a test or writing a research paper; sportsmanship on the playing field; the honest reporting of research findings in a laboratory; careful use of university funds derived from the tithes of Church members; treating all other people with dignity and fairness; and wholehearted acceptance of commitments made to bishops and parents. Character is constructed by small decisions. At this personal level of detail, BYU will realize its hope of teaching "those moral virtues which characterize the life and teachings of the Son of God" (Mission Statement).

Lifelong Learning and Service

We might ask, when shall we cease to learn? I will give you my opinion about it; never, never. . . . We shall never cease to learn, unless we apostatize from the religion of Jesus Christ.

—Brigham Young [10]

Our education should be such as to improve our minds and fit us for increased usefulness; to make us of greater service to the human family.

—Brigham Young [11]

Well-developed faith, intellect, and character prepare students for a lifetime of learning and service. By "entering to learn" and continuing to learn as they "go forth to serve," BYU students strengthen not only themselves—they "also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind" (Mission Statement).

1. Continual Learning. BYU should inspire students to keep alive their curiosity and prepare them to continue learning throughout their lives. BYU should produce careful readers, prayerful thinkers, and active participants in solving family, professional, religious, and social problems. They will then be like Abraham of old, who had been "a follower of righteousness, desiring also to be one who possessed great knowledge, and to be a greater follower of righteousness, and to possess a greater knowledge, . . . desiring to receive instructions, and to keep the commandments of God." In this lifelong quest, they, like Abraham, will find "greater happiness and peace and rest" (Abraham 1:2). Thus a BYU diploma is a beginning, not an end, pointing the way to a habit of constant learning. In an era of rapid changes in technology and information, the knowledge and skills learned this year may require renewal the next. Therefore, a BYU degree should educate students in how to learn, teach them that there is much still to learn, and implant in them a love of learning "by study and also by faith" (D&C 88:118).

2. Service. Since a decreasing fraction of the Church membership can be admitted to study at BYU, it is ever more important that those who are admitted use their talents to build the kingdom of God on the earth. Hence, BYU should nurture in its students the desire to use their knowledge and skills not only to enrich their own lives but also to bless their families, their communities, the Church, and the larger society. Students should learn, then demonstrate, that their ultimate allegiance is to higher values, principles, and human commitments rather than to mere self-interest. By doing this, BYU graduates can counter the destructive and often materialistic self-centeredness and worldliness that afflict modern society. A service ethic should permeate every part of BYU's activities—from the admissions process through the curriculum and extracurricular experiences to the moment of graduation. This ethic should also permeate each student's heart, leading him or her to the ultimate wellspring of charity—the love for others that Christ bestows on his followers.

Conclusion

Education is a good thing, and blessed is the man who has it, and can use it for the dissemination of the Gospel without being puffed up with pride.

—Brigham Young [12]

These are the aims of a BYU education. Taken together, they should lead students toward wholeness: "the balanced development of the total person" (Mission Statement). These aims aspire to promote an education that helps students integrate all parts of their university experience into a fundamentally sacred way of life—their faith and reasoning, their knowledge and conduct, their public lives and private convictions. Ultimately, complete wholeness comes only through the Atonement of him who said, "I am come that they might have life, and that they might have it more abundantly" (John 10:10). Yet a university education, guided by eternal principles, can greatly "assist individuals in their quest for" that abundant "eternal life" (Mission Statement).

A commitment to this kind of education has inspired the prophets of the past to found Church schools, like BYU, on the principle that "to be learned is good if they hearken unto the counsels of God" (2 Nephi 9:29). These prophets have known the risks of such an enterprise, for "that happiness which is prepared for the saints" shall be hid forever from those "who are puffed up because of their learning, and their wisdom" (see 2 Nephi 9:42–43). Yet they have also known that education plays a vital role in realizing the promises of the Restoration; that a broad vision of education for self-reliance and personal growth is at the very heart of the gospel when the gospel is at the heart of education. To the degree that BYU achieves its aims, the lives of its students will confirm Brigham Young's confidence that education is indeed "a good thing," blessing all those who humbly and faithfully use it to bless others.

Notes

1. Brigham Young, quoted by George H. Brimhall in "The Brigham Young University,"; *Improvement Era*, vol. 23, no. 9 (July 1920), p. 831.
2. Brigham Young, in Reinhard Maeser, *Karl G. Maeser: A Biography* (Provo: Brigham Young University, 1928), p. 79.
3. Spencer W. Kimball, "Education for Eternity," Preschool Address to BYU Faculty and Staff, 12 September 1967, p. 11.
4. Joseph Smith, *Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith (Salt Lake City: Deseret Book Company, 1972), p. 137.
5. Brigham Young, *Journal of Discourses* (hereafter *JD*), vol. 10 (London: Latter-day Saints' Book Depot, 1854–86), p. 224.
6. Brigham Young, *JD* 8:32.
7. David O. McKay, "Why Education?" *Improvement Era*, vol. 70, no. 9 (September 1967), p. 3.
8. Spencer W. Kimball, "On My Honor," in *Speeches of the Year*, 1978 (Provo: Brigham Young University Press, 1979), p. 137.
9. Spencer W. Kimball, "Second Century Address and Dedication of Carillon Tower and Bells," Brigham Young University, 10 October 1975, p. 12.
10. Brigham Young, *JD* 3:203.

11. Brigham Young, *JD* 14:83.
12. Brigham Young, *JD* 11:214.

Approved by the BYU Board of Trustees on March 1, 1995.

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Catalog Archives

BYU archives each academic year's Undergraduate Catalog. Below is a listing of the past few years and a link to the library's archive dating back to 1901.

Undergraduate Catalogs

- 2016-2017 HTML
- 2016-2017 Archive
- 2016-2017 PDF

- 2015-2016 HTML
- 2015-2016 Archive
- 2015-2016 PDF

- Current Undergraduate Catalog
- 2016-2017 Undergraduate Catalog
- 2015-2016 Undergraduate Catalog
- 2014-2015 Undergraduate Catalog
- 2013-2014 Undergraduate Catalog
- 2012-2013 Undergraduate Catalog
- Library Archives (PDFs)

Graduate Catalogs

- Current Graduate Catalog
- Library Archives (PDFs)

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Educator Requirements

Educator Preparation Program (EPP) Admissions and Retention Requirements (for Students Who Apply for Teaching Majors or Teaching Minors After August 1, 2014)

Pre-teaching Majors

Students (undergraduates, graduates, and post-baccalaureate students) wishing to pursue a teaching major must complete the following:

1. Declare the corresponding pre-teaching major.
2. Register on the BYU Educator Preparation Program (EPP) management system, mYlink, at http://mylink.byu.edu/.
3. Complete the requirements for application for the teaching major.

Note: To declare a teaching minor, a student must be admitted to a teaching major and meet all retention requirements for both the major and minors.

Teaching Majors: Minimum EPP Admission Standards

Students must apply to the appropriate program and meet the following standards:

1. Minimum total GPA of 3.0 (including transfer credit and all BYU credits).
2. Utah State Board of Education (USBE)-cleared fingerprint background check.
3. USBE-approved basic skills test (i.e., ACT, SAT, Praxis Core Test).
4. Pass all required EPP assessments (e.g., Technology Skills Assessment, dispositions assessment).
5. Complete all program-specific admissions requirements (see each teaching major).

Teaching Majors: Minimum EPP Retention Standards

Students must meet the following standards:

*Note: To be recommended for student teaching, a student must have a total GPA of at least 3.0; all coursework must be completed and teaching major and teaching minor coursework grades must be a C or better.

1. Demonstration of content knowledge, pedagogical content knowledge, pedagogical skills, and integration of technology across those domains.
    1. Maintain a total GPA of no less than 3.0*
    2. Receive a "C" or better in all education-related and major required courses (including any courses taken prior to acceptance into a teaching major)*
    3. Demonstrate sufficient and timely progress in coursework and field experiences

2. Demonstration of basic teaching capabilities.
    1. Teach to the Utah Effective Teaching Standards
    2. Teach to college- and career-ready standards (i.e., Utah Common Core Standards)
    3. Teach effectively with positive impacts on P-12 student learning and development
3. Maintain a USBE-cleared fingerprint background check.
4. Demonstrate professional ethics, behavior, and dispositions (e.g., BYU Honor Code, including dress and grooming standard; dispositions assessment; Utah Effective Teaching Standard #10; and Utah Board Rule 277R-515 Utah Educator Standards).
5. Maintain all program and major-specific retention requirements.

Requirements for Graduation and Recommendation for Utah State Licensure

Students must meet the following requirements for graduation from BYU with a teaching major and for recommendation to the Utah State Board of Education for a teaching license:

- Pass the content-specific Praxis Subjects Assessment test (formerly Praxis II test) for applicable teaching majors and minors.
- Meet the established EPP performance criteria for successful completion of student teaching in the major and minor teaching areas.
- Meet the established EPP performance criteria for successful completion of capstone assignments/assessments (e.g., Teacher Work Sample, Utah Preservice Teacher Observation Protocol).
- Meet the established performance criteria for successful completion of all program- and major-specific graduation requirements.
- Maintain USBE-cleared fingerprint background clearance in effect four weeks after graduation.
- Complete and maintain all EPP admission, retention, and graduation requirements.
- Pay all fees for graduation and any other outstanding university charges.
- Meet all requirements for recommendation for Utah licensure.

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General Education

The university's religion requirements and general education requirements (combined, known as the University Core) are displayed below.

If you have questions, you may wish to visit this page or contact the General Education office.

Doctrinal Foundations

Complete 1 requirement from each learning area.

TCHGS & DOCTRINE OF BOOK OF MORMON

✔ **REQUIREMENT 1** Complete 1 course

REL A 121 - The Book of Mormon	2.0
REL A 122 - The Book of Mormon	2.0
REL A 275 - Teachings and Doctrine of the Book of Mormon	2.0

CHRIST AND THE EVERLASTING GOSPEL

✔ **REQUIREMENT 2** Complete 1 course

REL A 211 - The New Testament	2.0
REL A 250 - Jesus Christ and the Everlasting Gospel	2.0
REL A 311R - New Testament Studies of the Gospels *You may take up to 3 credit hours.*	3.0v

FOUNDATIONS OF THE RESTORATION

✔ **REQUIREMENT 3** Complete 1 course

REL C 225 - Foundations of the Restoration	2.0

THE ETERNAL FAMILY

✔ **REQUIREMENT 4** Complete 1 course

REL C 200 - The Eternal Family	2.0
REL C 333 - The Living Prophets	2.0
SFL 200 - The Eternal Family	3.0

BYU RELIGION HOURS

✔ **REQUIREMENT 5** Complete 14.0 hours from the following course(s)

REL 101R - (Not currently offered)	
REL 102R - (Not currently offered)	
REL 103R - (Not currently offered)	
REL 104R - (Not currently offered)	
REL A 101 - (Not currently offered)	
REL A 111 - (Not currently offered)	
REL A 121 - The Book of Mormon	2.0
REL A 122 - The Book of Mormon	2.0
REL A 211 - The New Testament	2.0

REL A 212 - The New Testament	2.0
REL A 250 - Jesus Christ and the Everlasting Gospel	2.0
REL A 275 - Teachings and Doctrine of the Book of Mormon	2.0
REL A 301 - The Old Testament	2.0
REL A 302 - The Old Testament	2.0
REL A 303R - Old Testament Studies *You may take up to 14 credit hours.*	3.0v
REL A 304 - Writings of Isaiah	2.0
REL A 311R - New Testament Studies of the Gospels *You may take up to 14 credit hours.*	3.0v
REL A 320 - The Joseph Smith Translation of the Bible	2.0
REL A 327 - The Pearl of Great Price	2.0
REL A 392R - Special Studies in Religion: Ancient Scripture *You may take up to 14 credit hours.*	3.0v
REL C 100 - Introduction to the LDS Church	2.0
REL C 130 - Missionary Preparation	2.0
REL C 200 - The Eternal Family	2.0
REL C 225 - Foundations of the Restoration	2.0
REL C 234 - LDS Marriage and Family	2.0
REL C 261 - Introduction to Family History (Genealogy)	2.0
REL C 293R - Specialized Studies in Family History (Genealogy) *You may take up to 14 credit hours.*	1.0
REL C 324 - The Doctrine and Covenants	2.0
REL C 325 - The Doctrine and Covenants	2.0
REL C 333 - The Living Prophets	2.0
REL C 341 - Joseph Smith and the Restoration, 1805-1845	2.0
REL C 342 - Pioneers and Persecution, 1846-1899	2.0
REL C 343 - The Global Church, 1900 to the Present	2.0
REL C 344 - Latter-day Saint History: The International Church	2.0
REL C 350R - Religious Studies in a World Setting *You may take up to 14 credit hours.*	3.0v
REL C 351 - Survey of World Religions	2.0
REL C 352 - Survey of Christianity	2.0
REL C 353 - American Christianity and the Restored Gospel	2.0
REL C 357 - Survey of Judaism and Islam	2.0
REL C 358 - Survey of Eastern Religions	2.0
REL C 393R - Special Studies in Religion: Church History and Doctrine *You may take up to 14 credit hours.*	3.0v
REL C 431 - Doctrines of the Gospel	2.0
REL C 471 - Teaching Seminary	2.0
REL C 472 - Teaching the Developmentally Disabled	2.0
REL C 475 - Seminary Teaching Seminar	2.0v
SFL 200 - The Eternal Family	3.0

Note: Only 2 credit hours of SFL 200 will count toward total BYU religion credit hours.

The Individual and Society

Complete 1 requirement from each learning area.

▼ AMERICAN HERITAGE

✔ **REQUIREMENT 1** Complete 1 option

✔ **OPTION 1.1** Complete 1 course

A HTG 100 - American Heritage	3.0
HONRS 240 - (Not currently offered)	

✓ **OPTION 1.2** Complete 2 groups

✓ **GROUP 1.2.1** Complete 1 course

ECON 110 - Economic Principles and Problems	3.0
G E 112 - (Not currently offered)	

✓ **GROUP 1.2.2** Complete 1 course

G E 220 - (Not currently offered)	
HIST 220 - The United States Through 1877	3.0

✓ **GROUP 1.2.3** Complete 1 course

G E 114 - (Not currently offered)	
POLI 110 - American Government and Politics	3.0

✓ **OPTION 1.3** Complete 2 courses

HIST 220 - The United States Through 1877	3.0
POLI 210 - Principles of American Politics	3.0

✓ **OPTION 1.4** Complete 2 courses

HIST 221 - The United States Since 1877	3.0
POLI 110 - American Government and Politics	3.0

✓ **OPTION 1.5** Complete 2 courses

HIST 221 - The United States Since 1877	3.0
POLI 210 - Principles of American Politics	3.0

✓ **OPTION 1.6** Complete 2 courses

ECON 110 - Economic Principles and Problems	3.0
POLI 210 - Principles of American Politics *You cannot use here if taken between Fall 1971 and Summer 2015*	3.0

✓ **OPTION 1.7** Complete 2 courses

This option is for transfer students and includes an additional class not available for registration.

G E 114 - (Not currently offered)	
HIST 221 - The United States Since 1877	3.0

GLOBAL AND CULTURAL AWARENESS

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 1 course

Traditional Course Option:

ANTHR 101 - Social/Cultural Anthropology	3.0
ANTHR 110 - Introduction to Archaeology *You cannot use here if taken between Fall 1981 and Summer 2018*	3.0
ANTHR 317 - (Not currently offered)	
ANTHR 326 - (Not currently offered)	
ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 343 - Chinese Culture and Society *You cannot use here if taken Fall 2015 or later*	3.0

ARTHC 203 - Survey of Oriental Art and Architecture *You cannot use here if taken Spring 2014 or later*	3.0
ECON 230 - Economic Development and Growth *You cannot use here if taken Fall 2017 or later*	3.0
ENG T 231 - Foundations of Global Leadership	3.0
EUROP 200 - Introduction to European Studies *You cannot use here if taken between Fall 2006 and Summer 2015*	3.0
EUROP 336R - European Studies *You may take this course up to 1 time.*	6.0v
RECM 300 - Creating a Good Life through Experience Design *You cannot use here if taken between Fall 2012 and Summer 2018*	3.0
G E 140 - (Not currently offered)	
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 255 - Middle and South America	3.0
GEOG 260 - Europe *You cannot use here if taken between Winter 1949 and Summer 2016*	3.0
GEOG 265 - Russia and the Former Soviet Union	3.0
GEOG 271 - Middle East	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 231 - Introduction to East Asian History *You cannot use here if taken between Fall 1963 and Summer 2014*	3.0
HIST 261 - Modern Africa *You cannot use here if taken between Fall 2011 and Summer 2016*	3.0
HIST 293 - World War II in History and Memory *You cannot use here if taken between Fall 2002 and Summer 2014*	3.0
HIST 304 - The Expansion of Europe, 1400-1800 *You cannot use here if taken between Fall 2002 and Summer 2013* *You cannot use here if taken Fall 2017 or later*	3.0
HIST 333 - History of the Ottoman Empire *You cannot use here if taken between Fall 2017 and Summer 2018*	3.0
HIST 355 - History of Argentina *You cannot use here if taken between Fall 2000 and Summer 2017*	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World *You cannot use here if taken between Fall 2012 and Summer 2017*	3.0
HONRS 202 - (Not currently offered)	
HONRS 208R - (Not currently offered)	
HONRS 209R - (Not currently offered)	
HONRS 213 - (Not currently offered)	
UNIV 292 - Unexpected Connections: Physical Science and Culture	3.0
HONRS 231R - (Not currently offered)	
HONRS 232R - (Not currently offered)	
HONRS 247R - (Not currently offered)	
HONRS 261 - (Not currently offered)	
HONRS 308R - (Not currently offered)	
HONRS 309R - (Not currently offered)	
HONRS 331R - (Not currently offered)	
HONRS 332R - (Not currently offered)	
HONRS 347R - (Not currently offered)	
IAS 221 - Introduction to Africana Studies *You cannot use here if taken between Fall 2015 and Summer 2016*	3.0
IAS 353R - Intercultural Outreach Preparation	3.0v

You cannot use here if taken between Fall 2008 and Summer 2011
You may take this course up to 1 time.

IHUM 240 - Introduction to the Humanities of Asia	3.0
IHUM 241 - Humanities of East Asia *You cannot use here if taken between Fall 2017 and Summer 2018*	3.0
IHUM 242 - Introduction to the Humanities of the Islamic World	3.0
IHUM 244 - (Not currently offered)	
IHUM 260 - Humanities of Latin America	3.0
JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0
KOREA 340 - Korean Literature to 1900	3.0
MESA 250 - Introduction to the Religion of Islam	3.0
MUSIC 203 - World Music Cultures	3.0
MUSIC 206 - (Not currently offered)	
MUSIC 307 - World Music	2.0
POLI 150 - Comparative Government and Politics	3.0
POLI 170 - Introduction to International Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 385 - International Relations of Asia	3.0
POLI 472 - International Political Economy of Women	3.0
PWS 101 - Cultural History of Medicinal Plants	3.0
PWS 150 - Environmental Biology *You cannot use here if taken between Fall 1997 and Spring 2010*	3.0
REL C 351 - Survey of World Religions	2.0
REL C 352 - Survey of Christianity *You cannot use here if taken between Fall 1929 and Summer 2015*	2.0
REL C 357 - Survey of Judaism and Islam	2.0
REL C 358 - Survey of Eastern Religions *You cannot use here if taken between Spring 2013 and Summer 2015*	2.0
SCAND 217 - (Scand-Germ) German and Scandinavian Cinema	3.0
SOC 113 - Multicultural America	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
UNIV 210R - Topics in Global and Cultural Awareness	3.0
WS 222 - (WS-Soc) Introduction to Global Women's Studies *You cannot use here if taken between Fall 1995 and Summer 2013*	3.0

✔ **OPTION 2.2** Complete 1 course
Traditional Language Option:

AFRIK 202 - Second-Year Afrikaans	4.0
AFRIK 330 - Advanced Language Proficiency Through Cultural Studies: Afrikaans	3.0
AKAN 202 - Second-Year Language Study: Akan	4.0
AKAN 330 - Advanced Language Proficiency Through Cultural Studies: Akan	3.0
ALBAN 202 - Second-Year Language Study: Albanian	4.0
ALBAN 330 - Advanced Language Proficiency Through Cultural Studies: Albanian	3.0
ARAB 202 - Intermediate Arabic	4.0
ARMEN 202 - Second-Year Language Study: Armenian	4.0
ARMEN 330 - Advanced Language Proficiency Through Cultural Studies: Armenian	3.0
ASL 202 - Second-Year American Sign Language, Part 2	4.0
AYMRA 202 - Second-Year Language Study: Aymara	4.0
AYMRA 330 - Advanced Language Proficiency Through Cultural Studies: Aymara	3.0

BASQ 202 - Second-Year Language Study: Basque	4.0
BASQ 330 - Advanced Language Proficiency Through Cultural Studies: Basque	3.0
BCLNO 202 - Second-Year Language Study: Bicolano	4.0
BCLNO 330 - Advanced Language Proficiency Through Cultural Studies: Bicolano	3.0
BULGN 330 - Cultural History of Bulgaria	3.0
BURMS 202 - Second-Year Language Study: Burmese	4.0
BURMS 330 - Advanced Language Proficiency Through Cultural Studies: Burmese	3.0
CAKCQ 202 - Second-Year Language Study: Cakchiquel	4.0
CAKCQ 330 - Advanced Language Proficiency Through Cultural Studies: Cakchiquel	3.0
CAMBO 202 - Second-Year Language Study: Cambodian	4.0
CAMBO 330 - Advanced Language Proficiency Through Cultural Studies: Cambodian	3.0
CANT 202 - Second-Year Cantonese	4.0
CATLN 202 - Second-Year Language Study: Catalan	4.0
CATLN 330 - Advanced Language Proficiency Through Cultural Studies: Catalan	3.0
CEBU 202 - Second-Year Language Study: Cebuano	4.0
CEBU 330 - Advanced Language Proficiency Through Cultural Studies: Cebuano	3.0
CHIN 202 - Intermediate Mandarin	4.0
CHIN 301 - Third-Year Mandarin	4.0
CREOL 202 - Second-Year Language Study: Haitian-Creole	4.0
CREOL 330 - Advanced Language Proficiency Through Cultural Studies: Haitian Creole	3.0
CROAT 202 - Second-Year Language Study: Croatian	4.0
CROAT 330 - Advanced Language Proficiency Through Cultural Studies: Croatian	3.0
CZECH 330 - Cultural History of Czech Republic	3.0
DANSH 202 - Second Year Danish	4.0
DARI 202 - Second-Year Language Study: Dari	4.0
DARI 330 - Advanced Language Proficiency Through Cultural Studies: Dari	3.0
DUTCH 330 - Advanced Language Proficiency Through Cultural Studies: Dutch	3.0
DUTCH 340 - Introduction to Dutch Literature	3.0
ESTON 202 - Second-Year Language Study: Estonian	4.0
ESTON 330 - Advanced Language Proficiency Through Cultural Studies: Estonian	3.0
FIJI 202 - Second-Year Language Study: Fijian	4.0
FIJI 330 - Advanced Language Proficiency Through Cultural Studies: Fijian	3.0
FINN 202 - Second Year Finnish	4.0
FLANG 202R - Second-Year Language Study *You may take this course up to 1 time.*	4.0
FLANG 330R - Advanced Language Proficiency Through Cultural Studies *You may take this course up to 1 time.*	3.0
FREN 202 - Intermediate French, Part 2	3.0
FREN 340 - Introduction to Literary Analysis *You cannot use here if taken Fall 2015 or later*	3.0
FREN 363 - Contemporary France and the Francophone World *You cannot use here if taken between Fall 2007 and Summer 2010*	3.0
GA 202 - Second-Year Language Study: Ga	4.0
GA 330 - Advanced Language Proficiency Through Cultural Studies: Ga	3.0
GEORG 202 - Second-Year Language Study: Georgian	4.0
GEORG 330 - Advanced Language Proficiency Through Cultural Studies: Georgian	3.0
GERM 202 - Second-Year German	4.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GUARA 202 - Second-Year Language Study: Guarani	4.0
GUARA 330 - Advanced Language Proficiency Through Cultural Studies: Guarani	3.0
HAWAI 202 - Second-Year Language Study: Hawaiian	4.0

HAWAI 330 - Advanced Language Proficiency Through Cultural Studies: Hawaiian	3.0
HEB 202 - Second-Year Modern Hebrew 2	4.0
HILIG 202 - Second-Year Language Study: Ilonggo/Hiligaynon	4.0
HILIG 330 - Advanced Language Proficiency Through Cultural Studies: Ilonggo/Hiligaynon	3.0
HINDI 202 - Second-Year Language Study: Hindi	4.0
HINDI 330 - Advanced Language Proficiency Through Cultural Studies: Hindi	3.0
HMONG 202 - Second-Year Language Study: Hmong	4.0
HMONG 330 - Advanced Language Proficiency Through Cultural Studies: Hmong	3.0
HUNG 330 - Cultural History of Hungary	3.0
ICLND 202 - Second-Year Icelandic	4.0
ILANG 202 - Second-Year Language Study: Ilangot	4.0
ILANG 330 - Advanced Language Proficiency Through Cultural Studies: Ilangot	3.0
ILOCN 202 - Second-Year Language Study: Ilocano	4.0
ILOCN 330 - Advanced Language Proficiency Through Cultural Studies: Ilocano	3.0
INDON 202 - Second-Year Language Study: Indonesian	4.0
INDON 330 - Advanced Language Proficiency Through Cultural Studies: Indonesian	3.0
ITAL 202 - Intermediate Italian 2	3.0
ITAL 340 - Introduction to Italian Literature *You cannot use here if taken Fall 2015 or later*	3.0
JAPAN 202 - Second-Year Japanese	4.0
JAPAN 301 - Japanese Reading and Culture	4.0
JAPAN 302 - Readings in Japanese History and Culture	4.0
JAVNS 202 - Second-Year Language Study: Javanese	4.0
JAVNS 330 - Advanced Language Proficiency Through Cultural Studies: Javanese	3.0
KAZAK 202 - Second-Year Language Study: Kazakh	4.0
KAZAK 330 - Advanced Language Proficiency Through Cultural Studies: Kazakh	3.0
KICHE 202 - Second-Year Language Study: K'iche	4.0
KICHE 330 - Advanced Language Proficiency Through Cultural Studies: K'iche	3.0
KIRIB 202 - (Not currently offered)	
KIRIB 330 - (Not currently offered)	
KOREA 202 - Second-Year Korean 2	4.0
KOREA 301 - Third-Year Korean 1	4.0
KOREA 340 - Korean Literature to 1900	3.0
LAO 202 - Second-Year Language Study: Laotian	4.0
LAO 330 - Advanced Language Proficiency Through Cultural Studies: Laotian	3.0
LATVI 202 - Second-Year Language Study: Latvian	4.0
LATVI 330 - Cultural History of Latvia	3.0
LITHU 202 - Second-Year Language Study: Lithuanian	4.0
LITHU 330 - Cultural History of Lithuania	3.0
M GRK 202 - Second-Year Language Study: Modern Greek	4.0
M GRK 330 - Advanced Language Proficiency Through Cultural Studies: Modern Greek	3.0
MALAG 202 - Second-Year Language Study: Malagasy	4.0
MALAG 330 - Advanced Language Proficiency Through Cultural Studies: Malagasy	3.0
MALAY 202 - Second-Year Language Study: Malay	4.0
MALAY 330 - Advanced Language Proficiency Through Cultural Studies: Malay	3.0
MAORI 202 - Second-Year Language Study: Maori	4.0
MAORI 330 - Advanced Language Proficiency Through Cultural Studies: Maori	3.0
MARSH 202 - Second-Year Language Study: Marshallese	4.0
MARSH 330 - Advanced Language Proficiency Through Cultural Studies: Marshallese	3.0
MAYA 202 - Second-Year Language Study: Maya	4.0

MAYA 330 - Advanced Language Proficiency Through Cultural Studies: Maya	3.0
MONGO 202 - Second-Year Language Study: Mongolian	4.0
MONGO 330 - Advanced Language Proficiency Through Cultural Studies: Mongolian	3.0
NAVAJ 202 - Second-Year Language Study: Navajo	4.0
NAVAJ 330 - Advanced Language Proficiency Through Cultural Studies: Navajo	3.0
NIUEA 202 - Second-Year Language Study: Niuean	4.0
NIUEA 330 - Advanced Language Proficiency Through Cultural Studies: Niuean	3.0
NORWE 202 - Second Year Norwegian	4.0
PERSI 202 - Second-Year Language Study: Persian	4.0
PERSI 330 - Advanced Language Proficiency Through Cultural Studies: Persian	3.0
POLSH 202 - Second-Year Polish	4.0
POLSH 330 - Cultural History of Poland	3.0
PORT 202 - Fourth-Semester Portuguese: Reading and Comprehension	4.0
PORT 315 - (Not currently offered)	
PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture *You cannot use here if taken between Fall 1984 and Summer 2010*	3.0
PORT 345 - Portuguese Civilization	3.0
PORT 355 - Brazilian Civilization	3.0
PSHTO 202 - Second-Year Language Study: Pashto	4.0
PSHTO 330 - Advanced Language Proficiency Through Cultural Studies: Pashto	3.0
QUECH 202 - Second-Year Language Study: Quechua	4.0
QUECH 330 - Advanced Language Proficiency Through Cultural Studies: Quechua	3.0
RAROT 202 - Second-Year Language Study: Rarotongan	4.0
RAROT 330 - Advanced Language Proficiency Through Cultural Studies: Rarotongan	3.0
ROM 202 - Second-Year Language Study: Romanian	4.0
ROM 330 - Advanced Language Proficiency Through Cultural Studies: Romanian	3.0
ROM 340 - Introduction to Romanian Literature and Culture	3.0
RUSS 202 - Second-Year Russian, Part 2	5.0
RUSS 330 - Cultural History of Russia	3.0
SAMOA 202 - Second-Year Language Study: Samoan	4.0
SAMOA 330 - Advanced Language Proficiency Through Cultural Studies: Samoan	3.0
SLN 202 - Second-Year Language Study: Slovene	4.0
SLN 330 - Advanced Language Proficiency Through Cultural Studies: Slovene	3.0
SLOVK 202 - Second-Year Language Study: Slovak	4.0
SLOVK 330 - Advanced Language Proficiency Through Cultural Studies: Slovak	3.0
SPAN 205 - University Spanish 3 *You cannot use here if taken Fall 2017 or later*	4.0
SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture *You cannot use here if taken Fall 2017 or later*	3.0
SPAN 345 - Iberian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SRBCR 330 - (Not currently offered)	
SRBIA 202 - Second-Year Language Study: Serbian	4.0
SRBIA 330 - Advanced Language Proficiency Through Cultural Studies: Serbian	3.0
SWAHI 330 - Advanced Language Proficiency Through Cultural Studies: Swahili	3.0
SWED 202 - Second Year Swedish	4.0
TAGAL 202 - Second-Year Language Study: Filipino, Tagalog	4.0
TAGAL 330 - Advanced Language Proficiency Through Cultural Studies: Filipino, Tagalog	3.0
TAHTN 202 - Second-Year Language Study: Tahitian	4.0
TAHTN 330 - Advanced Language Proficiency Through Cultural Studies: Tahitian	3.0
TAIWN 202 - Second-Year Language Study: Taiwanese	4.0

TAIWN 330 - Advanced Language Proficiency Through Cultural Studies: Taiwanese	3.0
TAMIL 202 - Second-Year Language Study: Tamil	4.0
TAMIL 330 - Advanced Language Proficiency Through Cultural Studies: Tamil	3.0
THAI 202 - Second-Year Language Study: Thai	4.0
THAI 330 - Advanced Language Proficiency Through Cultural Studies: Thai	3.0
TONGA 202 - Second-Year Language Study: Tongan	4.0
TONGA 330 - Advanced Language Proficiency Through Cultural Studies: Tongan	3.0
TRUKS 202 - Second-Year Language Study: Trukese	4.0
TRUKS 330 - Advanced Language Proficiency Through Cultural Studies: Trukese	3.0
TURK 202 - Second-Year Language Study: Turkish	4.0
TURK 330 - Advanced Language Proficiency Through Cultural Studies: Turkish	3.0
TWI 202 - Second-Year Language Study: Twi	4.0
TWI 330 - Advanced Language Proficiency Through Cultural Studies: Twi	3.0
UKRAI 330 - Cultural History of Ukraine	3.0
URDU 202 - Second-Year Language Study: Urdu	4.0
URDU 330 - Advanced Language Proficiency Through Cultural Studies: Urdu	3.0
VANTU 202 - Second-Year Language Study: Vanuatu	4.0
VANTU 330 - Advanced Language Proficiency Through Cultural Studies: Vanuatu	3.0
VIET 202 - Second-Year Language Study: Vietnamese	4.0
VIET 330 - Advanced Language Proficiency Through Cultural Studies: Vietnamese	3.0
WARAY 202 - Second-Year Language Study: Waray-Waray	4.0
WARAY 330 - Advanced Language Proficiency Through Cultural Studies: Waray-Waray	3.0
WELSH 202 - Second-Year Language Study: Welsh	4.0
WELSH 330 - Advanced Language Proficiency Through Cultural Studies: Welsh	3.0
XHOSA 202 - Second-Year Language Study: Xhosa	4.0
XHOSA 330 - Advanced Language Proficiency Through Cultural Studies: Xhosa	3.0

✓ **OPTION 2.3** Complete 2 courses

IAS 360R - International Field Study Preparation *You cannot use here if taken between Fall 1999 and Summer 2007*	9.0v
IAS 361 - Post-Fieldwork Analysis and Writing	2.0

✓ **OPTION 2.4** Complete 2 courses

NES 347R - (NES-Hist 242R) Arab and Islamic Civilization	2.0v
NES 349R - (NES-Hist 243R) Jewish Civilization	2.0v

✓ **OPTION 2.5** Complete 2 courses
Courses not currently offered.

REL C 355 - (Not currently offered)
REL C 355 - (Not currently offered)
REL C 356 - (Not currently offered)
REL C 356 - (Not currently offered)

✓ **OPTION 2.6** Complete 1 course
Major option:

ARTHC 498 - Senior Thesis/Capstone Experiences	3.0
ARTHC 499R - Honors Thesis	6.0v
CPSE 480 - Educational and Multicultural Issues in Special Education	3.0
ECE 433 - Teaching Literacy in Early Childhood Classrooms (Pre K-3)	3.0
EL ED 357 - (Not currently offered)	
EL ED 443 - Teaching Literacy in the Intermediate Grades (3-6)	3.0
NURS 402 - (Not currently offered)	

NURS 403 - Public and Global Health Nursing	3.0
PETE 377 - Secondary Practicum	3.0
POLI 328 - Statistical Analysis	4.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

International students may fulfill the Global and Cultural Awareness requirement through any of the American Heritage options. The student is responsible to see that is posted to the progress report through their college advisement center.

Skills

Complete 1 requirement from each learning area.

▼ FIRST-YEAR WRITING

✔ **REQUIREMENT 3** Complete 1 course

ELANG 150 - First-Year Writing for International Students	3.0
ENGL 115 - (Not currently offered)	
HONRS 150 - (Not currently offered)	
PHIL 150 - Reasoning and Writing *You cannot use here if taken Spring 2014 or later*	3.0
WRTG 150 - Writing and Rhetoric	3.0

▼ ADV WRITTEN & ORAL COMMUNICATION

✔ **REQUIREMENT 4** Complete 1 option

✔ **OPTION 4.1** Complete 1 course

ANTHR 499 - Senior Thesis	3.0
CHEM 391 - Technical Writing Using Chemical Literature	3.0
ENGL 310 - Writing and Tutoring	3.0
ENGL 310 - (Not currently offered)	
ENGL 311 - Writing About the Arts and Humanities	3.0
ENGL 312 - Persuasive Writing	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0
ENGL 314 - Writing About Literature *You cannot use here if taken Fall 2017 or later*	3.0
ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
G E 301 - (Not currently offered)	
GERM 340 - Writing About Literature *You cannot use here if taken between Fall 1986 and Summer 2002*	3.0
HONRS 300R - Advanced Writing *You may take this course up to 1 time.*	3.0
IHUM 311 - Advanced Writing in Comparative Arts and Humanities	3.0
M COM 320 - Communication in Organizational Settings	3.0
NEURO 316 - Neuroscience Advanced Writing *You cannot use here if taken between Fall 2014 and Summer 2018*	3.0
PHIL 300 - Philosophical Writing	3.0
PHSCS 416 - Writing in Physics *You cannot use here if taken between Fall 2006 and Summer 2013*	3.0
PSYCH 307 - Writing Within Psychology	3.0
RECM 487 - Experience Evaluation *You cannot use here if taken Fall 2013 or later*	3.0

SFL 315 - (Not currently offered)

✔ **OPTION 4.2** Complete 2 courses

AM ST 304 - American Studies Methodologies and Writing Practices	3.0
AM ST 490 - Senior Capstone	3.0

✔ **OPTION 4.3** Complete 2 courses

HIST 200 - The Historian's Craft	3.0
HIST 490 - Capstone Research Seminar	3.0

✔ **OPTION 4.4** Complete 2 groups

✔ **GROUP 4.4.1** Complete 1 course

POLI 200 - Political Inquiry	4.0

✔ **GROUP 4.4.2** Complete 1 course

POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 430 - Research Project in Public Policy	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 470 - Research Project in International Relations	3.0

✔ **OPTION 4.5** Complete 2 courses

ENGL 295 - Writing Literary Criticism	3.0
ENGL 495 - The Senior Course	3.0

✔ **OPTION 4.6** Complete 2 courses

NURS 320 - Scholarly Inquiry in Nursing *You cannot use here if taken between Spring 1984 and Summer 2006*	3.0
NURS 339 - Ethics in Nursing	2.0

✔ **OPTION 4.7** Complete 2 courses

HIST 200 - The Historian's Craft *You cannot use here if taken between Winter 1934 and Summer 2017*	3.0
MESA 495 - Senior Seminar in Middle East Studies *You cannot use here if taken between Fall 2002 and Summer 2017*	3.0

✔ **OPTION 4.8** Complete 2 courses

MESA 495 - Senior Seminar in Middle East Studies	3.0
POLI 200 - Political Inquiry	4.0

✔ **OPTION 4.9** Complete 2 courses
Courses not currently offered.

PHSCS 416A - (Not currently offered)
PHSCS 416B - (Not currently offered)

✔ **OPTION 4.10** Complete 2 courses

IAS 360R - International Field Study Preparation *You cannot use here if taken between Fall 1999 and Summer 2007* *You cannot use here if taken Fall 2015 or later* *You may take this course up to 1 time.*	9.0v
IAS 361 - Post-Fieldwork Analysis and Writing *You cannot use here if taken Fall 2015 or later*	2.0

✔ **OPTION 4.11** Complete 2 courses

SOC 455R - Senior Capstone Part 1	3.0

SOC 456R - Senior Capstone Part 2	3.0

QUANTITATIVE REASONING

✓ **REQUIREMENT 5** Complete 1 option

✓ **OPTION 5.1** Complete 1 course

ACC 200 - Principles of Accounting *You cannot use here if taken between Fall 1990 and Summer 2006*	3.0
G E 105 - (Not currently offered)	
G E 106 - (Not currently offered)	
MATH 102 - Quantitative Reasoning	3.0
MATH 110 - College Algebra	3.0
MATH 111 - Trigonometry *You cannot use here if taken Fall 2015 or later*	2.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 118 - Finite Mathematics	3.0
MATH 119 - Introduction to Calculus	4.0
PHIL 205 - Introduction to Formal Logic	3.0
PSYCH 301 - (Not currently offered)	
PSYCH 308 - Psychological Statistics	4.0
SFL 260 - Family Finance	3.0
STAT 105 - Introduction to Statistics	3.0
STAT 121 - Principles of Statistics	3.0
UNIV 213R - Topics in Quantitative Reasoning	3.0

Students may fulfill the Quantitative Reasoning requirement by earning an ACT math score of 22 or above OR an SAT math score of 500 or above.

LANGUAGES OF LEARNING

✓ **REQUIREMENT 6** Complete 1 option

✓ **OPTION 6.1** Complete 1 course

Traditional Course Option:

G E 311R - (Not currently offered)	
GEOG 222 - Statistics for Geographers 1	3.0
HONRS 250 - (Not currently offered)	
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 118 - Finite Mathematics	3.0
MATH 119 - Introduction to Calculus	4.0
PHIL 305 - Intermediate Formal Logic	3.0
PL SC 328 - (Not currently offered)	
POLI 328 - Statistical Analysis	4.0
PSYCH 301 - (Not currently offered)	
PSYCH 308 - Psychological Statistics	4.0
STAT 121 - Principles of Statistics	3.0

✓ **OPTION 6.2** Complete 1 course

Traditional Course Option:

AFRIK 202 - Second-Year Afrikaans	4.0
AFRIK 330 - Advanced Language Proficiency Through Cultural Studies: Afrikaans	3.0
AKAN 202 - Second-Year Language Study: Akan	4.0
AKAN 330 - Advanced Language Proficiency Through Cultural Studies: Akan	3.0

ALBAN 202 - Second-Year Language Study: Albanian	4.0
ALBAN 330 - Advanced Language Proficiency Through Cultural Studies: Albanian	3.0
ARAB 202 - Intermediate Arabic	4.0
ARMEN 202 - Second-Year Language Study: Armenian	4.0
ARMEN 330 - Advanced Language Proficiency Through Cultural Studies: Armenian	3.0
ASL 202 - Second-Year American Sign Language, Part 2	4.0
AYMRA 202 - Second-Year Language Study: Aymara	4.0
AYMRA 330 - Advanced Language Proficiency Through Cultural Studies: Aymara	3.0
BASQ 202 - Second-Year Language Study: Basque	4.0
BASQ 330 - Advanced Language Proficiency Through Cultural Studies: Basque	3.0
BCLNO 202 - Second-Year Language Study: Bicolano	4.0
BCLNO 330 - Advanced Language Proficiency Through Cultural Studies: Bicolano	3.0
BULGN 330 - Cultural History of Bulgaria	3.0
BURMS 202 - Second-Year Language Study: Burmese	4.0
BURMS 330 - Advanced Language Proficiency Through Cultural Studies: Burmese	3.0
CAKCQ 202 - Second-Year Language Study: Cakchiquel	4.0
CAKCQ 330 - Advanced Language Proficiency Through Cultural Studies: Cakchiquel	3.0
CAMBO 202 - Second-Year Language Study: Cambodian	4.0
CAMBO 330 - Advanced Language Proficiency Through Cultural Studies: Cambodian	3.0
CANT 202 - Second-Year Cantonese	4.0
CATLN 202 - Second-Year Language Study: Catalan	4.0
CATLN 330 - Advanced Language Proficiency Through Cultural Studies: Catalan	3.0
CEBU 202 - Second-Year Language Study: Cebuano	4.0
CEBU 330 - Advanced Language Proficiency Through Cultural Studies: Cebuano	3.0
CHIN 202 - Intermediate Mandarin	4.0
CHIN 301 - Third-Year Mandarin	4.0
CREOL 202 - Second-Year Language Study: Haitian-Creole	4.0
CREOL 330 - Advanced Language Proficiency Through Cultural Studies: Haitian Creole	3.0
CROAT 202 - Second-Year Language Study: Croatian	4.0
CROAT 330 - Advanced Language Proficiency Through Cultural Studies: Croatian	3.0
CZECH 330 - Cultural History of Czech Republic	3.0
DANSH 202 - Second Year Danish	4.0
DANSH 340 - Danish Literature	3.0
DARI 202 - Second-Year Language Study: Dari	4.0
DARI 330 - Advanced Language Proficiency Through Cultural Studies: Dari	3.0
DUTCH 330 - Advanced Language Proficiency Through Cultural Studies: Dutch	3.0
DUTCH 340 - Introduction to Dutch Literature	3.0
ESTON 202 - Second-Year Language Study: Estonian	4.0
ESTON 330 - Advanced Language Proficiency Through Cultural Studies: Estonian	3.0
FIJI 202 - Second-Year Language Study: Fijian	4.0
FIJI 330 - Advanced Language Proficiency Through Cultural Studies: Fijian	3.0
FINN 202 - Second Year Finnish	4.0
FINN 340 - Finnish Literature	3.0
FLANG 202R - Second-Year Language Study *You may take this course up to 1 time.*	4.0
FLANG 330R - Advanced Language Proficiency Through Cultural Studies *You may take this course up to 1 time.*	3.0
FREN 202 - Intermediate French, Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0
GA 202 - Second-Year Language Study: Ga	4.0
GA 330 - Advanced Language Proficiency Through Cultural Studies: Ga	3.0

GEORG 202 - Second-Year Language Study: Georgian	4.0
GEORG 330 - Advanced Language Proficiency Through Cultural Studies: Georgian	3.0
GERM 202 - Second-Year German	4.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts *You cannot use here if taken between Fall 1991 and Summer 2006* *You may take this course up to 1 time.*	3.0
GUARA 202 - Second-Year Language Study: Guarani	4.0
GUARA 330 - Advanced Language Proficiency Through Cultural Studies: Guarani	3.0
HAWAI 202 - Second-Year Language Study: Hawaiian	4.0
HAWAI 330 - Advanced Language Proficiency Through Cultural Studies: Hawaiian	3.0
HEB 202 - Second-Year Modern Hebrew 2	4.0
HEB 332 - Third-Year Biblical Hebrew - Prophecy and Poetry 2 *You cannot use here if taken between Fall 2015 and Summer 2016*	4.0
HEB 431 - (Not currently offered)	
HILIG 202 - Second-Year Language Study: Ilonggo/Hiligaynon	4.0
HILIG 330 - Advanced Language Proficiency Through Cultural Studies: Ilonggo/Hiligaynon	3.0
HINDI 202 - Second-Year Language Study: Hindi	4.0
HINDI 330 - Advanced Language Proficiency Through Cultural Studies: Hindi	3.0
HMONG 202 - Second-Year Language Study: Hmong	4.0
HMONG 330 - Advanced Language Proficiency Through Cultural Studies: Hmong	3.0
HUNG 330 - Cultural History of Hungary	3.0
ICLND 202 - Second-Year Icelandic	4.0
ICLND 429 - Old Icelandic Language and Literature	3.0
ILANG 202 - Second-Year Language Study: Ilangot	4.0
ILANG 330 - Advanced Language Proficiency Through Cultural Studies: Ilangot	3.0
ILOCN 202 - Second-Year Language Study: Ilocano	4.0
ILOCN 330 - Advanced Language Proficiency Through Cultural Studies: Ilocano	3.0
INDON 202 - Second-Year Language Study: Indonesian	4.0
INDON 330 - Advanced Language Proficiency Through Cultural Studies: Indonesian	3.0
ITAL 202 - Intermediate Italian 2	3.0
ITAL 340 - Introduction to Italian Literature	3.0
JAPAN 202 - Second-Year Japanese	4.0
JAPAN 301 - Japanese Reading and Culture	4.0
JAPAN 302 - Readings in Japanese History and Culture	4.0
JAVNS 202 - Second-Year Language Study: Javanese	4.0
JAVNS 330 - Advanced Language Proficiency Through Cultural Studies: Javanese	3.0
KAZAK 202 - Second-Year Language Study: Kazakh	4.0
KAZAK 330 - Advanced Language Proficiency Through Cultural Studies: Kazakh	3.0
KICHE 202 - Second-Year Language Study: K'iche	4.0
KICHE 330 - Advanced Language Proficiency Through Cultural Studies: K'iche	3.0
KIRIB 202 - (Not currently offered)	
KIRIB 330 - (Not currently offered)	
KOREA 202 - Second-Year Korean 2	4.0
KOREA 301 - Third-Year Korean 1	4.0
LAO 202 - Second-Year Language Study: Laotian	4.0
LAO 330 - Advanced Language Proficiency Through Cultural Studies: Laotian	3.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATVI 202 - Second-Year Language Study: Latvian	4.0

LATVI 330 - Cultural History of Latvia	3.0
LITHU 202 - Second-Year Language Study: Lithuanian	4.0
LITHU 330 - Cultural History of Lithuania	3.0
M GRK 202 - Second-Year Language Study: Modern Greek	4.0
M GRK 330 - Advanced Language Proficiency Through Cultural Studies: Modern Greek	3.0
MALAG 202 - Second-Year Language Study: Malagasy	4.0
MALAG 330 - Advanced Language Proficiency Through Cultural Studies: Malagasy	3.0
MALAY 202 - Second-Year Language Study: Malay	4.0
MALAY 330 - Advanced Language Proficiency Through Cultural Studies: Malay	3.0
MAORI 202 - Second-Year Language Study: Maori	4.0
MAORI 330 - Advanced Language Proficiency Through Cultural Studies: Maori	3.0
MARSH 202 - Second-Year Language Study: Marshallese	4.0
MARSH 330 - Advanced Language Proficiency Through Cultural Studies: Marshallese	3.0
MAYA 202 - Second-Year Language Study: Maya	4.0
MAYA 330 - Advanced Language Proficiency Through Cultural Studies: Maya	3.0
MONGO 202 - Second-Year Language Study: Mongolian	4.0
MONGO 330 - Advanced Language Proficiency Through Cultural Studies: Mongolian	3.0
NAVAJ 202 - Second-Year Language Study: Navajo	4.0
NAVAJ 330 - Advanced Language Proficiency Through Cultural Studies: Navajo	3.0
NIUEA 202 - Second-Year Language Study: Niuean	4.0
NIUEA 330 - Advanced Language Proficiency Through Cultural Studies: Niuean	3.0
NORWE 202 - Second Year Norwegian	4.0
NORWE 340 - Norwegian Literature	3.0
PERSI 202 - Second-Year Language Study: Persian	4.0
PERSI 330 - Advanced Language Proficiency Through Cultural Studies: Persian	3.0
POLSH 202 - Second-Year Polish	4.0
POLSH 330 - Cultural History of Poland	3.0
PORT 202 - Fourth-Semester Portuguese: Reading and Comprehension	4.0
PORT 205 - Portuguese for Spanish Speakers 2 *You cannot use here if taken between Fall 2013 and Summer 2014*	4.0
PORT 206 - Intensive Portuguese Skills Development *You cannot use here if taken between Fall 2015 and Summer 2018*	4.0
PORT 321 - (Not currently offered)	
PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 345 - Portuguese Civilization	3.0
PORT 355 - Brazilian Civilization	3.0
PSHTO 202 - Second-Year Language Study: Pashto	4.0
PSHTO 330 - Advanced Language Proficiency Through Cultural Studies: Pashto	3.0
QUECH 202 - Second-Year Language Study: Quechua	4.0
QUECH 330 - Advanced Language Proficiency Through Cultural Studies: Quechua	3.0
RAROT 202 - Second-Year Language Study: Rarotongan	4.0
RAROT 330 - Advanced Language Proficiency Through Cultural Studies: Rarotongan	3.0
ROM 202 - Second-Year Language Study: Romanian	4.0
ROM 330 - Advanced Language Proficiency Through Cultural Studies: Romanian	3.0
ROM 340 - Introduction to Romanian Literature and Culture	3.0
RUSS 202 - Second-Year Russian, Part 2	5.0
RUSS 330 - Cultural History of Russia	3.0
SAMOA 202 - Second-Year Language Study: Samoan	4.0
SAMOA 330 - Advanced Language Proficiency Through Cultural Studies: Samoan	3.0
SLN 202 - Second-Year Language Study: Slovene	4.0

SLN 330 - Advanced Language Proficiency Through Cultural Studies: Slovene	3.0
SLOVK 202 - Second-Year Language Study: Slovak	4.0
SLOVK 330 - Advanced Language Proficiency Through Cultural Studies: Slovak	3.0
SPAN 205 - University Spanish 3	4.0
SPAN 206 - Intensive Spanish Skills Development *You cannot use here if taken between Fall 2015 and Summer 2018*	4.0
SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 345 - Iberian Civilization *You cannot use here if taken Fall 2017 or later*	3.0
SPAN 355 - Spanish American Culture and Civilization *You cannot use here if taken Fall 2017 or later*	3.0
SRBCR 330 - (Not currently offered)	
SRBIA 202 - Second-Year Language Study: Serbian	4.0
SRBIA 330 - Advanced Language Proficiency Through Cultural Studies: Serbian	3.0
SWAHI 330 - Advanced Language Proficiency Through Cultural Studies: Swahili	3.0
SWED 202 - Second Year Swedish	4.0
SWED 340 - Swedish Literature	3.0
TAGAL 202 - Second-Year Language Study: Filipino, Tagalog	4.0
TAGAL 330 - Advanced Language Proficiency Through Cultural Studies: Filipino, Tagalog	3.0
TAHTN 202 - Second-Year Language Study: Tahitian	4.0
TAHTN 330 - Advanced Language Proficiency Through Cultural Studies: Tahitian	3.0
TAIWN 202 - Second-Year Language Study: Taiwanese	4.0
TAIWN 330 - Advanced Language Proficiency Through Cultural Studies: Taiwanese	3.0
TAMIL 202 - Second-Year Language Study: Tamil	4.0
TAMIL 330 - Advanced Language Proficiency Through Cultural Studies: Tamil	3.0
THAI 202 - Second-Year Language Study: Thai	4.0
THAI 330 - Advanced Language Proficiency Through Cultural Studies: Thai	3.0
TONGA 202 - Second-Year Language Study: Tongan	4.0
TONGA 330 - Advanced Language Proficiency Through Cultural Studies: Tongan	3.0
TRUKS 202 - Second-Year Language Study: Trukese	4.0
TRUKS 330 - Advanced Language Proficiency Through Cultural Studies: Trukese	3.0
TURK 202 - Second-Year Language Study: Turkish	4.0
TURK 330 - Advanced Language Proficiency Through Cultural Studies: Turkish	3.0
TWI 202 - Second-Year Language Study: Twi	4.0
TWI 330 - Advanced Language Proficiency Through Cultural Studies: Twi	3.0
UKRAI 330 - Cultural History of Ukraine	3.0
URDU 202 - Second-Year Language Study: Urdu	4.0
URDU 330 - Advanced Language Proficiency Through Cultural Studies: Urdu	3.0
VANTU 202 - Second-Year Language Study: Vanuatu	4.0
VANTU 330 - Advanced Language Proficiency Through Cultural Studies: Vanuatu	3.0
VIET 202 - Second-Year Language Study: Vietnamese	4.0
VIET 330 - Advanced Language Proficiency Through Cultural Studies: Vietnamese	3.0
WARAY 202 - Second-Year Language Study: Waray-Waray	4.0
WARAY 330 - Advanced Language Proficiency Through Cultural Studies: Waray-Waray	3.0
WELSH 202 - Second-Year Language Study: Welsh	4.0
WELSH 330 - Advanced Language Proficiency Through Cultural Studies: Welsh	3.0
XHOSA 202 - Second-Year Language Study: Xhosa	4.0
XHOSA 330 - Advanced Language Proficiency Through Cultural Studies: Xhosa	3.0

✔ **OPTION 6.3** Complete 3 courses

Traditional Course Option:

DANCE 300 - Music Theatre in Contemporary Culture *You cannot use here if taken Fall 2012 or later*	1.0
MUSIC 300 - Music Theatre in Contemporary Culture *You cannot use here if taken Fall 2012 or later*	1.0
TMA 300 - Music Theatre in Contemporary Culture *You cannot use here if taken Fall 2012 or later*	1.0

✓ **OPTION 6.4** Complete 1 course
Major Option:

MUSIC 395 - Form and Analysis	3.0

Note 1: Nonnative speakers of English (i.e. those who took the TOEFL exam as part of the application process) may fulfill the foreign language option by completing a discrepancy form at their advisement center. Since non-native speakers of English are taking almost all their courses in English, they fulfill this requirement without the need to take specific foreign language courses.
Note 2: All approved foreign language courses have prerequisites.
Note 3: Where multiple courses have been approved for Languages of Learning credit in the same language, a higher level course may be designated for those who come with previous language learning experience (e.g. missionary service, heritage language learners, student enrolled in dual language immersion classes, etc.). Please consult your College Advisement Center in choosing the appropriate courses.
Note 4: If enrollment in a class for a less-commonly taught language is too low for the class to be offered, the Center for Language Studies may instead offer FLANG 202R and FLANG 330R as an Independent Study course. The Independent Study course can be arranged through a special enrollment process. For information on the availability of language courses and Independent Study courses, please contact the Center for Language Studies, (801) 422-1201. To receive graded credit for the lower-division courses covered by the foreign language challenge exam, students must take the challenge exam while enrolled in the designated upper-division language course (regular or Independent Study). The department responsible for the course will schedule challenge exams.

Arts, Letters and Sciences

Complete 1 requirement from each learning area.

▼ CIVILIZATION 1

✓ **REQUIREMENT 7** Complete 1 course

ARTHC 201 - World Civilization to 1500	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0
CMLIT 201 - Civilization: Literature 1	3.0
CMLIT 211 - Civilization: World Literature 1	3.0
ENGL 201 - Masterpieces of World Literature 1	3.0
ENGL 211 - Rhetoric and Civilization 1	3.0
HIST 201 - World Civilization to 1500	3.0
HONRS 201 - (Not currently offered)	
IHUM 201 - Western Humanities 1: Antiquity to Renaissance	3.0
IP&T 201 - History of Learning in the Arts, Sciences, and Technology (Part 1) *You cannot use here if taken Fall 2017 or later*	3.0
MUSIC 201 - Civilization: Music 1	3.0

PHIL 201 - History of Philosophy 1	3.0
PHIL 210 - Science and Civilization 1	3.0
POLI 201 - Western Political Heritage 1	3.0
TECH 201 - History of Creativity and Innovation in the Arts, Science, and Technology 1 *You cannot use here if taken Fall 2017 or later*	3.0
TMA 201 - Dramatic Performance: Antiquity to Renaissance	3.0

CIVILIZATION 2

✓ **REQUIREMENT 8** Complete 1 course

ARTHC 202 - World Civilization Since 1500	3.0
CL CV 202 - The Classical Tradition 2: Reformation to Modern	3.0
CMLIT 202 - Civilization: Literature 2	3.0
CMLIT 212 - Civilization: World Literature 2	3.0
ENGL 202 - Masterpieces of World Literature 2	3.0
ENGL 212 - Rhetoric and Civilization 2	3.0
HIST 202 - World Civilization from 1500	3.0
HONRS 202 - (Not currently offered)	
HONRS 212 - (Not currently offered)	
HONRS 213 - (Not currently offered)	
IHUM 202 - Western Humanities 2: Renaissance to the Present	3.0
IP&T 202 - History of Learning in the Arts, Sciences, and Technology (Part 2) *You cannot use here if taken Fall 2017 or later*	3.0
MUSIC 202 - Civilization: Music 2	3.0
PHIL 202 - History of Philosophy 2	3.0
PHIL 211 - Science and Civilization 2	3.0
POLI 202 - Western Political Heritage 2	3.0
TECH 202 - History of Creativity and Innovation in the Arts, Science, and Technology 2 *You cannot use here if taken Fall 2017 or later*	3.0
TMA 202 - Dramatic Performance: Renaissance to the Present	3.0

ARTS

✓ **REQUIREMENT 9** Complete 1 option

✓ **OPTION 9.1** Complete 1 course

Arts Traditional Course Option:

ART 101 - Introduction to Art and Drawing for Non-Majors	3.0
ART 104 - Introduction to Sculpture for Non-Majors	3.0
ART 105 - Introduction to Ceramics for Non-Majors	3.0
ARTED 326 - Art for Elementary Teachers *You cannot use here if taken between Fall 1996 and Summer 2010*	3.0
ARTED 397 - Issues in Contemporary Art, Aesthetics, and Criticism *You cannot use here if taken between Winter 1981 and Summer 2010*	3.0
ARTHC 111 - Introduction to Art History	3.0
ARTHC 202 - World Civilization Since 1500	3.0
ARTHC 203 - Survey of Oriental Art and Architecture *You cannot use here if taken Fall 2015 or later*	3.0
DANCE 260 - Introduction to Dance	3.0
DES 101 - (Not currently offered)	
FNART 270R - European Fine Arts *You may take this course up to 1 time.*	6.0v
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
G E 121 - (Not currently offered)	

GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
HONRS 202 - (Not currently offered)	
HONRS 204R - (Not currently offered)	
HONRS 209R - (Not currently offered)	
HONRS 221 - (Not currently offered)	
UNIV 293 - Unexpected Connections: Social Science and Art	3.0
HONRS 304R - (Not currently offered)	
HONRS 306R - (Not currently offered)	
HONRS 309R - (Not currently offered)	
IHUM 101 - An Introduction to the Humanities	3.0
IHUM 240 - Introduction to the Humanities of Asia *You cannot use here if taken between Winter 1974 and Summer 2014*	3.0
IHUM 241 - Humanities of East Asia *You cannot use here if taken between Fall 2017 and Summer 2018*	3.0
IHUM 244 - (Not currently offered)	
IP&T 202 - History of Learning in the Arts, Sciences, and Technology (Part 2) *You cannot use here if taken Fall 2017 or later*	3.0
ITAL 317 - (Fren-Ital) French and Italian Cinema	3.0
ITAL 360 - Italian Civilization from the Beginning to 1600	3.0
ITAL 361 - Italian Civilization from 1600 to the Present	3.0
MUSIC 101 - Introduction to Music	3.0
MUSIC 202 - Civilization: Music 2	3.0
MUSIC 203 - World Music Cultures	3.0
MUSIC 204 - Introduction to Jazz	3.0
MUSIC 206 - (Not currently offered)	
PHIL 214 - Introduction to the Philosophy of Art	3.0
PWS 103 - Residential Landscape Design *You cannot use here if taken between Winter 1936 and Summer 2017*	3.0
PWS 112 - Floral Design *You cannot use here if taken between Fall 2015 and Summer 2017*	3.0
RUSS 343 - Masterpieces of Russian Film *You cannot use here if taken between Fall 2002 and Summer 2011*	3.0
RUSS 344 - Historical Survey of Russian Arts and Letters	3.0
SCAND 217 - (Scand-Germ) German and Scandinavian Cinema	3.0
SFL 102 - Introduction to Interiors	3.0
TECH 202 - History of Creativity and Innovation in the Arts, Science, and Technology 2 *You cannot use here if taken Fall 2017 or later*	3.0
TMA 101 - Introduction to the Theatre	3.0
TMA 102 - Introduction to Film	3.0
TMA 115 - Introduction to Performance Studies *You cannot use here if taken between Fall 2011 and Summer 2018*	3.0
TMA 202 - Dramatic Performance: Renaissance to the Present	3.0
UNIV 214R - Topics in the Arts	3.0
VASTU 104 - (Not currently offered)	
VASTU 105 - (Not currently offered)	

✔ **OPTION 9.2** Complete 1 course

Arts Major Option:

AM ST 490 - Senior Capstone	3.0
DANCE 300 - Music Theatre in Contemporary Culture	1.0
DANCE 342 - Kinesiology for Dancers	4.0
IHUM 250 - Introduction to Interdisciplinary Humanities *You cannot use here if taken Fall 2013 or later*	3.0
IHUM 350 - Interpretation of Literature and the Arts	3.0

INDES 210 - Intermediate Computer Applications	3.0
MUSIC 196 - Music Theory 2	3.0

✓ **OPTION 9.3** Complete 2 groups
Arts Major Option:

✓ **GROUP 9.3.1** Complete 1 course

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0

✓ **GROUP 9.3.2** Complete 1 course

DES 114 - Drawing	3.0
DES 115 - Composition	3.0

✓ **OPTION 9.4** Complete 1 group
Art Major Option:

✓ **GROUP 9.4.1** Complete 2 courses

ART 114 - Drawing	3.0
ART 226 - Theory, Methodology and Contemporary Practice	3.0

✓ **GROUP 9.4.2** Complete 2 courses

ART 115 - Two-Dimensional Design	3.0
ART 226 - Theory, Methodology and Contemporary Practice	3.0

▼ LETTERS

✓ **REQUIREMENT 10** Complete 1 option
✓ **OPTION 10.1** Complete 1 course
Letters Traditional Course Option:

ANES 363 - Hebrew Bible Studies *You cannot use here if taken between Fall 2005 and Summer 2016*	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 202 - The Classical Tradition 2: Reformation to Modern	3.0
CL CV 241 - Greek and Roman Mythology	3.0
CL CV 245 - Golden Age of Greece	3.0
CL CV 246 - Golden Age of Rome	3.0
CMLIT 202 - Civilization: Literature 2	3.0
CMLIT 212 - Civilization: World Literature 2	3.0
CREOL 340 - Introduction to Literature: Haitian-Creole	3.0
DANSH 340 - Danish Literature *You cannot use here if taken between Spring 2005 and Summer 2011*	3.0
ENGL 202 - Masterpieces of World Literature 2	3.0
ENGL 212 - Rhetoric and Civilization 2	3.0
ENGL 230 - Studies in Literature	3.0
ENGL 232 - Shakespeare	3.0
ENGL 235 - Studies in American Literature	3.0
ENGL 236 - Studies in English Literature	3.0
ENGL 238 - The Bible as Literature	3.0
ENGL 268 - Literature of the Latter-Day Saints	3.0
ENGL 300R - English Literature in a Cultural Setting *You may take this course up to 1 time.*	6.0v
ENGL 305 - Critical Reading *You cannot use here if taken Winter 2014 or later*	3.0
ENGL 336 - The American Novel *You cannot use here if taken Winter 2014 or later*	3.0

ENGL 338 - Literary Studies of the Bible *You cannot use here if taken Fall 2014 or later*	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition *You cannot use here if taken Winter 2014 or later*	3.0
ENGL 359 - The Short Story *You cannot use here if taken Winter 2014 or later*	3.0
ENGL 382 - Shakespeare *You cannot use here if taken Winter 2014 or later*	3.0
ENGL 391 - Introduction to Folklore	3.0
FINN 340 - Finnish Literature *You cannot use here if taken between Spring 2005 and Summer 2011*	3.0
FLANG 340R - Introduction to Literature *You may take this course up to 1 time.*	3.0
FREN 340 - Introduction to Literary Analysis *You cannot use here if taken between Fall 1925 and Summer 2015*	3.0
G E 122 - (Not currently offered)	
GERM 250 - Marx, Nietzsche, Freud	3.0
GERM 343 - Introduction to Literary Analysis *You cannot use here if taken between Fall 2002 and Summer 2009*	3.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad *You cannot use here if taken between Winter 1951 and Summer 2011*	3.0
GREEK 302 - Classical Greek Prose *You cannot use here if taken between Fall 1951 and Summer 2011*	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts *You cannot use here if taken between Fall 1984 and Summer 2011* *You may take this course up to 1 time.*	3.0
HEB 431 - (Not currently offered)	
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 312 - History of Ideas	3.0
HIST 324 - France	3.0
HONRS 202 - (Not currently offered)	
HONRS 203R - (Not currently offered)	
HONRS 205R - (Not currently offered)	
HONRS 206R - (Not currently offered)	
HONRS 208R - (Not currently offered)	
HONRS 212 - (Not currently offered)	
UNIV 291 - Unexpected Connections: Biology and Letters	3.0
HONRS 223 - (Not currently offered)	
HONRS 226 - (Not currently offered)	
HONRS 303R - (Not currently offered)	
HONRS 305R - (Not currently offered)	
HONRS 308R - (Not currently offered)	
ICLND 429 - Old Icelandic Language and Literature	3.0
IHUM 202 - Western Humanities 2: Renaissance to the Present	3.0
IHUM 240 - Introduction to the Humanities of Asia *You cannot use here if taken Fall 2014 or later*	3.0
IHUM 242 - Introduction to the Humanities of the Islamic World	3.0
IHUM 260 - Humanities of Latin America	3.0
IHUM 261 - Introduction to American Humanities 1: Colonial Era Through 1876	3.0
IHUM 262 - Introduction to American Humanities 2: 1877 to the Present	3.0
IHUM 280R - Sophomore Seminar in Interdisciplinary Humanities *You may take this course up to 1 time.*	3.0
INDON 340 - Introduction to Literature: Indonesian	3.0
ITAL 340 - Introduction to Italian Literature *You cannot use here if taken between Fall 1949 and Summer 2015*	3.0

ITAL 460 - Dante's Divine Comedy *You cannot use here if taken between Fall 1979 and Winter 2009*	3.0
JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0
KOREA 340 - Korean Literature to 1900	3.0
LATIN 301 - Classical Latin Poetry *You cannot use here if taken between Fall 1949 and Summer 2011*	3.0
LATIN 302 - Classical Latin Prose *You cannot use here if taken between Winter 1978 and Summer 2011*	3.0
NES 336R - Ancient Near Eastern Studies *You cannot use here if taken between Fall 1991 and Summer 2012*	3.0v
NORWE 340 - Norwegian Literature *You cannot use here if taken between Fall 1993 and Summer 2011*	3.0
PHIL 110 - Introduction to Philosophy	3.0
PHIL 202 - History of Philosophy 2	3.0
PHIL 211 - Science and Civilization 2	3.0
PHIL 213 - Introduction to Ethics	3.0
PHIL 215 - Introduction to the Philosophy of Religion	3.0
PHIL 218 - (Not currently offered)	
PHIL 423R - History and Philosophy of Science *You may take this course up to 1 time.*	3.0
POLI 202 - Western Political Heritage 2	3.0
POLI 363 - Theories of Human Freedom *You cannot use here if taken Fall 2018 or later*	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0
RUSS 340 - Masterpieces of the Russian Novel in English	3.0
RUSS 341 - Dostoevsky's Major Works in Translation	3.0
RUSS 342 - Tolstoy's Major Works in Translation	3.0
SC ED 250 - Literacy and Learning for the Disciplines	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SWED 340 - Swedish Literature *You cannot use here if taken between Fall 1993 and Summer 2011*	3.0
TAGAL 340 - Introduction to Literature: Filipino, Tagalog	3.0
THAI 340 - Introduction to Literature: Thai	3.0
UNIV 215R - Topics in Literature	3.0
UNIV 290R - Unexpected Connections: Special Topics *You cannot use here if taken Winter 2018 or later*	3.0

✓ **OPTION 10.2** Complete 1 course
Letters Major Option:

CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CMLIT 310 - Introduction to Literary Analysis and Comparative Literature	3.0
ECE 433 - Teaching Literacy in Early Childhood Classrooms (Pre K-3)	3.0
EL ED 357 - (Not currently offered)	
EL ED 443 - Teaching Literacy in the Intermediate Grades (3-6)	3.0
ENGL 251 - Introduction to English Studies	3.0
FREN 431 - Introduction to French Linguistics	3.0
FREN 495 - Senior Portfolio Seminar	0.5
ITAL 495R - Senior Seminar in Italian	3.0

▼ BIOLOGICAL SCIENCE

✓ **REQUIREMENT 11** Complete 1 option

✓ **OPTION 11.1** Complete 1 course
Traditional Course Option:

BIO 100 - Principles of Biology	3.0
BIO 130 - Biology	4.0
UNIV 291 - Unexpected Connections: Biology and Letters	3.0
HONRS 221 - (Not currently offered)	
HONRS 260 - (Not currently offered)	
MMBIO 121 - General Biology: Health and Disease	3.0
MMBIO 221 - General Microbiology	3.0
MMBIO 240 - Molecular Biology *You cannot use here if taken between Fall 2000 and Summer 2017*	3.0
NDFS 100 - Essentials of Human Nutrition *You cannot use here if taken between Fall 1987 and Summer 2015*	3.0
PDBIO 120 - Science of Biology *You cannot use here if taken between Fall 1998 and Summer 2017*	3.0
PWS 100 - Plants in the Environment *You cannot use here if taken between Winter 1958 and Summer 2011*	3.0
PWS 150 - Environmental Biology	3.0
PWS 168 - Personal Genomics: Me and My Genes	3.0
UNIV 216R - Topics in Biological Sciences	3.0

✓ **OPTION 11.2** Complete 2 courses
Traditional Course Option:

MMBIO 240 - Molecular Biology *You cannot use here if taken between Fall 2000 and Summer 2008* *You cannot use here if taken Fall 2017 or later*	3.0
PDBIO 120 - Science of Biology *You cannot use here if taken Fall 2017 or later*	3.0

✓ **OPTION 11.3** Complete 1 course
Major Option:

CHEM 481M - Biochemistry--Majors	3.0
DANCE 342 - Kinesiology for Dancers	4.0
EXSC 463 - Exercise Physiology	3.0
PETE 377 - Secondary Practicum *You cannot use here if taken between Summer 1926 and Fall 1982*	3.0

▾ PHYSICAL SCIENCE

✓ **REQUIREMENT 12** Complete 1 option

✓ **OPTION 12.1** Complete 1 course
Traditional Course Option:

HONRS 223 - (Not currently offered)	
UNIV 292 - Unexpected Connections: Physical Science and Culture	3.0
HONRS 259 - (Not currently offered)	
PHY S 100 - Physical Science	3.0
UNIV 217R - Topics in Physical Science	3.0

✓ **OPTION 12.2** Complete 2 courses
Traditional Course Option: (Courses not currently offered.)

PHY S 110A - (Not currently offered)
PHY S 110B - (Not currently offered)

✓ **OPTION 12.3** Complete 2 groups
Traditional Course Option:

✓ **GROUP 12.3.1** Complete 1 course

CHEM 101 - Introductory General Chemistry	3.0
CHEM 102 - Concepts of Chemistry	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 111 - Principles of Chemistry 1	4.0
CHEM 111 - (Not currently offered)	
G E 150 - (Not currently offered)	

✓ **GROUP 12.3.2** Complete 1 course

PHSCS 101 - Basic Physics	3.0
PHSCS 105 - General Physics 1	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 127 - Descriptive Astronomy	3.0
PHSCS 137 - Energy, Ecology, Weather, and the Environment	3.0
PHSCS 167 - Descriptive Acoustics of Music and Speech	3.0

✓ **GROUP 12.3.3** Complete 1 course

GEOL 100 - Dinosaurs	3.0
GEOL 101 - Introduction to Geology	3.0
GEOL 102 - Geological Field Studies	3.0
GEOL 103 - Life of the Past	3.0
GEOL 109 - Geology of the Planets *You cannot use here if taken between Winter 1952 and Summer 2016*	3.0

✓ **OPTION 12.4** Complete 1 course

Major Option:

C S 312 - Algorithm Design and Analysis	3.0
CE EN 204 - Engineering Mechanic--Dynamics	3.0
CFM 302 - Structures and Strength of Materials Fundamentals	4.0
GEOL 210 - Field Studies	3.0
IT 327 - Digital Communications	4.0
PHSCS 222 - Modern Physics	3.0

SOCIAL SCIENCE

✓ **REQUIREMENT 13** Complete 1 option

✓ **OPTION 13.1** Complete 1 course

Traditional Course Option:

ANTHR 101 - Social/Cultural Anthropology	3.0
ANTHR 110 - Introduction to Archaeology	3.0
ECON 110 - Economic Principles and Problems	3.0
ENG T 231 - Foundations of Global Leadership	3.0
EXSC 221 - Science of Wellness	3.0
G E 110 - (Not currently offered)	
G E 222R - (Not currently offered)	
G E 229R - (Not currently offered)	
G E 231R - (Not currently offered)	
G E 231R - (Not currently offered)	
G E 231R - (Not currently offered)	
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
HIST 217 - The Family Historian's Craft *You cannot use here if taken between Fall 2013 and Summer 2017*	3.0
HIST 290 - Nature and History: The Earth's Environmental Past *You cannot use here if taken between Fall 2005 and Summer 2016*	3.0

HIST 310 - European Economic History *You cannot use here if taken between Fall 2002 and Summer 2013*	3.0
HIST 398 - 20th-Century American Economic Policy *You cannot use here if taken between Fall 2014 and Summer 2017*	3.0
HONRS 226 - (Not currently offered)	
UNIV 293 - Unexpected Connections: Social Science and Art	3.0
HONRS 261 - (Not currently offered)	
HONRS 331R - (Not currently offered)	
LING 110 - Introduction to Human Language	3.0
POLI 110 - American Government and Politics	3.0
POLI 150 - Comparative Government and Politics	3.0
POLI 170 - Introduction to International Politics	3.0
PSYCH 111 - Introduction to Psychological Science	3.0
SFL 160 - Introduction to Family Processes	3.0
SFL 210 - Human Development	3.0
SOC 111 - Introductory Sociology	3.0
SOC 112 - Current Social Problems	3.0
SOC W 200 - Introduction to Social Work *You cannot use here if taken between Fall 2006 and Summer 2009*	3.0
UNIV 218R - Topics in Social Science	3.0
UNIV 290R - Unexpected Connections: Special Topics *You cannot use here if taken Winter 2018 or later*	3.0

✓ **OPTION 13.2** Complete 1 course

Major Option:

ASIAN 495 - Senior Seminar	1.0
ELANG 495R - The Senior Course	3.0
EUROP 200 - Introduction to European Studies	3.0
LING 450 - Introduction to Historical-Comparative Linguistics	3.0
LT AM 495 - Senior Seminar in Latin American Studies	3.0
PL SC 330 - (Not currently offered)	
POLI 210 - Principles of American Politics *You cannot use here if taken Fall 2014 or later*	3.0
POLI 250 - Principles of Comparative Politics *You cannot use here if taken Fall 2014 or later*	3.0
POLI 270 - Principles of International Relations *You cannot use here if taken Fall 2014 or later*	3.0
POLI 328 - Statistical Analysis	4.0
TES 360 - Standards for Technological Literacy	3.0

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Jerusalem Center

Jerusalem Center for Near Eastern Studies

The Brigham Young University Jerusalem Center for Near Eastern Studies is an educational and cultural center created for study in the Near East, emphasizing religion, the humanities, and the social sciences. The Jerusalem Center has four principal goals:

1. Provide students an opportunity to study the scriptures in the setting in which the patriarchs, prophets, and the Lord himself lived and taught, and by that study to gain understanding of and commitment to the truths of the gospel of Jesus Christ.
2. Expand students' understanding of the religions, cultures, history, archaeology, geography, languages, and politics of the ancient and modern Near East.
3. Foster research and creative endeavors by BYU faculty, students, and visiting scholars.
4. Promote understanding with other peoples, cultures, and religious faiths that trace their roots to the Holy Land.

To achieve these goals, the Jerusalem Center offers a core curriculum with courses in the Old and New Testament and in the ancient and modern Near East. In addition, the center provides specialized courses in archaeology, geography, history, and cultures of the Near East, including language study in Hebrew and Arabic.

The Jerusalem Center has marvelous physical facilities on Mount Scopus overlooking the oldest part of the city of Jerusalem. Classrooms, a library, a learning center, auditoriums, student and faculty apartments, a gymnasium and conditioning room, and a cafeteria provide a complete learning environment.

Academic Program

Calendar and Program Emphasis. Three programs are offered during the calendar year, scheduled to approximate the Provo campus calendar: fall, winter, and spring-summer (four-month programs).

1. The semester programs are designed for students who are currently enrolled at a college or university seeking their first undergraduate degree. Most of the courses offered are at the upper-division level. Students are encouraged to prepare themselves in advance for this exceptional experience by taking such courses as Poli 170, Geog 120, Hist 300, 302, Arab 101, Heb 101.
2. All programs include field trips within the Holy Land and to Jordan and Turkey.

Curriculum. The following subject areas are currently taught at the center:

1. Biblical Studies: Old Testament and New Testament
2. Ancient Near Eastern Studies
3. Modern Near Eastern Studies
4. Introductory course in either Hebrew or Arabic.

5. Elective courses in biblical studies, ancient and modern Near Eastern Studies, and archaeology as arranged each semester.

Note: Some courses taken at the Jerusalem Center for Near Eastern Studies may be applied toward degrees in Near Eastern Studies, International Relations, and other majors in the College of Family, Home, and Social Sciences. Students should contact their advisement centers concerning specific degree requirements.

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Key to the Catalog

Course Numbering System

A course's level of instruction is shown by the number assigned to it:

Course Number	Type of Course
1 to 99	Preparatory and remedial (noncredit)
100 to 299	Lower-division
300 to 499	Upper-division
500 to 599	Advanced undergraduate or graduate
600 to 799	Graduate

Credit-Hour Designations

One semester hour of credit generally includes a minimum of one hour of instruction per week in a semester or two hours of instruction per week in a term (e.g., generally a three-hour class will meet at least three hours per week for a semester).

Credit hour	Semester hours of credit
Lecture hour	Class hours of lecture, recitation, or seminar meeting per week
Lab hour	Laboratory hours required per week or hours of field study or individual research per week, beyond the hours shown in the second number

Abbreviations and Symbols

The following abbreviations and symbols are used in the course listings:

A,B	Indicate parts of a course to be taken in separate enrollments.
Arr.	Credit, class, or laboratory hours arranged
ea.	Credit-hour designation applies to each registration
M	Majors-only course
R	Designates a course that may be repeated for credit. Two R courses with the same number on a transcript are treated as two independent courses. An R course cannot be repeated to raise the grade received; all grades will be counted because it is assumed that the subject matter varies from time to time.

When Courses Are Offered

The following words or phrases are used on some courses to indicate when the course will be taught:

Fall	Fall semester
Winter	Winter semester
Spring-Summer	Includes spring term, summer term, and semester-length offerings
Even Fall, Even Winter, etc.	Course taught on even-numbered years in semester/term indicated
Odd Fall, Odd Winter, etc.	Course taught on odd-numbered years in semester/term indicated
First term	Course taught on the term(first half of semester) as indicated
Second term	Course taught on the term (second half of semester) as indicated
Contact Department	Course may be taught if enough students are interested and an instructor is available

Subject Areas and Abbreviations

Subject Area	Abbreviation
Fine Arts	FNART
Chinese - Mandarin	CHIN
Japanese	JAPAN
Korean	KOREA
Italian	ITAL
Russian	RUSS
Classical Civilization	CL CV
Comparative Literature	CMLIT
Foreign Language Courses	FLANG
English Language	ELANG
Linguistics	LING
Chemistry and Biochemistry	CHEM
Neuroscience	NEURO
German	GERM
Executive Master of Business Administration	EMBA
Hebrew	HEB
Geography	GEOG
History	HIST
Public Policy	P POL
American Heritage	A HTG
Psychology	PSYCH
Economics	ECON
Law	LAW
Microbiology and Molecular Biology	MMBIO
Nutrition, Dietetics, and Food Science	NDFS

Physiology and Developmental Biology	PDBIO
Asian Studies	ASIAN
European Studies	EUROP
International and Area Studies	IAS
Latin American Studies	LT AM
Near Eastern Studies	NES
Middle East Studies/Arabic	MESA
Secondary Education	SC ED
Sociology	SOC
Social Work	SOC W
Manufacturing	MFG
Spanish	SPAN
Statistics	STAT
Student Development	STDEV
Educational Leadership and Foundations	EDLF
Accounting	ACC
Elementary Education	EL ED
Early Childhood Education	ECE
Instructional Psychology and Technology	IP&T
International Relations	IR
Civil and Environmental Engineering	CE EN
Electrical and Computer Engineering	EC EN
Technology	TECH
Aerospace Studies	AEROS
Music	MUSIC
Theatre and Media Arts	TMA
Philosophy	PHIL
Physics and Astronomy	PHSCS
Physical Science	PHY S
Portuguese	PORT
Computer Science	C S
Cantonese	CANT
Chemical Engineering	CH EN
Classics	CLSCS
Communications	COMMS
Counseling Psychology and Special Education	CPSE
Dance	DANCE
Latvian	LATVI
Engineering Technology	ENG T

English	ENGL
English as a Second Language	ESL
French	FREN
Management Communication	M COM
Rel A - Ancient Scripture	REL A
Teacher Education	T ED
Ancient Near Eastern Studies	ANES
Marriage and Family Therapy	MFT
Danish	DANSH
Information Technology	IT
Czech	CZECH
Hungarian	HUNG
Industrial Design	INDES
American Sign Language	ASL
Humanities College	HCOLL
Welsh	WELSH
Exercise Sciences	EXSC
Anthropology	ANTHR
Arabic	ARAB
Mathematics	MATH
Mechanical Engineering	ME EN
Military Science	MIL S
Mathematics Education	MTHED
Near Eastern Languages	NE LG
Nursing	NURS
Linguistics Computing	LINGC
Lithuanian	LITHU
Marriage, Family, and Human Development	MFHD
Communication Disorders	COMD
Bulgarian	BULGN
Biology	BIO
Life Sciences	LFSCI
Polish	POLSH
Greek (Classical)	GREEK
Physical Education Teacher Education	PETE
University Requirements	UNIV
Digital Humanities and Technology	DIGHT
Writing	WRTG

Romanian	ROM
Afrikaans	AFRIK
Art Education	ARTED
Basque	BASQ
Filipino, Tagalog	TAGAL
Dari	DARI
Georgian	GEORG
Hawaiian	HAWAI
Technology and Engineering Education	TEE
K'iche	KICHE
Laotian	LAO
Mongolian	MONGO
Slovene	SLN
Thai	THAI
Tongan	TONGA
Vietnamese	VIET
Waray-Waray	WARAY
Xhosa	XHOSA
Indonesian	INDON
Business Management	BUS M
Student Activities	STAC
Dutch	DUTCH
Construction and Facilities Management	CFM
Art	ART
Public Management	MPA
Business Administration	MBA
Estonian	ESTON
International Cinema Studies	ICS
Akan	AKAN
Cebuano	CEBU
Hindi	HINDI
Ilocano	ILOCN
Javanese	JAVNS
Maori	MAORI
Rarotongan	RAROT
Turkish	TURK
Twi	TWI
Tahitian	TAHTN
Women's Studies	WS

Interdisciplinary Humanities	IHUM
Family, Home, and Social Sciences	FHSS
Ilonggo/Hiligaynon	HILIG
Design - Illustration	DESIL
Malagasy	MALAG
Armenian	ARMEN
Kazakh	KAZAK
Malay	MALAY
Pashto	PSHTO
Samoan	SAMOA
Swahili	SWAHI
Vanuatu	VANTU
Health Science	HLTH
Latin (Classical)	LATIN
Honors Program	HONRS
Finance	FIN
Art History and Curatorial Studies	ARTHC
Bicolano	BCLNO
Design	DES
Ilangot	ILANG
Haitian Creole	CREOL
Persian	PERSI
Serbian	SRBIA
Tamil	TAMIL
Slovak	SLOVK
Technology and Engineering Studies	TES
Organizational Behavior	ORG B
Teaching English Language Learners	TELL
Computer Science Animation	CSANM
Recreation Management	RECM
Information Systems	IS
Political Science	POLI
Design - Photography	DESPH
Design - Graphic Design	DESGD
Design - Animation	DESAN
Guarani	GUARA
Cakchiquel	CAKCQ
Taiwanese	TAIWN
Marshallese	MARSH

Marshallese	MARSH
Maya, Yucatec	MAYA
Trukese	TRUKS
Urdu	URDU
Croatian	CROAT
Burmese	BURMS
Ga	GA
Catalan	CATLN
Albanian	ALBAN
Aymara	AYMRA
Cambodian	CAMBO
Fijian	FIJI
Greek, Modern	M GRK
Hmong	HMONG
Navajo	NAVAJ
Quechua	QUECH
Tibetan	TIBET
Niuean	NIUEA
American Studies	AM ST
Geological Sciences	GEOL
Finnish	FINN
Norwegian	NORWE
Ukrainian	UKRAI
Rel C - Church History and Doctrine	REL C
Rel E - Religious Education	REL E
Scandinavian Studies	SCAND
Icelandic	ICLND
Swedish	SWED
School of Family Life	SFL
Plant and Wildlife Sciences	PWS

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Limited Enrollment Programs

Some university programs host only limited enrollments due to resource constraints. These programs are granted Limited Enrollment Program status, and generally require application for student admission to the program. The table below lists all Limited Enrollment Programs at the university, and summarizes the maximum number of student participants and their acceptance rates.

Business

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines
Accounting (BS)	85%	79%	79%	265	June 30
Business Management (BS)	-	55%	-	10	June 30
Entrepreneurial Management (BS)	-	49%	56%	40	June 30
Experience Design and Management (BS)	80%	71%	73%	90	June 30
Finance (BS)	85%	56%	69%	175	June 30
Global Supply Chain Management (BS)	-	54%	54%	65	June 30
Human Resource Management (BS)	-	73%	73%	40	June 30
Information Systems (BS)	98%	100%	69%	120	June 30
Marketing (BS)	-	58%	59%	90	June 30
Strategic Management (BS)	-	53%	74%	45	June 30
Strategy (Minor)	-	-	-	-	
Therapeutic Recreation and Management (BS)	84%	73%	74%	45	June 30

Education

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines

	%	%	%		
Communication Disorders (BS)	100%	81%	65%	300	April 15 August 15 December 15
Special Education: Mild/Moderate Disabilities (BS)	95%	83%	78%	128	March 1
Special Education: Severe Disabilities (BS)	95%	89%	83%	128	March 1

Engineering and Technology

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines
Industrial Design (BFA)	60%	59%	58%	40	Aug 1, 4 PM MST Dec 1, 4 PM MST
Mechanical Engineering (BS)	89%	83%	81%	220	February 1 July 1 October 1

Fine Arts and Communications

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines
Acting (BFA)	19%	24%	30%	32	April December
Advertising Design (Minor)	-	-	-	-	
Animation (BFA)	32%	35%	30%	100	April 1 August 1
Art (BA)	93%	98%	48%	150	March 30 November 30
Art (BFA)	67%	94%	40%	50	March 30 November 30
Art Education (Minor)	33%	100%	100%	20	March 30 November 30
Art Education K-12 (BA)	96%	91%	90%	50	March 30 November 30
Commercial Music (BM)	12%	24%	27%	see Music (BA)	December 1

Communications: Advertising (BA)	73%	51%	50%	200	September January
Communications: News Media (BA)	100%	100%	96%	200	September January
Communications: Public Relations (BA)	76%	56%	56%	200	September January
Dance (BFA)	-	-	-	-	
Dance Education K-12 (BA)	80%	90%	100%	48	February October
Design: Graphic Design (BA)	-	38%	48%	60	April 1 August 1
Design: Illustration (BA)	-	40%	46%	60	April 1 August 1
Design: Photography (BA)	79%	56%	50%	30	April 1 August 1
Graphic Design (BFA)	23%	18%	19%	40	April 1 August 1
Illustration (BFA)	31%	37%	30%	40	April 1 August 1
Media Arts Studies (BA)	63%	62%	71%	200	October 30
Media Arts Studies (Minor)	75%	33%	27%	200	February November
Music (BA)	-	-	-	650 in all BM programs	
Music Composition (BM)	29%	42%	46%	see Music (BA)	December 1 January 15
Music Dance Theatre (BFA)	21%	17%	18%	65	November 15
Music Education: K-12 Choral (BM)	78%	70%	25%	see Music (BA)	Winter or Summer
Music Education: K-12 General Music (BM)	50%	67%	50%	see Music (BA)	Winter or Summer
Music Education: K-12 Instrumental (BM)	56%	52%	56%	see Music (BA)	Winter or Summer
Music Performance: Brass (BM)	56%	67%	44%	see Music (BA)	January 15
Music Performance: Combined Piano & Organ (BM)	-	-	100%	see Music (BA)	January 15
Music Performance: Organ (BM)	67%	100%	50%	see Music (BA)	January 15
Music Performance: Percussion (BM)	100%	40%	75%	see Music (BA)	January 15
Music Performance: Piano (BM)	54%	68%	82%	see Music (BA)	December 1
Music Performance: String (BM)	59%	45%	41%	see Music (BA)	December 1 January 15

(BM)					January 15
Music Performance: Vocal (BM)	38%	29%	27%	see Music (BA)	December 1
Music Performance: Woodwind (BM)	61%	58%	47%	see Music (BA)	January 15
Photography (BFA)	36%	57%	50%	40	April 1 August 1

Humanities

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines
Spanish Teaching (BA)	75%	94%	96%	50	February 28 October 31
Spanish Translation (BA)	69%	96%	71%	25	February

Life Sciences

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines
Dietetics (BS)	100%	80%	69%	80	February 15
Medical Laboratory Science (BS)	98%	72%	64%	70	March 1 October 1

Nursing

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines
Nursing (BS)	48%	39%	37%	46-64	March September

Physical and Mathematical Sciences

	2013-14 Admt'd %	2014-15 Admt'd %	2015-16 Admt'd %	Program Limit	Appl'n Deadlines
Computer Science: Animation (BS)	52%	58%	46%	40	April 15 December 15

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Major Academic Plans (MAPs)

The maps are updated yearly as changes are made to the major curriculum. You must fulfill the requirements on the Major Academic Plan (MAP) of the year you entered the program.

Not all programs currently have a MAP and any marked with asterisk (*) indicate limited enrollment.

Major Academic Plan List

Program	MAP
Accounting (BS)	http://catalog.byu.edu/maps/17/322622.pdf
Acting (BFA)	http://catalog.byu.edu/maps/17/485937.pdf
Actuarial Science (BS)	http://catalog.byu.edu/maps/17/695224.pdf
Advertising Design (Minor)	http://catalog.byu.edu/maps/17/488005.pdf
Aerospace Studies (Minor)	http://catalog.byu.edu/maps/17/892220.pdf
Africana Studies (Minor)	http://catalog.byu.edu/maps/17/570136.pdf
American Indian Studies (Minor)	http://catalog.byu.edu/maps/17/734201.pdf
American Studies (BA)	http://catalog.byu.edu/maps/17/570120.pdf
Ancient Near Eastern Studies (Minor)	http://catalog.byu.edu/maps/17/570128.pdf
Ancient Near Eastern Studies: Greek New Testament (BA)	http://catalog.byu.edu/maps/17/570148.pdf
Ancient Near Eastern Studies: Hebrew Bible (BA)	http://catalog.byu.edu/maps/17/570149.pdf
Animation (BFA)	http://catalog.byu.edu/maps/17/488040.pdf
Anthropology (Minor)	http://catalog.byu.edu/maps/17/732001.pdf
Anthropology: Archaeology (BA)	http://catalog.byu.edu/maps/17/732034.pdf
Anthropology: Sociocultural (BA)	http://catalog.byu.edu/maps/17/732035.pdf
Anthropology (Sociocultrl Double Major) (BA)	http://catalog.byu.edu/maps/17/732030.pdf
Applied Physics (BS)	http://catalog.byu.edu/maps/17/694825.pdf
Arabic (Minor)	http://catalog.byu.edu/maps/17/552027.pdf
Arabic Language (BA)	http://catalog.byu.edu/maps/17/552028.pdf
Art (BA)	http://catalog.byu.edu/maps/17/488046.pdf
Art (BFA)	http://catalog.byu.edu/maps/17/488041.pdf
Art (Minor)	http://catalog.byu.edu/maps/17/488002.pdf
Art Education (Minor)	http://catalog.byu.edu/maps/17/488004.pdf
Art Education K-12 (BA)	http://catalog.byu.edu/maps/17/488022.pdf
Art History & Curatorial Studies (BA)	http://catalog.byu.edu/maps/17/488024.pdf
Art History & Curatorial Studies (Minor)	http://catalog.byu.edu/maps/17/488003.pdf
Asian Studies (Minor)	http://catalog.byu.edu/maps/17/570102.pdf

Asian Studies (Minor)	http://catalog.byu.edu/maps/17/570102.pdf
Asian Studies: China Studies (BA)	http://catalog.byu.edu/maps/17/570145.pdf
Asian Studies: Japan Studies (BA)	http://catalog.byu.edu/maps/17/570146.pdf
Asian Studies: Korea Studies (BA)	http://catalog.byu.edu/maps/17/570147.pdf
Astronomy (Minor)	http://catalog.byu.edu/maps/17/694804.pdf
Athletic Training (BS)	http://catalog.byu.edu/maps/17/663421.pdf
Ballroom Dance (Minor)	http://catalog.byu.edu/maps/17/663942.pdf
Biblical Hebrew (Minor)	http://catalog.byu.edu/maps/17/552007.pdf
Biochemistry (BS)	http://catalog.byu.edu/maps/17/692826.pdf
Biodiversity & Conservation (BS)	http://catalog.byu.edu/maps/17/282025.pdf
Bioinformatics (BS)	http://catalog.byu.edu/maps/17/282021.pdf
Biological Science Education (BS)	http://catalog.byu.edu/maps/17/282024.pdf
Biology (BS)	http://catalog.byu.edu/maps/17/282022.pdf
Biophysics (BS)	http://catalog.byu.edu/maps/17/285720.pdf
Business Management (BS)	http://catalog.byu.edu/maps/17/326426.pdf
Chemical Engineering (BS)	http://catalog.byu.edu/maps/17/392150.pdf
Chemistry (BA)	http://catalog.byu.edu/maps/17/692827.pdf
Chemistry (BS)	http://catalog.byu.edu/maps/17/692821.pdf
Chemistry (Minor)	http://catalog.byu.edu/maps/17/692801.pdf
Chemistry Education (BS)	http://catalog.byu.edu/maps/17/692828.pdf
Chemistry Education (Minor)	http://catalog.byu.edu/maps/17/692802.pdf
Chinese (BA)	http://catalog.byu.edu/maps/17/552020.pdf
Chinese (Minor)	http://catalog.byu.edu/maps/17/552002.pdf
Chinese Teaching (Minor)	http://catalog.byu.edu/maps/17/552003.pdf
Civic Engagement Leadership (Minor)	http://catalog.byu.edu/maps/17/735009.pdf
Civil Engineering (BS)	http://catalog.byu.edu/maps/17/392850.pdf
Classical Studies: Classical Civilization (BA)	http://catalog.byu.edu/maps/17/554248.pdf
Classical Studies: Classics (BA)	http://catalog.byu.edu/maps/17/554247.pdf
Classical Studies: Greek Emphasis (BA)	http://catalog.byu.edu/maps/17/554245.pdf
Classical Studies: Latin Emphasis (BA)	http://catalog.byu.edu/maps/17/554246.pdf
Classical Studies (Greek option) (Minor)	http://catalog.byu.edu/maps/17/554205.pdf
Classical Studies (Latin option) (Minor)	http://catalog.byu.edu/maps/17/554206.pdf
Commercial Music (BM)	http://catalog.byu.edu/maps/17/484657.pdf
Communication Disorders (BS)	http://catalog.byu.edu/maps/17/354320.pdf
Communications (Minor)	http://catalog.byu.edu/maps/17/483603.pdf
Communications: Advertising (BA)	http://catalog.byu.edu/maps/17/483630.pdf
Communications: News Media (BA)	http://catalog.byu.edu/maps/17/483651.pdf
Communications: Public Relations (BA)	http://catalog.byu.edu/maps/17/483634.pdf
Comparative Literature (BA)	http://catalog.byu.edu/maps/17/554220.pdf

Computer Engineering (BS)	http://catalog.byu.edu/maps/17/393540.pdf
Computer Science (BS)	http://catalog.byu.edu/maps/17/693220.pdf
Computer Science (Minor)	http://catalog.byu.edu/maps/17/693202.pdf
Computer Science: Animation (BS)	http://catalog.byu.edu/maps/17/693223.pdf
Computer Science: Bioinformatics (BS)	http://catalog.byu.edu/maps/17/693222.pdf
Computer Science Teaching (Minor)	http://catalog.byu.edu/maps/17/693201.pdf
Construction and Facilities Management: Construction Management (BS)	http://catalog.byu.edu/maps/17/396521.pdf
Construction and Facilities Management: Facilities Management (BS)	http://catalog.byu.edu/maps/17/396531.pdf
Contemporary Dance (Minor)	http://catalog.byu.edu/maps/17/663940.pdf
Creative Writing (Minor)	http://catalog.byu.edu/maps/17/553206.pdf
Dance (BA)	http://catalog.byu.edu/maps/17/663921.pdf
Dance (BFA)	http://catalog.byu.edu/maps/17/663933.pdf
Dance Education K-12 (BA)	http://catalog.byu.edu/maps/17/663922.pdf
Design (Minor)	http://catalog.byu.edu/maps/17/488012.pdf
Design: Graphic Design (BA)	http://catalog.byu.edu/maps/17/488042.pdf
Design: Illustration (BA)	http://catalog.byu.edu/maps/17/488043.pdf
Design: Photography (BA)	http://catalog.byu.edu/maps/17/488044.pdf
Dietetics (BS)	http://catalog.byu.edu/maps/17/284328.pdf
Digital Humanities and Technology (Minor)	http://catalog.byu.edu/maps/17/554902.pdf
Dual-Language Immersion K-12 Teaching (Minor)	http://catalog.byu.edu/maps/17/350102.pdf
Early Childhood Education (BS)	http://catalog.byu.edu/maps/17/356025.pdf
Earth & Space Science Education (BS)	http://catalog.byu.edu/maps/17/694020.pdf
Economics (BS)	http://catalog.byu.edu/maps/17/736021.pdf
Economics (Minor)	http://catalog.byu.edu/maps/17/736001.pdf
Editing (Minor)	http://catalog.byu.edu/maps/17/554918.pdf
Electrical Engineering (BS)	http://catalog.byu.edu/maps/17/393550.pdf
Elementary Education (BS)	http://catalog.byu.edu/maps/17/356020.pdf
English (BA)	http://catalog.byu.edu/maps/17/553220.pdf
English (Minor)	http://catalog.byu.edu/maps/17/553203.pdf
English Language (BA)	http://catalog.byu.edu/maps/17/554924.pdf
English Teaching (BA)	http://catalog.byu.edu/maps/17/553221.pdf
English Teaching (Minor)	http://catalog.byu.edu/maps/17/553204.pdf
Entrepreneurial Management (BS)	http://catalog.byu.edu/maps/17/326420.pdf
Environmental Science (BS)	http://catalog.byu.edu/maps/17/285824.pdf
Environmental Science (Minor)	http://catalog.byu.edu/maps/17/285802.pdf
European Studies (BA)	http://catalog.byu.edu/maps/17/570123.pdf
European Studies (Minor)	http://catalog.byu.edu/maps/17/570104.pdf

Exercise & Wellness (BS)	http://catalog.byu.edu/maps/17/663434.pdf
Exercise Science (BS)	http://catalog.byu.edu/maps/17/663435.pdf
Experience Design and Management (BS)	http://catalog.byu.edu/maps/17/664521.pdf
Family & Consumer Sciences Education (BS)	http://catalog.byu.edu/maps/17/734721.pdf
Family History - Genealogy (BA)	http://catalog.byu.edu/maps/17/734125.pdf
Family History - Genealogy (Minor)	http://catalog.byu.edu/maps/17/734101.pdf
Family Life (Minor)	http://catalog.byu.edu/maps/17/732202.pdf
Family Life: Family Studies (BS)	http://catalog.byu.edu/maps/17/734732.pdf
Family Life: Human Development (BS)	http://catalog.byu.edu/maps/17/734730.pdf
Finance (BS)	http://catalog.byu.edu/maps/17/323432.pdf
Food Science (BS)	http://catalog.byu.edu/maps/17/284320.pdf
French (BA)	http://catalog.byu.edu/maps/17/553520.pdf
French (Minor)	http://catalog.byu.edu/maps/17/553503.pdf
French Studies (BA)	http://catalog.byu.edu/maps/17/553525.pdf
French Teaching (BA)	http://catalog.byu.edu/maps/17/553522.pdf
French Teaching (Minor)	http://catalog.byu.edu/maps/17/553504.pdf
General Studies: American Studies (BGS)	http://catalog.byu.edu/maps/17/570137.pdf
General Studies: English (BGS)	http://catalog.byu.edu/maps/17/553228.pdf
General Studies: Family Life (BGS)	http://catalog.byu.edu/maps/17/733835.pdf
General Studies: History (BGS)	http://catalog.byu.edu/maps/17/734126.pdf
General Studies: Management (BGS)	http://catalog.byu.edu/maps/17/323134.pdf
General Studies: Psychology (BGS)	http://catalog.byu.edu/maps/17/735426.pdf
Genetics, Genomics & Biotechnology (BS)	http://catalog.byu.edu/maps/17/285823.pdf
Geography: Environmental Studies (BS)	http://catalog.byu.edu/maps/17/733729.pdf
Geography: Geospatial Intelligence (BS)	http://catalog.byu.edu/maps/17/733732.pdf
Geography: Geospatial Science & Technology (BS)	http://catalog.byu.edu/maps/17/733726.pdf
Geography: Global Studies (BS)	http://catalog.byu.edu/maps/17/733730.pdf
Geography: Tourism Studies (BS)	http://catalog.byu.edu/maps/17/733725.pdf
Geography: Urban & Regional Planning (BS)	http://catalog.byu.edu/maps/17/733731.pdf
Geography Teaching (Minor)	http://catalog.byu.edu/maps/17/733706.pdf
Geology (BS)	http://catalog.byu.edu/maps/17/694022.pdf
Geology (Minor)	http://catalog.byu.edu/maps/17/694003.pdf
Geology Teaching (Minor)	http://catalog.byu.edu/maps/17/694026.pdf
Geospatial Science & Technology (Minor)	http://catalog.byu.edu/maps/17/733704.pdf
German (Minor)	http://catalog.byu.edu/maps/17/554002.pdf
German: Linguistics (BA)	http://catalog.byu.edu/maps/17/554028.pdf
German: Literature/Film/Culture (BA)	http://catalog.byu.edu/maps/17/554029.pdf
German Studies (BA)	http://catalog.byu.edu/maps/17/554030.pdf

German Teaching (BA)	http://catalog.byu.edu/maps/17/554023.pdf
German Teaching (Minor)	http://catalog.byu.edu/maps/17/554003.pdf
Gerontology (Minor)	http://catalog.byu.edu/maps/17/733812.pdf
Global Business and Literacy (Minor)	http://catalog.byu.edu/maps/17/323412.pdf
Global Studies (Minor)	http://catalog.byu.edu/maps/17/733705.pdf
Global Supply Chain Management (BS)	http://catalog.byu.edu/maps/17/326427.pdf
Graphic Design (BFA)	http://catalog.byu.edu/maps/17/488034.pdf
History (BA)	http://catalog.byu.edu/maps/17/734120.pdf
History (Minor)	http://catalog.byu.edu/maps/17/734106.pdf
History Teaching (BA)	http://catalog.byu.edu/maps/17/734122.pdf
History Teaching (Minor)	http://catalog.byu.edu/maps/17/734107.pdf
Human Resource Management (BS)	http://catalog.byu.edu/maps/17/326432.pdf
Illustration (BFA)	http://catalog.byu.edu/maps/17/488035.pdf
Industrial Design (BFA)	http://catalog.byu.edu/maps/17/396536.pdf
Information Systems (BS)	http://catalog.byu.edu/maps/17/322629.pdf
Information Technology (BS)	http://catalog.byu.edu/maps/17/396526.pdf
Information Technology (Minor)	http://catalog.byu.edu/maps/17/396501.pdf
Interdisciplinary Humanities (BA)	http://catalog.byu.edu/maps/17/554216.pdf
Interdisciplinary Humanities (Minor)	http://catalog.byu.edu/maps/17/554210.pdf
International Cinema Studies (Minor)	http://catalog.byu.edu/maps/17/554211.pdf
International Development (Minor)	http://catalog.byu.edu/maps/17/570110.pdf
International Relations (BA)	http://catalog.byu.edu/maps/17/570142.pdf
International Strategy and Diplomacy (Minor)	http://catalog.byu.edu/maps/17/735105.pdf
Italian (BA)	http://catalog.byu.edu/maps/17/553521.pdf
Italian (Minor)	http://catalog.byu.edu/maps/17/553505.pdf
Italian Studies (BA)	http://catalog.byu.edu/maps/17/553526.pdf
Japanese (BA)	http://catalog.byu.edu/maps/17/552021.pdf
Japanese (Minor)	http://catalog.byu.edu/maps/17/552004.pdf
Japanese Teaching (Minor)	http://catalog.byu.edu/maps/17/552005.pdf
Korean (BA)	http://catalog.byu.edu/maps/17/552022.pdf
Korean (Minor)	http://catalog.byu.edu/maps/17/552006.pdf
Landscape Management (BS)	http://catalog.byu.edu/maps/17/285825.pdf
Landscape Management (Minor)	http://catalog.byu.edu/maps/17/285801.pdf
Latin American Studies (BA)	http://catalog.byu.edu/maps/17/570125.pdf
Latin American Studies (Minor)	http://catalog.byu.edu/maps/17/570106.pdf
Latin Teaching (BA)	http://catalog.byu.edu/maps/17/554231.pdf
Latin Teaching (Minor)	http://catalog.byu.edu/maps/17/554207.pdf
Legal Studies (Minor)	http://catalog.byu.edu/maps/17/735106.pdf
Linguistics (BA)	http://catalog.byu.edu/maps/17/554920.pdf

Linguistics (Minor)	http://catalog.byu.edu/maps/17/554901.pdf
Localization (Minor)	http://catalog.byu.edu/maps/17/554904.pdf
Logic (Minor)	http://catalog.byu.edu/maps/17/555302.pdf
Management (Minor)	http://catalog.byu.edu/maps/17/323420.pdf
Manufacturing (Minor)	http://catalog.byu.edu/maps/17/396502.pdf
Manufacturing Engineering Technology (BS)	http://catalog.byu.edu/maps/17/396541.pdf
Marketing (BS)	http://catalog.byu.edu/maps/17/326425.pdf
Mathematics (BS)	http://catalog.byu.edu/maps/17/694420.pdf
Mathematics (Minor)	http://catalog.byu.edu/maps/17/694401.pdf
Mathematics: Applied and Computational Mathematics (BS)	http://catalog.byu.edu/maps/17/694432.pdf
Mathematics Education (BS)	http://catalog.byu.edu/maps/17/694620.pdf
Mathematics Education (Minor)	http://catalog.byu.edu/maps/17/694601.pdf
Mechanical Engineering (BS)	http://catalog.byu.edu/maps/17/394950.pdf
Media Arts Studies (BA)	http://catalog.byu.edu/maps/17/485932.pdf
Media Arts Studies (Minor)	http://catalog.byu.edu/maps/17/485903.pdf
Medical Laboratory Science (BS)	http://catalog.byu.edu/maps/17/285220.pdf
Microbiology (BS)	http://catalog.byu.edu/maps/17/285120.pdf
Microbiology (Minor)	http://catalog.byu.edu/maps/17/285102.pdf
Middle East Studies (Minor)	http://catalog.byu.edu/maps/17/570144.pdf
Middle East Studies / Arabic (BA)	http://catalog.byu.edu/maps/17/570141.pdf
Military Science (Minor)	http://catalog.byu.edu/maps/17/894420.pdf
Modern Hebrew (Minor)	http://catalog.byu.edu/maps/17/552008.pdf
Molecular Biology (BS)	http://catalog.byu.edu/maps/17/285125.pdf
Molecular Biology (Minor)	http://catalog.byu.edu/maps/17/285103.pdf
Music (BA)	http://catalog.byu.edu/maps/17/484620.pdf
Music (Minor)	http://catalog.byu.edu/maps/17/484601.pdf
Music Composition (BM)	http://catalog.byu.edu/maps/17/484622.pdf
Music Dance Theatre (BFA)	http://catalog.byu.edu/maps/17/487121.pdf
Music Education: K-12 Choral (BM)	http://catalog.byu.edu/maps/17/484631.pdf
Music Education: K-12 General Music (BM)	http://catalog.byu.edu/maps/17/484625.pdf
Music Education: K-12 Instrumental (BM)	http://catalog.byu.edu/maps/17/484624.pdf
Music Performance: Brass (BM)	http://catalog.byu.edu/maps/17/484647.pdf
Music Performance: Combined Piano & Organ (BM)	http://catalog.byu.edu/maps/17/484639.pdf
Music Performance: Organ (BM)	http://catalog.byu.edu/maps/17/484638.pdf
Music Performance: Percussion (BM)	http://catalog.byu.edu/maps/17/484648.pdf
Music Performance: Piano (BM)	http://catalog.byu.edu/maps/17/484637.pdf
Music Performance: String (BM)	http://catalog.byu.edu/maps/17/484649.pdf

Music Performance: Vocal (BM)	http://catalog.byu.edu/maps/17/484630.pdf
Music Performance: Woodwind (BM)	http://catalog.byu.edu/maps/17/484650.pdf
Neuroscience (BS)	http://catalog.byu.edu/maps/17/285620.pdf
Nonprofit Management (Minor)	http://catalog.byu.edu/maps/17/664503.pdf
Nursing (BS)	http://catalog.byu.edu/maps/17/610122.pdf
Nutritional Science (BS)	http://catalog.byu.edu/maps/17/284325.pdf
Nutritional Science (Minor)	http://catalog.byu.edu/maps/17/284304.pdf
Open-Major (PRE)	http://catalog.byu.edu/maps/17/892720.pdf
PE Teaching/Coaching (Minor)	http://catalog.byu.edu/maps/17/663433.pdf
Philosophy (BA)	http://catalog.byu.edu/maps/17/555320.pdf
Philosophy (Minor)	http://catalog.byu.edu/maps/17/555303.pdf
Photography (BFA)	http://catalog.byu.edu/maps/17/488038.pdf
Physical Education Tchg/Coaching (K-12) (BS)	http://catalog.byu.edu/maps/17/663423.pdf
Physics (BS)	http://catalog.byu.edu/maps/17/694821.pdf
Physics (Minor)	http://catalog.byu.edu/maps/17/694802.pdf
Physics Teaching (BS)	http://catalog.byu.edu/maps/17/694828.pdf
Physics Teaching (Minor)	http://catalog.byu.edu/maps/17/694803.pdf
Physics--Astronomy (BS)	http://catalog.byu.edu/maps/17/694832.pdf
Physiology & Developmental Biology (BS)	http://catalog.byu.edu/maps/17/285721.pdf
Political Science (BA)	http://catalog.byu.edu/maps/17/735121.pdf
Political Science (Minor)	http://catalog.byu.edu/maps/17/735103.pdf
Political Strategy (Minor)	http://catalog.byu.edu/maps/17/735107.pdf
Portuguese (BA)	http://catalog.byu.edu/maps/17/555420.pdf
Portuguese (Minor)	http://catalog.byu.edu/maps/17/555407.pdf
Portuguese Studies (Secondary Major) (BA)	http://catalog.byu.edu/maps/17/555427.pdf
Portuguese Teaching (Minor)	http://catalog.byu.edu/maps/17/555410.pdf
Professional Writing and Rhetoric (Minor)	http://catalog.byu.edu/maps/17/553205.pdf
Psychology (BS)	http://catalog.byu.edu/maps/17/735420.pdf
Psychology (Minor)	http://catalog.byu.edu/maps/17/735401.pdf
Public Health: Environmental/Occupational Health (BS)	http://catalog.byu.edu/maps/17/662542.pdf
Public Health: Epidemiology (BS)	http://catalog.byu.edu/maps/17/662543.pdf
Public Health: Health Promotion (BS)	http://catalog.byu.edu/maps/17/662544.pdf
Public Health: Health Science (BS)	http://catalog.byu.edu/maps/17/662545.pdf
Russian (BA)	http://catalog.byu.edu/maps/17/554021.pdf
Russian (Minor)	http://catalog.byu.edu/maps/17/554004.pdf
Russian Teaching (Minor)	http://catalog.byu.edu/maps/17/554005.pdf
Scandinavian Studies (Minor)	http://catalog.byu.edu/maps/17/552501.pdf
School Health Education (Minor)	http://catalog.byu.edu/maps/17/662531.pdf

Sociology (BS)	http://catalog.byu.edu/maps/17/735823.pdf
Sociology (Minor)	http://catalog.byu.edu/maps/17/735802.pdf
Spanish (BA)	http://catalog.byu.edu/maps/17/555421.pdf
Spanish (Minor)	http://catalog.byu.edu/maps/17/555408.pdf
Spanish Studies (Secondary Major) (BA)	http://catalog.byu.edu/maps/17/555428.pdf
Spanish Teaching (BA)	http://catalog.byu.edu/maps/17/555422.pdf
Spanish Teaching (Minor)	http://catalog.byu.edu/maps/17/555409.pdf
Spanish Translation (BA)	http://catalog.byu.edu/maps/17/555423.pdf
Special Education: Mild/Moderate Disabilities (BS)	http://catalog.byu.edu/maps/17/354221.pdf
Special Education: Severe Disabilities (BS)	http://catalog.byu.edu/maps/17/354222.pdf
Statistics (Minor)	http://catalog.byu.edu/maps/17/695201.pdf
Statistics: Applied Statistics & Analytics (BS)	http://catalog.byu.edu/maps/17/695234.pdf
Statistics: Biostatistics (BS)	http://catalog.byu.edu/maps/17/695233.pdf
Statistics: Statistical Science (BS)	http://catalog.byu.edu/maps/17/695220.pdf
Strategic Management (BS)	http://catalog.byu.edu/maps/17/326433.pdf
Strategy (Minor)	http://catalog.byu.edu/maps/17/323411.pdf
T E S O L (Minor)	http://catalog.byu.edu/maps/17/554923.pdf
Teaching Physical Science (BS)	http://catalog.byu.edu/maps/17/690128.pdf
Teaching Social Science (BS)	http://catalog.byu.edu/maps/17/356022.pdf
Technology & Engineering Studies: Teaching (BS)	http://catalog.byu.edu/maps/17/396547.pdf
Technology & Engineering Studies: Technical (BS)	http://catalog.byu.edu/maps/17/396549.pdf
TESOL K-12 (Minor)	http://catalog.byu.edu/maps/17/350101.pdf
Theatre Arts Education K-12 (BA)	http://catalog.byu.edu/maps/17/485936.pdf
Theatre Arts Studies (BA)	http://catalog.byu.edu/maps/17/485934.pdf
Theatre Arts Studies (Minor)	http://catalog.byu.edu/maps/17/485905.pdf
Theoretical and Applied Ethics (Minor)	http://catalog.byu.edu/maps/17/555304.pdf
Therapeutic Recreation and Management (BS)	http://catalog.byu.edu/maps/17/664523.pdf
Tourism Studies (Minor)	http://catalog.byu.edu/maps/17/733707.pdf
Urban & Regional Planning (Minor)	http://catalog.byu.edu/maps/17/733708.pdf
Western American Studies (Minor)	http://catalog.byu.edu/maps/17/570139.pdf
Wildlife & Wildlands Conservation (BS)	http://catalog.byu.edu/maps/17/282023.pdf
Women's Studies (Minor)	http://catalog.byu.edu/maps/17/731001.pdf
World Dance (Minor)	http://catalog.byu.edu/maps/17/663901.pdf

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Mission of BYU

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued. All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind. To succeed in this mission the university must provide an environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God. In that environment these four major educational goals should prevail:

- All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.
- Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.
- In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.
- Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.

In meeting these objectives BYU's faculty, staff, students, and administrators should also be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church's purposes and by making its resources available to the Church when called upon to do so. We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University's influence in a world we wish to improve.

—Approved by the BYU Board of Trustees
November 4, 1981

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University Core Explained

"The BYU Baccalaureate: The Ideal of Integration"

A bachelor's degree from Brigham Young University recognizes that a student has received a three-dimensional education: religious education, general education, and education in a major. Of these, the first two constitute the *university core*. In accordance with *The Aims of a BYU Education*—which invites each student and every member of the university community to wholeness—each of the three components complements the others. Each is important in its own right, but all three are essential to a *university* baccalaureate.

The relationship between core and major will vary in any given year according to the competing demands upon the student's attention. However, students are strongly encouraged to develop their programs in such a way that a lively interrelationship between the university core and the major—in which each nourishes and informs the other—is pursued over their entire undergraduate experience.

Why a University Core?

All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved....

Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity. (BYU Mission Statement)

Most graduates, five years after completing their degrees, are not employed directly in the areas of their majors, and studies show that those who do best in the long term are those whose breadth of education, rather than specialized training, has given them versatility. A university provides marketable skills; it bestows credentials necessary to some future goal; its graduates, statistically, make more money. But students who enroll at the university seeking only these things—or worse, students who graduate having sought only these things—cheat themselves of the best the university has to offer.

Students benefit most who desire to savor and to ponder, to recognize (in whatever eventual major) the hidden likenesses among the subjects they study, to aim at integration and wholeness. Indeed, students benefit most who take the university with them: changed by their experience, they have developed educated habits of mind; they have deepened their faith; they have learned to integrate the sacred and the secular; and they have learned that the craving for knowledge is not fully capable of satisfaction within a lifetime. Students benefit most who become lifelong learners, engaged in service to their fellow human beings.

The integration of sacred and secular education is the hallmark of a BYU baccalaureate. All disciplines at BYU are "bathed in the light and color of the restored gospel" (Aims, "Spiritually Strengthening"). Religion courses are intended not only as a devotional supplement to the educational enterprise of the university, but engage the mind and heart in an ever deeper understanding of the gospel of Jesus Christ through close and meticulous study of the scriptures and teachings of the living prophets.

General education joins with religious education to make *university* education different from specialized vocational training. It builds a foundation for intellectual development; it increases our understanding of civilization—of humankind's most valuable knowledge and achievements in the arts, letters, and sciences. General education teaches the importance of critical thinking, an awareness of the past, aesthetic sensibility, and moral judgment. These, together with the training provided in verbal and quantitative skills and in manipulating symbolic systems, help prepare students for a lifetime of learning, effective communication, responsible action, forming and judging arguments, and appreciating and creating the good and the beautiful.

Administration of the University Core

The university core is administered collaboratively by the deans of Undergraduate Education and Religious Education under the direction of the academic vice president. Religious Education is responsible for the Doctrinal Foundation and Religion Electives components and the courses that meet these requirements; Undergraduate Education is responsible for the general education components. The success of the core depends upon dedicated faculty from throughout the university. The Faculty General Education Council, chaired by the associate dean of Undergraduate Education—General Education, reviews and approves all courses meeting general education requirements within the university core.

Who Must Complete University Core Requirements?

All students who receive undergraduate degrees from BYU are required to complete the core requirements as outlined below. Exceptions to this policy are explained in the Graduation Requirements Policy.

Description of the University Core

The university core comprises four categories: Doctrinal Foundations; The Individual and Society; Skills; and Arts, Letters, and Sciences.

Vist the "University Core" page in this catalog for an up-to-date list of approved courses.

Doctrinal Foundation and Religion Electives

Religious Education offers courses in ancient and modern scripture, Church history and doctrine, and related subjects. Together these help students toward a deeper understanding of "the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel" (Aims, "Intellectually Enlarging").

Because The Church of Jesus Christ of Latter-day Saints maintains that regular gospel study is a necessary part of the university experience, religion courses are provided so that students may progress in their religious understanding and convictions simultaneously with their educational progress in secular fields. As such, religion courses are not meant to be a mere devotional supplement but an integral part of the university curriculum that conforms to university standards and expectations. Therefore, while students are enrolled at BYU, they are required to take religion courses from BYU.

Cornerstones

The heart of the university core's religion component is the doctrinal foundation based upon careful, informed, and reflective study of sacred scripture and doctrines of The Church of Jesus Christ of Latter-day Saints.

While enrolled at BYU, all students must complete the Four Cornerstones requirement of the university core as outlined in the chart below. Note that religion course requirements are different for transfer students. Since the religion requirement is determined by the number of transfer hours, it is important for each student to refer to their official personal progress report or consult with a university advisement center to determine their official status and their corresponding religion requirement for graduation.

Students who are **not LDS** are strongly encouraged to enroll in Rel C 100, Introduction to Mormonism, during their first semester in residence. This course is designed to be informational, to introduce students to the culture, scriptures, and distinctive doctrines of The Church of Jesus Christ of Latter-day Saints, and to prepare them for subsequent religion classes.

Religion Electives

In addition to fulfilling the Four Cornerstones requirement, all students are required to take a specified number of BYU religion course hours as outlined in the chart below. Fulfilling these hours can be accomplished by taking BYU Cornerstone courses and/or BYU religion elective courses intended to enrich the Cornerstone courses with rigorous study from a variety of religious topics dealing with ancient scripture and Church history and doctrine. **Religion courses taken from LDS institutes of religion (including stake institutes) or Church Educational System schools (BYU–Idaho or BYU–Hawaii) will not fulfill the required number of BYU residency religion hours to be taken by each student. Only religion hours taken at the Provo campus will fulfill this requirement.**

Religion courses taken at the BYU Salt Lake Center and through the BYU Independent Study program are considered part of the BYU campus and will fulfill the required number of religion courses required of each student.

Because regular gospel study should be a continuous part of a student's university experience, it would be ideal to take one religion class each semester of enrollment. **To encourage this, no more than 4 hours of religion credit per semester (spring/summer counts as one semester) may be counted toward the required religion hours to be taken at BYU.**

No religion course numbered in the 500s and 600s may be applied toward undergraduate religion credit. Religion credit from non-LDS universities will not be counted toward fulfilling any part of the religion requirement.

Total Hours Transferred to BYU	Total BYU Religion Hours to Take While Enrolled ?at BYU (Provo)	Cornerstone Courses Required for BYU Graduation*
0–14.9	14	Rel C 200: The Eternal Family Rel C 225: Foundations of the Restoration Rel A 250: Jesus Christ and the Everlasting Gospel Rel A 275: Teachings and Doctrine of the Book of Mormon or approved substitutions***
15–29.9	12	
30–44.9	10	
45–59.9	8	
60–74.9	6**	
75–89.9	4**	
90 or more	2**	

* All students graduating from BYU, BYU-Idaho, BYU-Hawaii and LDS Institute must complete ALL cornerstone requirements. Credit for these courses may be transferred from BYU-Idaho, BYU-Hawaii, and LDS Institutes as per current policy.

**More religion credit may be needed if cornerstone requirements have not been completed.
***Approved substitutions: For Rel C 200, Rel C 333: Teachings of the Living Prophets; for Rel A 250, Rel A 211: New Testament; for Rel A 275, Rel A 121 or 122: Book of Mormon.

Individual and Society

The Individual and Society requirements inspire students to continue learning and serving throughout their lives. Students actively learn to participate in solving the family, professional, religious, and social problems they will encounter after graduation. The Individual and Society category houses the area of Citizenship, which includes American Heritage and Global and Cultural Awareness.

American Heritage gives students an introduction to the political and economic foundations of the American democratic system and helps students appreciate the unique contribution of America to modern civilization. The Global and Cultural Awareness requirement ensures students develop an "informed awareness of the peoples, cultures, languages, and nations of the world." Students learn to understand important ideas in their own cultural tradition as well as others and are prepared to "go forth to serve."

Skills

The ability to communicate effectively is deemed a crucial skill in our society. The following requirements are grouped in this category:

- First-Year Writing
- Advanced Written and Oral Communication
- Quantitative Reasoning
- Languages of Learning

First-Year Writing teaches methods of library research, text or rhetorical analysis, and writing skills in different genres and styles. These skills will be used and expanded in all succeeding years of university work. Once students have identified an area for major study, the Advanced Written and Oral Communication requirement introduces them to the discourse and documentation style of their chosen discipline, preparing them to write and present in their professional fields.

To function in a technological society, a basic knowledge of mathematics as a means of communication and problem solving is essential. Quantitative Reasoning requires all students to certify at a basic level of numeracy, either with an appropriately high score on the math section of the ACT or SAT exams or by completion of a BYU course. Then, within the Languages of Learning requirement, students gain advanced symbolic language skills in mathematics, statistics, or a foreign language.

Arts, Letters, and Sciences

The university's Mission Statement asserts that the "arts, letters, and sciences provide the core of [a broad university] education." These requirements build upon work in other categories of the core by developing "historical perspective" and "a lively appreciation of the artistic, literary, and intellectual achievements of human cultures." They also extend the student's understanding of "basic concepts of the . . . sciences," including "a recognition of the power and limitations of the scientific method" (*Aims,* "Intellectually Enlarging"). This category comprises a Civilization sequence, separate requirements in Arts and in Letters, and requirements in the Biological, Physical, and Social Sciences. The Civilization requirement provides a historical framework and a consideration of important works and themes. Through the Arts and Letters requirements, students deepen their appreciation of artistic and literary works and grow in their capacity to analyze, interpret, and draw justifiable implications from their reading and experience with the visual and performing arts.

The area of Scientific Principles and Reasoning contains three requirements: Biological Science, Physical Science, and Social Science. These requirements help develop an understanding of scientific reasoning and the scientific method and expose students to the excitement of discovery in these separate fields. Students will be able to evaluate scientific data and make rational decisions on science-related issues that will affect their lives and community.

Selection and Timing of GE Classes

Each GE requirement is completed by taking one course or a combination of courses chosen from the approved list found here. Single-course options are most often designed for students whose major is not closely related to the requirement. On the other hand, combination-of-course options are often designed for majors related to the requirement and may include courses a student might take to satisfy a major or minor requirement. Students should carefully consider which option best meets their educational needs, keeping in mind the aim of pursuing a lively interrelationship between the core and the major over the whole undergraduate experience.

Not all courses listed in the approved GE courses list are appropriate for all students. For instance, some have prerequisites, some are upper-division courses, and some are designed primarily for certain majors. Students should avoid registering for courses for which they are not academically prepared and should consult with the class instructor or advisor if they are unsure. The individual college advisement center is a valuable resource concerning questions of course selection, timing, and planning.

To gain approval to meet a GE requirement, a course is subjected to a rigorous evaluation by the Faculty GE Council. Such approval is not granted lightly and students should ensure the courses they select are, in fact, *approved* for GE credit. Courses not certified to satisfy the appropriate GE requirement will not count. This information is updated each year and published in the catalog. It is the responsibility of the student to verify that planned courses are certified to satisfy GE requirements.

Occasionally it is possible to complete more than one GE requirement with a single course. See the University Core for details; look especially at the Civilization 2 requirements for courses that double-count for Arts, Letters, or Global and Cultural Awareness. Many foreign languages double-count for Global and Cultural Awareness, a few for letters; see Languages of Learning under Skills. Students are encouraged to use such "double-counting" sparingly—the more GE courses a student takes, the greater the breadth and value of the overall educational experience.

For First-Year Students

Although the time to complete GE requirements varies according to the major, all new students are expected to complete the First-Year Writing requirement and take at least one course towards completing the American Heritage requirement during their first year. Students are also expected to take one religion course each semester, and complete their schedule by adding other general education and major-related courses.

All First-Year students are expected to enroll in a 3-credit hour mentored course during Fall semester (and summer term if that is their first semester on campus). First-Year Mentoring reserves seats in high-demand University Core courses (First-Year Writing, American Heritage, and many more) for new students. Those who register for one of these "mentored courses" also receive the support of a peer mentor.

Mentored courses are available through the University registration system under the mentored course selection button on MyMAP. They can also be previewed on the First-Year Mentoring website under Mentored Course Enrollments.

A more detailed description of First-Year mentoring appears in the Undergraduate Education section of this catalog, by visiting http://fym.byu.edu, or by calling (801) 422-8176.

In addition, students who need to fill the Quantitative Reasoning requirement (ACT math subscore below 22) should do so in their first year. It is also recommended that all new students begin work in the mathematics or foreign language options under Languages of Learning.

Civilization courses are designed as sophomore-level courses, although some programs include them during the freshman year. Visit college advisement centers or department offices for advice on when to complete the other GE requirements.

The University Core and the Honors Program

The Honors Program, open to all interested students, offers an array of enriched courses that simultaneously satisfy University Core and University Honors graduation requirements. These courses, offered under the UNIV designation, are designed to model different disciplinary approaches to Great Questions, explore interdisciplinary approaches, and consider ways in which "unexpected connections" can be found between disciplines, leading to a deeper understanding of the questions we seek to answer. See the Honors Program section of this catalog for detailed descriptions. Additional information may be obtained from the Honors Advisement Center, 350 MSRB, (801) 422-5497, or honors.byu.edu.

Ways to Complete GE Requirements Other Than by Course Work

In addition to completing approved courses, students may satisfy individual GE requirements within the university core by (1) transferring acceptable credit from other academic institutions, (2) receiving credit from selected Advanced Placement (AP) and International Baccalaureate (IB) examinations, or (3) passing exemption or challenge examinations offered for some classes at the university.

1. Transfer Credit. The application of transfer credit to GE requirements is handled by the Transfer Evaluation Office, B-150 ASB, (801) 422-8522. Transfer Guides have been arranged with several junior and community colleges to facilitate the transfer process for students, including those who have completed certain associate degrees. See Transfer Evaluation website for a list of Transfer Guides. The Transfer Evaluation Office (in the Registrar's Office) can be contacted for up-to-date information regarding the status of agreements with other institutions not listed on their website.

2. Advanced Placement and International Baccalaureate Credit. The results of some Advanced Placement (AP) and International Baccalaureate (IB) exams may be used to meet certain GE requirements and obtain general university credit. AP or IB credit posted to a transfer institution will be evaluated upon BYU's standards and not those of the transfer institution.
See admissions.byu.edu/apib-classes for details regarding credit hours and exemption from GE requirements for both AP and IB exams.

Note: College Level Examination Program (CLEP). BYU discontinued awarding credit for general exams in 2000. At this time BYU does not give credit for subject exams either. CLEP credit posted to another institution's transcript is reevaluated based on BYU's standards.

3. Exemption and Challenge Examinations. Some requirements can be accomplished by successfully completing an examination. Two types of examinations are available: the exemption exam and the challenge exam. An exemption exam is used exclusively to fulfill a general education requirement; no academic credit or letter grade is posted to the transcript. A challenge exam, on the other hand, is not restricted to GE courses, and academic credit and a letter grade may be posted to the transcript if the student so chooses. A student may take an exemption or challenge exam for a single course only once during each semester or term. Students need not be enrolled in a course to take an exemption or challenge exam. However, some exams are given early enough each semester/term so students who are enrolled and pass the exam may withdraw from the course. Students not enrolled in a course have an opportunity to take the challenge or exemption exams offered at the Testing Center.

How Do You Get Help with Specific Questions Concerning General Education?

College advisement centers, together with the University Advisement Center, 2500 WSC, provide assistance with registration, graduation requirements, policies and procedures, fields of study, changes of major, and many other aspects of academic life. Students can access a progress report through MyMAP. This report will generate a personalized list of GE requirements completed. (Log on to MyBYU; select "School" then "MyMAP"; under the "Tools" menu on the left side of the page, click on "My Progress Report." Students can also type "Plan" in the Quick URL box in the MyBYU home page which will take them to the MyMAP page.)

The University Core

The current University Core details are found in the catalog, here.

Colleges

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Marriott School of Business

Business

Attract, develop, and place men and women of faith, character, and professional ability who will become outstanding leaders capable of dealing with change in a competitive global environment.

Contact Information

730 TNRB
801-422-4121
marriottschool@byu.edu
https://marriottschool.byu.edu/

Advisement Center

460 TNRB
801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Departments

- Accountancy
- Aerospace Studies
- Business Programs
- Experience Design and Management
- Finance
- Information Systems
- Management
- Marketing and Global Supply Chain
- Military Science
- Public Management

Subject Areas

- MBA

Management Advisement Center

Advisors are prepared to assist undergraduate students in successfully completing university, college, and major requirements. Students are encouraged to meet frequently with their advisors. Center personnel are available to help with registration, graduation requirements, fields of study, changes in major, and transfer evaluation, as well as to clarify policies and procedures.

Undergraduate Programs

Five undergraduate degrees are offered by the Marriott School of Management. The first is a bachelor's degree in management, which provides a broad management education. The program is designed to assist students in acquiring knowledge, insight, maturity, competence, and a strong sense of moral and ethical character. An area of emphasis may be taken by students seeking specialization. These areas include marketing, global supply chain, strategy, organizational behavior/human resources, entrepreneurship, and general business.

The second bachelor's degree is offered by the School of Accountancy to students seeking to combine accounting skills with broad management education (see the School of Accountancy section of this catalog for details). Accounting students interested in acquiring in-depth specialization or seeking careers in public accounting are encouraged to apply to the Master of Accountancy Program.

The third bachelor's degree is offered by the Information Systems Department to students seeking to combine information systems skills with broad management education (see the Information Systems section of this catalog for details). Students interested in acquiring in-depth specialization in information systems are encouraged to apply to the Master of Information Systems Management Program.

The fourth bachelor's degree is offered by the Recreation Management Department to students desiring a service-oriented profession that strengthens individuals, families, and communities by providing quality recreation programs. Students can choose between an emphasis in experience management or therapeutic recreation. A minor in nonprofit management is also available. Courses prepare students in the areas of leadership skills, program development and management, budgeting and finance, facilities management, and current issues in the recreation profession.

The fifth bachelor's degree is offered by the Finance Department. The finance field deals with the control, management, and allocation of financial resources. Finance careers can be divided into two primary areas: 1) corporate finance, which deals with the financial problems of a business firm and 2) financial services, which focuses on solving financial problems for client firms. Finance is a high-demand, high-reward field with significant professional opportunities for motivated students.

Graduation Application for Bachelor's Degree

When a student has completed 86–96 earned hours (usually during the junior year), he or she should apply for graduation at the Marriott School of Management Advisement Center.

Graduate Programs

The Marriott School of Management offers the following graduate degrees:

MAcc	Professional Accountancy
MAcc	Tax
MBA	Business Administration
MISM	Information Systems Management
MPA	Public Administration

Individual program brochures are available from the Marriott School of Management. Also, refer to the Graduate Studies website.

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Division of Continuing Education

Continuing Education

The Division of Continuing Education provides educational programs and university services for part-time and off-campus students. These educational opportunities also assist regular daytime students. The same university standards required of regular day students apply to those enrolled through the Division of Continuing Education while they are on campus.

Contact Information

📍 391 HCEB
☎ 801-422-4149
✉
🌐 http://ce.byu.edu/

Advisement Center

📍
☎
✉
🌐

Departments

- Bachelor of General Studies
- BYU Conference Center
- BYU Salt Lake Center
- Conferences and Workshops
- Especially for Youth Programs
- Evening Classes
- Independent Study

Requirements for Enrollment in Continuing Education Classes

Noncredit classes are open to anyone who abides by the standards and has the desire and necessary ability.

Credit classes are open to ecclesiastically endorsed:

1. Matriculated students.
2. Individuals who are twenty-one years of age or older.*
3. Individuals desiring to audit courses.

4. High school students who meet current university requirements for concurrent enrollment.

Students who have been suspended from Brigham Young University or any other institution of higher learning for any reason are not eligible to register in Continuing Education credit classes until such suspension is cleared.

Enrollment Limitations. Persons enrolling in credit courses offered by the Division of Continuing Education who are officially admitted to the university can take any courses offered to a maximum of 18 credit hours per semester (9 hours per term). All others, twenty-one years of age and older, who have not been formally admitted to the university are limited to a maximum of 8.5 credit hours per semester (4 hours during spring or summer term).* Contact the Division of Continuing Education for any additional conditions of enrollment.

Student Responsibility. Enrollment in a Continuing Education course *does not* constitute admission to BYU or any other university on a degree-seeking basis. It is the student's responsibility to gain admission to the university of his or her choice as a degree-seeking student through the institution's normal procedures. At BYU students may accomplish this through the Office of Admissions.

Note: Non-matriculated students enrolled through the Division of Continuing Education are not eligible for university employment, housing, or financial aid except for assistance that is available to part-time students through the Division of Continuing Education.

*Some exceptions exist at the BYU Salt Lake Center.

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David O. McKay School of Education

Education

The David O. McKay School of Education includes five departments, all of which prepare professionals to provide education and other developmental services for preschool through adult learners. All departments and programs emphasize a balance of academic learning and on-site classroom, clinical, or administrative experience.

Contact Information

301 MCKB
☎ 801-422-3694
✉
http://education.byu.edu/

Advisement Center

350 MCKB
☎ 801-422-3426
✉
http://education.byu.edu/advisement

Departments

- Communication Disorders
- Counseling Psychology and Special Education
- Educational Leadership and Foundations
- Instructional Psychology and Technology
- Teacher Education

Departments and Programs

1. Communication Disorders: service to children, youth, and adults who need support with aspects of speech, language, or audiology
2. Counseling Psychology and Special Education: service to children, youth, and adults with needs for counseling or disability support
3. Educational Leadership and Foundations: service as leaders and administrators in a variety of educational settings (graduate level only)
4. Instructional Psychology and Technology: service in instructional design, technology-based instruction, and classroom technology integration (graduate level only)
5. Teacher Education: preparation for service as teachers
    - Early Childhood, preschool through third grade
    - Elementary, kindergarten through sixth grade
    - Physical education teaching and coaching, kindergarten through twelfth grade

Note: All other secondary teaching majors are housed in the colleges and content areas they represent.

Advisement Center

The McKay School's Education Advisement Center includes a variety of services to meet students' needs, which include the following:

1. *Academic Advising*. Advisement includes general education, program requirements for McKay School majors, graduation requirements, and progress toward graduation, as well as licensure guidance (350 McKay Building, 801-422-3426). Secondary education majors receive advisement on specific program requirements in the colleges and departments of their content-area majors.
2. *Scholarships*. The advisement center coordinates a variety of private scholarships and mentorships. An online application is available at education.byu.edu/ess.
3. *Licensure*. Students who complete the requirements of a teaching program are recommended by the advisement center for licensure in Utah and states with reciprocity agreements. The center guides students in the procedures and submits the completed applications and supporting data. Guidance may be provided for obtaining out-of-state licensure.

Distinguishing Features of the McKay School

1. Undergraduates in all McKay School departments have opportunities to participate in mentored research with faculty.
2. Elementary education majors have the option to complete a minor in Teaching English as a Second Language, preparing them for state certification in this area (which will attach to their teaching license).
3. Through the McKay School's ARTS Partnership, elementary education majors with experience in visual arts, music, dance, or drama can attend performances, workshops, and participatory events that involve teaching and integrating the arts into elementary school curriculum. Those who wish to become "arts scholars" collaborate with teachers in elementary classrooms.
4. Alternative student teaching placements are available in urban, minority-intensive areas of Houston, Texas, or Washington, D.C. during the fall and winter semesters; and in southern China during the spring/summer terms.
5. As an alternative to regular student teaching, seniors in some teaching majors may choose a year-long internship within the BYU/Public School Partnership in which they teach full time in their own classrooms at one-half the beginning teacher's salary with full benefits.

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Ira A. Fulton College of Engineering and Technology

Engineering and Technology

The Ira A. Fulton College of Engineering and Technology is accredited under the Accreditation Board for Engineering and Technology (ABET) for all engineering and technology programs. The men and women who have graduated from our college will be prepared for entry into the finest graduate schools or workplaces. The mission of the Fulton College is to develop men and women of faith, character, and technical ability who will become outstanding leaders throughout the world.

Contact Information

270 CB
☎ 801-422-4326
✉
http://www.et.byu.edu/

Advisement Center

242 CB
☎ 801-422-4325
✉ engineering_advisement@byu.edu
https://www.et.byu.edu/Advisement

Departments

- Chemical Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Mechanical Engineering
- Technology

Subject Areas

- ENG T

Student Service Center/Advisement

The Student Service Center provides assistance with resumes, resources for internships, and career placement. In Advisement, professional academic advisors are available to assist students with academic planning and provide information for specific majors. Students are assisted in major exploration and basic developmental career issues. Information is also provided regarding university resources and further career and major exploration. Advisement services also include assistance with university core, change of major, academic success, graduation processes, university policies and procedures, and scholarships.

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College of Family, Home, and Social Sciences

Family, Home, and Social Sciences

The College of Family, Home, and Social Sciences is composed of departments that study patterns of human behavior from diverse disciplinary approaches. Teaching and scholarship rely on social science methodology to learn about human behavior and human societies — their histories, organization, governments, and economies. As the name implies, the college is particularly concerned with studying the family as the basic unit of society. The many institutes and centers within the college provide opportunities for faculty and students to further research and disseminate scholarship. Students in the college gain a broad education that helps develop an appreciation of the values of modern civilization and prepares them to contribute effectively as citizens. The knowledge and skills gained in the varied disciplines prepare them well for graduate study and professional careers. Many of the departments and programs housed within the college provide opportunities for student learning outside the classroom through internships and faculty-mentored teaching and research experiences.

Contact Information

990 SWKT
801-422-2083
https://fhss.byu.edu/Pages/home.aspx

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Departments

- Anthropology
- Civic Engagement Program
- Economics
- Family Life
- Geography
- History
- Neuroscience
- Political Science
- Psychology

- Social Work
- Sociology

Subject Areas

- P POL
- A HTG

Liberal Arts Advisement and Careers

Dave Waddell, Director
1041 JFSB
801-422-3541
https://fhssadv.byu.edu

Our advisors help students chart an integrated academic and career course through college. Upon graduation, our students should be prepared to connect their education to a fulfilling and successful future. Our services include counseling for specific majors, counseling for a career, and monitoring students’ progress toward graduation.

Degrees Offered

Bachelor's, master's, and doctoral degrees are offered in the college. See the individual department and program listings in this catalog for specific degrees offered and the requirements for each.

Scholarships and Awards

Scholarships and awards are available to qualified students. Applications may be obtained from the Financial Aid Office, A-141 ASB. See department and college websites for their scholarships.

Family and Social Service Internships

Karen Christensen, Director
945 SWKT
801-422-2168
http://fssinternships.byu.edu/

Staff members in the Family and Social Service Internships Office assist students in the School of Family Life, Psychology, and Sociology in finding and successfully completing an internship to enhance their undergraduate education. Academic credit for internships is offered through the individual departments.

FHSS Writing Lab

Joyce Adams, Director
1049 JFSB
801-422-4454
https://fhsswriting.byu.edu
fhss-writinglab@byu.edu

Writing advisors in the FHSS Writing Lab offer discipline-specific tutoring in writing for FHSS students. They help students become better writers by focusing on the global aspects of writing, such as thesis construction, organization, transitions, idea development, logical coherence, style, and argument clarity.

Family Studies Center

Sarah Coyne, Director
801-422-3515
https://familystudiescenter.byu.edu

The Family Studies Center is dedicated to research that identifies characteristics associated with strong marriages and families, the processes by which they develop, and positive individual and relationship outcomes of healthy family relationships. Historically, the Family Studies Center has supported funding for research on family relationships (e.g., the Flourishing Families Project), conferences on cutting-edge family topics (e.g., families and health; work and families), and outreach activities (e.g., "Families Under Fire" conference). Currently, to achieve Center goals, three main initiatives are being supported.

First, the Center is supporting the Couple Relationships and Transition Experiences (CREATE) research study. The CREATE study is planned to tap a national sample of early married couples, and to include unique measures of relationship functioning in context of transitions and stressors across time. Several BYU faculty members are investigators in that study.

Second, the Center is supporting the Project MEDIA (Media Effects on the Development of Infants through Adulthood) research study. This study will examine the long-term impact of exposure to different types of media on various child outcomes and will specifically examine the role of parents and families in mitigating any negative media effects. The study will also examine how families use media in positive ways to strengthen and augment relationships.

Third, the Center is supporting the development of advanced methods to be used in analyzing data that can provide answers to questions about family relationships. As part of this initiative the Center hosts a lunch-time methods workshop twice a month where faculty or guests will present on research methods used with family data. Faculty members and students from across the University that are interested in studying family relationships are invited to attend.

Museum of Peoples and Cultures

Paul Stavast, Director
2201 North Canyon Road, Provo
122 B67
801-422-0020
https://mpc.byu.edu/

Educational Opportunities. Museum staff work with faculty throughout the University to provide in-depth, hands-on learning experiences not only in the museum's exhibitions and laboratories, but also in classrooms across campus. Additionally, classes in museum practices designed to provide students with practical experience are taught by the museum's staff in connection with the Anthropology department (see listings in the Anthropology section of this catalog). The museum also employs students each semester to assist in collections work, education and outreach, exhibition development, among other duties. The museum welcomes volunteers to assist in collection, educational, and promotional work.

Anthropological Collections and Research Opportunities. Museum collections comprise over 7,000 collections (consisting of over 2 million specimens and objects) of prehistoric and ethnographic artifacts from various parts of the world. The majority of holdings are from the American Southwest, Mesoamerica, Polynesia, ancient Peru, and the Great Basin (especially Utah Valley). The museum also cares for an extensive collection of documents and images related to BYU archaeological research. The museum encourages students to inquire about research possibilities using its collections.

General admission is free at the Museum of Peoples and Cultures. Guided tours are available for a nominal fee and can be scheduled by calling the museum.

Top

College of Fine Arts and Communications

Fine Arts and Communications

The College of Fine Arts and Communications houses the Departments of Art, Dance, Design, and Theatre and Media Arts, as well as the School of Communications and the School of Music. It also fosters lifelong learning and enriches the educational environment across campus through hundreds of performances and presentations by students and faculty each year as well as through the exhibits and collections of the Museum of Art. Beyond the borders of campus, our students undertake research projects, pursue internships, and participate in study abroad programs across the globe, and our performing ensembles reach worldwide audiences.

The curricula of the College of Fine Arts and Communications encourage students to aspire to the highest scholastic and artistic standards, following within their respective specialties the sacred injunction to seek, inquire, discern, and articulate knowledge. The college celebrates creative and scholarly work as an exploration of humanity and divinity.

Students in the college balance a strong liberal arts foundation with specialized, rigorous training in the methods, theories, histories, and practices of their chosen disciplines. Each of the programs within the college seeks to produce graduates whose creative and professional work contributes positively to society while benefiting the organizations for which they work and enriching the audiences they reach. By encouraging exceptional performance, presentation, and communication, graduates emerge as scholars and professionals within their disciplines and informed, creative voices within their communities.

Contact Information

A-501 HFAC
801-422-2819
cfac@byu.edu
http://cfac.byu.edu/

Advisement Center

D-444 HFAC
801-422-3777
cfacadvise@byu.edu
http://cfac.byu.edu/advise/

Departments

- Art
- Communications
- Dance
- Design
- Music
- Music Dance Theatre Program

Theatre and Media Arts

Subject Areas

FNART

College Advisement Center

The College of Fine Arts and Communications Advisement Center recognizes the opportunity and responsibility to be actively involved in our students' educational journey. The advisement center is committed to not only establish an important, service-oriented connection with each student in a caring, friendly environment, but to also provide accurate and timely information to better prepare them for greater academic success.

Professional academic advisors are available to provide information regarding university policies and procedures, dates and deadlines, registration, faculty advisor referrals, major/minor application preparation, major/minor planning and progression, graduation qualification, as well as many other academic concerns. For more information and resources, visit http://advisement.cfac.byu.edu.

Interdisciplinary Degrees

Animation is an interdisciplinary degree offered by the College of Fine Arts and Communications through the cooperative involvement of the Department of Theatre and Media Arts, the Department of Design, and the Department of Computer Science.

Music Dance Theatre is an interdisciplinary degree offered by the College of Fine Arts and Communications through the cooperative involvement of the School of Music, the Department of Theatre and Media Arts, and the Department of Dance.

Enrollment in a Major Program

Enrollment in most degree programs in the College of Fine Arts and Communications is limited by the availability of resources such as facilities, equipment, and faculty; the number of students interested in pursuing those degrees exceeds the number that can be admitted. Students are asked to carefully study the requirements of the major program they desire to enter to determine if the program really fits his or her personal goals and educational objectives. Students should consult departmental websites for details about audition dates, portfolio submissions, or other requirements to be considered for admission into competitive programs. Make special note of audition dates, submission deadlines, etc.

The application process for each major has been structured to be as fair and impartial as possible. Enrollment limitations require those evaluating applications to make difficult decisions. Those who are not admitted into his or her desired program are encouraged to move quickly and decisively toward an alternative major program.

Applications for degree programs in the college are available online through each department's website. Prior to applying, students must complete all of the prerequisite courses and/or specific requirements stipulated in the application process. For further information, please contact the appropriate department or school directly. For contact information go to http://cfac.byu.edu.

Scholarships and Awards

Performance awards are offered by each of the academic units within the college. Applications and information about auditions for performance awards can be obtained by contacting the appropriate department or school.

Applications for general academic scholarships can be obtained online here or at the Scholarship Office. For information about graduate scholarships, fellowships, and grants-in-aid, see the Graduate Studies website.

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BYU Graduate Studies

Graduate Studies

Our graduate programs offer both secular and spiritual development in a unique learning environment located beneath the majestic Wasatch Mountains in Provo, Utah.

We offer world class instruction from faculty mentors who genuinely care about both your professional and personal development. They challenge and expand your academic intellect using cutting edge pedagogical practices and technologies. Share your unique perspectives and engage in diverse dialogue with our faculty, university administration, and our student population from across the nation and more than 160 countries.

Visit us at graduatestudies.byu.edu

Contact Information

📍
☎
✉
🌐

Advisement Center

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College of Humanities

Humanities

The College of Humanities houses programs that study literature and language as well as philosophy, critical reading, and writing. Those programs share a concern with the processes and products of human expression. In doing so, they focus on a quest for fluency in what has been called "the human conversation"—the ongoing inquiry into what it means to be human.

Study in the humanities disciplines develops facility in languages and cultures as well as higher order cognitive abilities needed for interpretation, analytical thinking and reflection, criticism, and writing. Students can apply what they are learning prior to graduation and enrich their capacities for satisfying careers and productive lives as educated citizens after.

Contact Information

📍 4002 JFSB
☎ 801-422-2775
✉ humanities@byu.edu
🌐 http://humanities.byu.edu/

Advisement Center

📍 1041 JFSB
☎ 801-422-3541
✉ liberalarts@byu.edu
🌐 http://hac.byu.edu/

Departments

- American Studies Program
- Asian and Near Eastern Languages
- Comparative Arts and Letters
- Digital Humanities Program
- English
- French and Italian
- German and Russian
- International Cinema Program
- Language Studies
- Linguistics and English Language
- Philosophy
- Spanish and Portuguese

Women's Studies Program

Subject Areas

HCOLL

ICS

Liberal Arts Advisement and Careers

David Waddell, Assistant Dean
1041 JFSB
801-422-3541
http://hac.byu.edu/

Liberal Arts Advisement and Careers supports students in achieving their academic and career goals by providing guidance and direction in academic and career exploration, progress toward timely graduation, and experiential learning through Humanities+ experiences. Those experiences include internships, faculty mentoring, secondary majors, minors, participation in clubs, and other professionally relevant experience.

Center for Language Studies

Ray T. Clifford, Director
Agnes Welch, Assistant Director
3086 JFSB
801-422-1201
http://cls.byu.edu

The Center for Language Studies works with other College departments to help students from all of the University's academic disciplines acquire the advanced language and cultural skills they need for personal enrichment and for global careers. Particular emphasis is placed on:

- Teaching advanced language classes in low-enrollment languages spoken by returned missionaries.
- Testing language proficiency.
- Conducting language acquisition research.

The Humanities Center

Matthew Wickman, Senior Fellow and Director
4103 JFSB
801-422-1664
http://humanitiescenter.byu.edu

The Humanities Center is an institute of intensive learning and outreach that promotes the exchange of ideas within the humanities and across the arts and sciences. It aims to foster excellent research and teaching in the humanities, encourage discussion and collaboration across departments, colleges, and universities on matters of public as well as academic concern and enhance BYU's global reputation for scholarship, teaching, and public service.

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David M. Kennedy Center for International Studies

International and Area Studies

Located in the heart of Brigham Young University's campus, the Kennedy Center is a dynamic, global center offering a broad spectrum of study and service opportunities. Our richly diverse but intimately interconnected world challenges us to develop a breadth of knowledge and a depth of understanding to comprehend our complex international neighborhood. The Kennedy Center is committed to the university's injunction to "enter to learn—go forth to serve" and its aspiration to make "the world our campus."

Contact Information

📍 237 HRCB
☎ 801-422-3377
✉ kennedy@byu.edu
🌐 http://kennedy.byu.edu/

Advisement Center

📍 273 HRCB
☎ 801-422-3548
✉ kennedy_advisement@byu.edu
🌐 http://kennedy.byu.edu/students/meet-your-advisor/

Departments

- Africana Studies Program
- Ancient Near Eastern Studies Program
- Asian Studies Program
- European Studies Program
- International Development Program
- International Relations Program
- Latin American Studies Program
- Middle Eastern Studies - Arabic Program

Subject Areas

- IAS

International Study Programs

Study Abroad: BYU's traditional off-campus study programs. In these programs students are able to further their general education; pursue specialized courses in languages, the social sciences, humanities, fine arts, and other fields; gain valuable insights into their own country; and further international understanding.

Direct Enrollment: Students are integrated into an international university, taught by faculty native to that county, and are not accompanied by BYU faculty.

International Internships: Short-term, on-the-job apprentice training abroad under the direction of a firm, government agency, NGO, or other such institution.

Field Studies: A research experience abroad for small numbers of students directed by faculty, who generally do not accompany the students.

International and Area Studies Program Coordinators

Africana Studies, Chantal Thompson
Ancient Near Eastern Studies, Eric Huntsman
Asian Studies, Eric Hyer
European Studies, Nick Mason
International Development, Randy Page
International Relations, Ray Christensen
Latin American Studies, Jeff Shumway
Middle East Studies/Arabic, Quinn Mecham

Admission to Degree Programs

All undergraduate international and area studies degree programs are open enrollment.

Graduation Requirements

To receive a BYU bachelor's degree a student must complete, in addition to all requirements for a specific major, the following university requirements:

- The university core, consisting of requirements in general and religious education. (See University Core for details. For a complete listing of courses that meet university core requirements, see the current class schedule.)
- At least 30 credit hours must be earned in residence on the BYU campus in Provo as an admitted day student
- A minimum of 120 credit hours
- A cumulative GPA of at least 2.0
- Be in good standing with the Honor Code Office

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J. Reuben Clark Law School

Law School

The J. Reuben Clark Law School offers a six-semester course of graduate professional study leading to the juris doctor (JD) degree. Information about legal education, admissions standards, and related matters can be obtained from the Law School Admissions Office or at www.law2.byu.edu/.

Contact Information

243 JRCB
801-422-7871
admissions@law.byu.edu
http://www.law2.byu.edu/site/home

Advisement Center

Subject Areas

LAW

Manager of Admissions: Kari Van Sickle

To be admitted to the Law School, an applicant must be a college graduate who has excelled academically and has scored in the upper range of the nationally administered Law School Admission Test. In addition, applicants must meet the general university admission requirements, including the personal standards required of all students.

Apply for admission online at www.lsac.org by February 1 preceding the fall of expected enrollment in the Law School. Enrollment takes place only in the fall of each year.

For more information regarding prelegal education, consult the Preprofessional Advisement Center (Law). For information regarding the BYU Law School, including opportunities for undergraduate students to observe classes, tour the Law School, or meet with an admissions officer, email or call.

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College of Life Sciences

Life Sciences

Courses offered in the life sciences give students a general understanding of the fundamental principles of life that extend from the tiniest microbes to plants, animals, and human beings. Students also obtain the knowledge, skills, and motivation necessary to maintain a healthy lifestyle. Specialized courses emphasizing teaching and research in various life science disciplines are also offered. Disciplines range from basic science to applied science.

Contact Information

5000 LSB
801-422-3963
http://lifesciences.byu.edu

Advisement Center

2060 LSB
801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Departments

- Biology
- Exercise Sciences
- Health Science
- Microbiology and Molecular Biology
- Nutrition, Dietetics, and Food Science
- Physiology and Developmental Biology
- Plant and Wildlife Sciences

Subject Areas

- LFSCI

Student Services

The goal of the Life Sciences Student Services Center is to provide "one stop shopping for students and faculty." The center services students in five areas: advisement, assessment, career advisement, college life, and mentored experiences.

Advisement—Students are instructed in general education advisement and given assistance in creating a graduation curriculum plan for their major. Advisement is an interactive, developmental experience between students and advisors. Advisement services include change of major, academic success, graduation processes, and other specific advisement needs. LfSc 101 is offered to all new students who are exploring Life Science majors. All majors and career options are presented in this course plus basic student development principles to assist new students in adapting to BYU and becoming familiar with its resources.

Assessment—Students are informed of the importance of maintaining the university's accreditation standing. Students assist in the assessment process by providing input through surveys, exit interviews, one-year-out and five-year-out surveys, and results on national major field exams and other national and professional school admission exams.

Career advisement—Students are assisted in major exploration and basic developmental career issues. Information is provided regarding university resources for further career and major exploration.

College life—The "Empowering Others" philosophy encourages students to help and teach each other by creating a spirit of cooperation rather than competition. Study groups are fostered and organized to enhance learning. A learning facility provides tutoring services for students enrolled in essential biology courses. This walk-in area allows a student access to tutors 10–12 hours per day. Leadership opportunities for students can be enhanced through participation on the Life Sciences Student Council and participation in clubs. The college also offers scholarship opportunities to its undergraduate and graduate students.

Mentored experiences—Internships provide students with opportunities to try out their prospective careers. The center provides resources for obtaining internships as well as processing all the paperwork and awarding grants to students who desire that experience. Assisting faculty with research constitutes a mentorship. Students learn invaluable skills and problem-solving techniques from their mentors. The center can help students seeking mentored experiences.

M. L. Bean Life Science Museum

Duke S. Rogers, Director
Leigh Johnson, Associate Director for Research and Collections
Marta Adair, Assistant Director for Education
2103 MLBM

Robert Johnson, Collections Manager, Herbarium
Byron Adams, Curator of Meiofauna
Seth Bybee, Assistant Curator of Athropods
Shawn Clark, Collections Manager, Arthropods
Jerald Johnson, Assistant Curator of Fish
Leigh Johnson, Curator, Herbarium
Robert Johnson, Collections Manager, Herbarium
Randy Larsen, Assistant Curator of Birds
Steve Leavitt, Curator of Nonvascular Cryptogams
Riley Nelson, Assistant Curator of Athropods
Duke Rogers, Curator of Mammals
Dennis Shiozawa, Curator of Fish
Jack Sites, Curator of Reptiles and Amphibians
Michael Whiting, Curator of Arthropods

The Bean Life Science Museum is fully accredited with the American Alliance of Museums. A major addition and remodel of the museum was completed in 2014. Its vast teaching and research collections include more than two million arthropods, fish, amphibians, reptiles, mammals, birds, meiofauna and mollusks, and more than 700,000 plants, fungi, algae, and bryophytes. Specimens for these collections, which represent creative work by university faculty members and students, have been gathered from around the world, making the museum a major repository of scientific-quality, biological collections in the western United States.

The museum and its collections are utilized by university classes in biology, plant and wildlife sciences, education, art, geography, and other disciplines. The museum also maintains and manages the Lytle Ranch Preserve. Located in the northernmost extension of the Mojave Desert southwest of St. George, Utah, this 600-acre desert "classroom" is situated in a part of Utah that is unique not only for its plant and animal communities, but also for its setting at the crossroads of three major bioregions.

Public programs at the museum include temporary and permanent exhibits of natural communities that illustrate complex relationships between plants, animals, and their physical environment. Educational programs serve more than 150,000 annual visitors and provide classes and programs for public and private schools and many other organizations. Museum hours are Monday through Friday from 10:00 a.m. to 9:00 p.m. and Saturday from 10:00 a.m. to 5:00 p.m. The museum is closed on Sunday. Admission is free.

The Western North American Naturalist, a nationally recognized peer-reviewed natural history journal, is administered by the museum. Other museum publications include professional and popular works such as *A Utah Flora, Bark and Ambrosia Beetles of South America, Snakes of Utah*, and *Common Rocky Mountain Lichens*.

↑Top

College of Nursing

Nursing

The College of Nursing at Brigham Young University, established in 1952, is accredited by the Utah State Board of Nursing and the Commission on Collegiate Nursing Education. The mission of the College of Nursing is to develop professional nurses who promote health, care for the suffering, engage in the scholarship of the discipline, invite the Spirit into health and healing, and lead with faith and integrity.

Baccalaureate graduates are prepared to function in generalist roles in hospital and community settings. They also have excellent preparation for entrance into graduate programs. Graduates of the MS program are prepared for a variety of advanced practice and leadership roles in the health care delivery system.

The college faculty are committed to creating a stimulating learning environment based on Christian principles. They maintain a broad range of research and clinical interests.

Student resources include a fully equipped learning resource center with audiovisual and computer learning aids, a research center, and a state-of-the-art clinical simulation laboratory. Clinical practice opportunities exist in a variety of urban and rural hospital, school, home, and community settings along the Wasatch Front. Students may also gain extended experiences with specialized national and international health programs.

Contact Information

📍 500 SWKT
☎ 801-422-4144
✉
🌐 http://nursing.byu.edu/

Advisement Center

📍 551 SWKT
☎ 801-422-4173
✉ nursing_advisement@byu.edu
🌐 http://nursing.byu.edu/academics/undergrad/advisement.aspx

Departments

Nursing Program

Scholarships and Awards

Scholarships are available for undergraduate and graduate students. Information about additional sources of funding for study are available in the College of Nursing Undergraduate Advisement Center, and through the Graduate Program secretary respectively. Research assistantships and teaching assistantships are also available.

↑Top

College of Physical and Mathematical Sciences

Physical and Mathematical Sciences

The College of Physical and Mathematical Sciences consists of seven departments: Chemistry and Biochemistry, Computer Science, Geological Sciences, Mathematics, Mathematics Education, Physics and Astronomy, and Statistics.

Contact Information

📍 N-181 ESC
☎ 801-422-2674
✉ cpms@byu.edu
🌐 http://cpms.byu.edu/

Advisement Center

📍 N-181 ESC
☎ 801-422-2674
✉ cpmsadvisement@byu.edu
🌐 http://cpms.byu.edu/advisement-center/

Departments

- Chemistry and Biochemistry
- Computer Science
- Geological Sciences
- Mathematics
- Mathematics Education
- Physical Science Program
- Physics and Astronomy
- Statistics

Freshmen who are interested in the physical and mathematical sciences but are undecided about a specific major are encouraged to register for one or more of the following science fundamentals core courses: Chem 111 or 105; C S 142; Geol 101 or 111; Math 112 or 113; MthEd 177; Phscs 121; Stat 121 or 151.

College Advisement Center

The advisement center provides information and help on registration, graduation requirements, policies and procedures, fields of study, changes of major, and many other aspects of the college's academic life.

Degrees Offered

Bachelor's degrees are offered in actuarial science, applied physics, biochemistry, chemistry, chemistry education, computer science, earth and space science education, geology, mathematics, mathematics education, physical science teaching, physics, physics-astronomy, physics teaching, and statistics.

The master of science degree is offered in biochemistry, chemistry, computer science, geology, mathematics, physics, and statistics. The master of arts degree is available in mathematics education. The doctor of philosophy degree is offered in biochemistry, chemistry, computer science, mathematics, physics, and physics/astronomy.

See specific departmental sections of this catalog for baccalaureate degree requirements. Graduate programs are detailed in the BYU Graduate Catalog.

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College of Religious Education

Religious Education

The mission of Religious Education at Brigham Young University is to assist individuals in their efforts to come unto Christ by teaching the scriptures, doctrine, and history of the restored gospel of Jesus Christ through classroom instruction, gospel scholarship, and outreach to the larger community.

Contact Information

📍 370 JSB
☎ 801-422-2735
✉
🌐 https://religion.byu.edu/

Advisement Center

📍
☎
✉
🌐

Departments

- Ancient Scripture
- Church History and Doctrine

Subject Areas

- REL E

Purposes

Religious Education oversees the teaching of and research into scripture, doctrine, LDS and Christian church history, and world religions. We strive to create a learning environment and provide resources that are "spiritually strengthening, intellectually enlarging, and character building" and an educational experience that results in "lifelong learning and service" (The Aims of a BYU Education).

Religious Education seeks to spread the light of restored truth to Latter-day Saints and to those not of the LDS faith in three ways:

1. Instruction. We seek in Religious Education to find new ways and more effective ways to communicate timeless truths and to provide "a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued" (BYU Mission Statement). In general, we search for ways to enhance the educational experience and to build a faith in and a commitment to the restored gospel that is as stimulating and satisfying to the mind as it is soothing and settling to the heart.
2. Scholarship. The search for new truths and the quest to better understand well-known truths are central to the work of Religious Education. While the ultimate interpretation of doctrinal

matters rests with apostles and prophets, we seek to discover historical backgrounds, provide cultural and linguistic details, and explore new avenues of understanding into our faith, history, and way of life.

3. Outreach. An important dimension of the work of Religious Education is outreach, the effort to teach, share, and discuss Mormonism in the larger non-LDS community of scholars and to foster understanding between men and women of all faiths.

Degrees Offered

Religious Education offers two programs leading to a master's degree: **Religious Education Master of Arts** designed for individuals recommended by Seminaries and Institutes and **Religious Studies Master of Arts** for military chaplaincy candidates.

For further information on these programs, please contact the Religious Education Office. No other degree programs are offered in this area.

Scholarships and Awards

Graduate-level scholarships and awards are available to qualified students. Applications may be obtained from the Office of the Dean of Religious Education.

Doctrinal Foundation and Religious Electives

Religion courses are an integral part of the university curriculum that conforms to university standards and expectations. While students are enrolled at BYU, they are required to take religion courses from BYU. See Doctrinal Foundation and Religious Electives information on the University Core Explained page in this catalog.

Religious Studies Center

Thomas A. Wayment, Director
167 HGB
801-422-6975
http://rsc.byu.edu/

The Religious Studies Center (RSC) is the research and publication arm of Religious Education. It continues to pursue its original charter to encourage and sponsor serious, faithful, gospel-related scholarship and the ensuing publication of that scholarship. It fulfills the charge to help meet the university's commitment to religious studies and Religious Education's aim to teach and preserve the doctrine of the gospel of Jesus Christ. It also serves the greater Church through the publication of the works of Religious Education faculty and other scholars who have written important, timely, scholarly work of a faith-promoting nature.

To encourage and promote religiously oriented scholarship, the RSC awards grants and provides other financial assistance. It proactively reaches out to faculty to encourage research in specific areas and supports them in the publication of their findings. To accomplish this the RSC sponsors two faculty mentors, known as area directors, who oversee and fund research in Church history and ancient scripture.

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Dean of Students Office

Student Life

Student Life is a division of the University that includes the following areas:

- Campus Life
- Counseling and Career Center
- Residence Life
- Student Health Center
- University Police

Leadership for Student Life is provided by the Student Life Vice President.

Contact Information

Advisement Center

Departments

Student Activities Program

Student Development

University Advisement

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Undergraduate Education

Undergraduate Education

Undergraduate Education supervises and fosters essential university-wide elements of the baccalaureate: First Year Experience, General Education, and the Honors Program. These interrelated programs together promote and champion teaching and learning within an integrated university education. They aim to enrich the educational experience and to benefit the life of each undergraduate student.

The BYU Mission statement specifies: "Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity." The programs in Undergraduate Education support this mission.

Contact Information

📍 350 Maeser Building
☎ 801-422-6818
✉ undergraduate.education@byu.edu
🌐 http://ue.byu.edu

Advisement Center

📍 2500 Wilkinson Student Center
☎ 801-422-3826
✉ university_advisement@byu.edu
🌐 https://universityadvisement.byu.edu/

Departments

- General Education Program
- Honors Program

First-Year Experience

2014 JKB
(801) 422-8176
Email: fye@byu.edu
Website: http://fye.byu.edu

The Office of First-Year Experience (FYE) facilitates a student's transition from high school to university life. This includes 1) providing every student with a peer mentor- a trained guide who will help orient students to the university, answer questions and make helpful suggestions, and check-in periodically with students during their first year and 2) hosting other orientation activities including Jumpstart, New Student Orientation (NSO) and the First-Year Arts Card program. These efforts span the time between students' admission notification through the end of their first year on campus.

First-Year Mentoring

2014 JKB
(801) 422-8176
Email: fym@byu.edu
Website: fym.byu.edu

First-Year Mentoring is designed to support all new students as they transition to, and learn to thrive in, a challenging university environment. **This support spans three key periods**:

Pre-Arrival (March – August):
Within 2-3 weeks following admissions notification, students admitted for fall semester, and summer term are assigned to a peer mentor who will contact them (by email, phone and text) in order to answer their questions and provide direction concerning next steps in their transition from high school to the university.

Fall Semester (September – December) and/or Summer Term (June-August):
First-Year Mentoring reserves seats in high-demand General Education classes and provides each new student with the support of an individual peer mentor based on their registration in the mentored course. All new students are expected to enroll in a mentored course.

Mentors and students will meet together and communicate via email and text messaging throughout the semester in order to answer questions, discuss their experiences, and connect with important university resources. Additionally, peer mentors work closely with the faculty members who teach mentored courses and facilitate relationships between students and the instructors.

Winter Semester (January – April):
The mentoring relationships established during fall and summer continue through periodic follow-up interviews during January through February.

Although there are very few mentored courses or reserved seats offered during winter semester, students who begin their university experience during winter semester will be assigned to a peer mentor.

Transfer students

Transfer students are also eligible for and welcome to the support of a peer mentor during their first year at the university; however, access to mentored courses are reserved for freshmen. Students transferring to BYU will be contacted prior to their arrival in order to request a mentor.

Honors Program

102 MSRB
801-422-3036
Email: honors@byu.edu
Website: http://honors.byu.edu/

The Honors Program provides a rich and challenging experience for motivated undergraduate students. Its purpose is to both broaden and deepen the educational experience of students, and to develop the intellectual integrity and moral character that define disciple-scholarship. The Honors Program is comprised of three dimensions: Great Questions, Experiential Learning, and the Honors Thesis. The central focus of the program is the study of big or "great" questions (e.g., justice, human agency and responsibility) with an emphasis on interdisciplinary study. Coursework teaches and models for students modes of intellectual inquiry that draw on the knowledge and skills of different disciplines to explore unexpected connections between disciplines, leading to a deeper, more careful and precise understanding of the questions we seek to answer as life-long learners. "University Honors" is a distinction awarded to graduates of BYU who meet the Honors requirements (see the Honors Program section of this catalog for details). The University Honors designation will be recorded on the student's university diploma, on the official transcript of grades, and in the University Commencement program.

National Scholarships, Fellowships, and Programs

302 MSRB
801-422-9392
Email: national.scholarships@byu.edu
Website: nsfp.byu.edu

The National Scholarships, Fellowships, and Programs office (NSFP) assists students in finding and applying for national, externally-funded, merit-based, competitive scholarships and fellowships, mostly for graduate study, but some for undergraduate language and research opportunities, as well as certain summer and study abroad programs.

The NSFP office at BYU:

- seeks students who are qualified, interested, and ready to apply for graduate school merit scholarships.
- informs students about opportunities and requirements for competitive scholarships.
- supports and assists students in preparing application materials for merit scholarships.

The NSFP office works with a palette of about 30 scholarships and fellowships that changes from time to time. Students are encouraged to review the online information describing scholarships relevant to their educational and career objectives at nsfp.byu.edu, and to contact Fred Pinnegar in 350D Maeser Building (fred_pinnegar@byu.edu) for more information.

Departments

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Accountancy

School of Accountancy

Department Information

540 TNRB
801-422-4195
soa@byu.edu
http://marriottschool.byu.edu/soa/

Advisement Center

460 TNRB
801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

Accounting (BS)

Subject Areas

ACC

Admission to Degree Program

The degree programs in the school carry special enrollment limitations. Please see the Marriott School of Management Advisement Center for specific details.

The Discipline

Accounting has been called the language of business in which accountants control, analyze, and report the financial resources of an enterprise. A good understanding of accounting principles and practices can serve as the basis for a career in any business field.

Career Opportunities

Accountants provide critical input and guidance in profit-seeking organizations, service and charitable organizations, educational institutions, government, public accounting firms—indeed, any organization that exists today.

General Information

Undergraduate Application Requirements

All new students entering the undergraduate accounting program commence their study at the beginning of the fall semester. Admission into the undergraduate accounting program is based on consideration of the following:

1. The applicant's GPA in the following prerequisite courses: Acc 200, Acc 310, Fin 201, Bus M 241, and IS 201
2. 500 word application essay
3. A review of the overall academic record of the applicant

Admission Policies

The following policies apply in making admission decisions for each fall semester cohort of students:

1. Admission to the undergraduate accounting program is by online application filed directly with the School of Accountancy. Applications are filed at http://marriottschool.byu.edu/bsacc/. Notice of admission decisions is given online.
2. The last day to apply to commence study in the fall semester is the last business day in June at 4:30 p.m. A student may, however, apply for fall semester admission as early as November 1 in the preceding year. Admission decisions in some cases are made on a monthly basis.
3. Repeating the prerequisite courses (Acc 200, Acc 310, Fin 201, Bus M 241, and IS 201) to improve grades for purposes of admission is strongly discouraged. Repeated prerequisite grades from BYU are discounted one full letter grade (e.g., a repeated grade of A is calculated as a B for admission purposes only). No prerequisite course may be repeated more than once. A minimum overall 3.0 GPA is required across all prerequisite courses. A grade of B or better is required in Acc 200 and Acc 310.
4. The accounting program is designed for entry at the beginning of a student's junior year. Moreover, at the end of the junior year, many students immediately commence graduate studies. Therefore, a student entering the accounting program is encouraged to have substantially completed general education requirements. It is also recommended that the student has completed Econ 110 and M Com 320.
5. Prerequisite course grades transferred from other schools are discounted .3 in the application process. (Acc 310 and IS 201 cannot be transferred; they must be completed on campus.)
6. The School of Accountancy reserves the right to allow exceptions in the admission process where it is deemed necessary to admit the most qualified students.

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Aerospace Studies

Aerospace Studies (Air Force ROTC)

Department Information

380 ROTC
801-422-2671
http://afrotc.byu.edu/

Advisement Center

460 TNRB
801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

Aerospace Studies (Minor)

Subject Areas

AEROS

Admission to Degree Program

Students must be accepted by the department into the program.

The Discipline

The Air Force Reserve Officer Training Corps (AFROTC) is an educational program designed to provide students the opportunity to become Air Force officers while completing requirements for an undergraduate or graduate degree. Four-year and three-year programs are available for both men and women.

Career Opportunities

Officer in the United States Air Force.

General Information

Textbooks, Uniforms, and Allowance. All textbooks, uniforms, and uniform accessories are furnished by the Air Force, in addition to the tax-free allowance of $300 to $500 per month.

Air Force ROTC Scholarship Program. All current scholarship information can be found at http://afrotc.com/scholarships/types/.

Field Training. All cadets must attend a field training camp in order to enter the Professional Office Corps (last two years). Cadets in the full four-year program will attend field training after the completion of their second (AS 200) year. Cadets who begin the program with less than 4 years remaining before graduation will attend Field Training after their first year in the program.

This training gives an increased understanding of the Air Force mission, and operations to include expeditionary (deployed) operations. Cadets receive practical experience in leadership and management while residing on an Air Force base. Additionally, cadets are provided hands-on training in combatives, weapons qualifications, and contingency operations. Medical care, housing, food, and uniforms, as well as transportation to and from the training base, are provided.

Extracurricular Activities. Each Air Force ROTC student will be able to participate in a variety of extracurricular activities, including the Arnold Air Society, the color guard, and the rifle drill team. Selected cadets may also participate in summer programs such as the career-field shadow program.

LDS Missions. Students who are accepted into the program and who desire to serve a Church mission must consult with department staff. Scholarship students may have their scholarship deferred while they fulfill a mission.

Fifth-Year Cadets. Four-year program students in Air Force ROTC who are in a five-year university program are allowed a year of completed status after their senior AFROTC courses. Out-of-phase students and those who will be student teaching should consult with the department chair.

Discipline. Training in the cadet corps is formulated and administered by the student officers with oversight from active duty officers. Air Force ROTC students are civilians and are not subject to military law.

Veterans. A veteran seeking a commission through Air Force ROTC may have part or all of the freshman and sophomore program waived. Allowances are paid in addition to G.I. Bill benefits.

Program Requirements

Four-Year Program

The more popular and preferred program is the traditional Four-Year Program. Interested freshmen register for aerospace studies in the fall semester, enrolling in aerospace studies courses in the same manner as other college courses. There is *no military obligation* for the first two years of Air Force ROTC unless on an Air Force ROTC scholarship. During this time students learn more about the Air Force and the historical development of air power. After completing the first two years, known as the General Military Course (GMC), students may *compete* for entry into the last two years, the Professional Officer Course (POC). If accepted, students will attend a four-week summer field training encampment between their sophomore and junior years before entering the POC. Cadets in the POC study leadership, management, and national defense policy while receiving a nontaxable subsistence allowance for juniors and seniors each month.

Three-Year Program

Students entering the program as sophomores can "dual enroll" in both the Aeros 100 and 200 academics simultaneously. If accepted, students will attend a four-week field training the next summer.

Qualifications

1. Be a United States citizen.
2. Be a full-time student.
3. Be eighteen years of age, or seventeen years of age with parent's or legal guardian's consent.
4. Be physically qualified.
5. Be of good moral character.
6. Be in good academic standing.
7. Be interviewed and selected by a board of Air Force officers.
8. Complete all commissioning requirements as follows:
    - Pilot or navigator candidate: Complete before age twenty-nine so as to enter undergraduate pilot/navigator training before age thirty.
    - Scholarship recipient: Complete before age thirty-one in eligible year of commissioning.
    - Nonscholarship recipient: Complete before age thirty-five.
    - Successfully pass the Air Force Officer Qualifying Test.

Required Courses

1. General Military Courses: complete the following:
    - Aeros 100, 101, 110, 111, 200, 201, 210, 211.
2. Professional Officer Courses: complete the following:
    - Aeros 300, 301, 310, 311, 400R, 401R, 410, 411.

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Africana Studies Program

IAS Africana Studies Program

Department Information

273 HRCB
801-422-3548
kennedy@byu.edu
http://kennedy.byu.edu/

Advisement Center

Programs

- Africana Studies (Minor)

The Discipline

The Africana Studies minor is an interdisciplinary program focused on the study of Africa and its diaspora throughout the world, primarily through the humanities and social sciences. With its various courses on history, geography, culture, literature, and politics, the program deepens your understanding of countries and cultures of increasing importance in global politics and world economy. It is an excellent minor for students interested in medicine, law, business, education, humanities, economics, or working with government agencies, NGOs, or international organizations.

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American Studies Program

Humanities American Studies Program

Department Information

4095 JFSB
801-422-6692
humanities@byu.edu
http://humanities.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- American Studies (BA)
- Western American Studies (Minor)

Subject Areas

- AM ST

The Discipline

The American Studies major examines the sweep of American experience, society, culture, and civilization from a variety of viewpoints—literature, history, gender, humanities, regions, politics, ethnic groups, geography, art, economics, religion, and folklore—based in core courses designed to examine the American experience from a variety of standpoints. Majors are encouraged to develop particular skills in writing; literary criticism; historical research; and social, political, and economic analysis. The program provides not only rich interdisciplinary experience but also exposure to a variety of excellent scholars and teachers.

Career Opportunities

On graduation, American Studies students are usually qualified to enter graduate and professional schools (for law, MBA, MPA, PhD), government or community service, or advanced graduate studies in the liberal arts, including American studies, American civilization, American culture, American history, and American literature.

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Ancient Near Eastern Studies Program

IAS Ancient Near Eastern Studies Program

Department Information

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Advisement Center

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Programs

- Ancient Near Eastern Studies (Minor)
- Ancient Near Eastern Studies: Greek New Testament (BA)
- Ancient Near Eastern Studies: Hebrew Bible (BA)

Subject Areas

- NES
- ANES

The Discipline

Ancient Near Eastern Studies deals with the history, literature, religions, and cultures of the ancient Near East from 3000 BC to AD 640. It involves study in the humanities, social sciences, and ancient scripture. Geographically, the ancient Near East consists of the region currently designated the Middle East. The Ancient Near Eastern Studies major is structured to provide students with a broad understanding of the civilizations of the ancient Near East, and to emphasize the study of the Hebrew Bible and related literature or the Greek New Testament and related literature in their broader ancient Near Eastern context.

Career Opportunities

The Ancient Near Eastern Studies major prepares students to pursue graduate work and an academic career in all areas of biblical and ancient Near Eastern studies. ANES, with its emphasis on critical reading, thinking, and writing skills, also provides quality training for students entering professional or library science programs.

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Ancient Scripture

Department of Ancient Scripture

Department Information

📍 375A JSB
☎ 801-422-2067
✉
🌐 https://religion.byu.edu

Advisement Center

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☎
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🌐

Subject Areas

📘 REL A

Message from the Chair

As an integral part of Brigham Young University and Religious Education, the Department of Ancient Scripture exists to "assist individuals in their quest for perfection and eternal life" by teaching the restored gospel of Jesus Christ. In this context we seek to help students reach the aims of a BYU education through providing instruction and experiences that are spiritually strengthening, intellectually enlarging, character building, and leading to a commitment of lifelong learning and service. The central means utilized by the faculty and staff of the department to help students obtain these goals is teaching and research concerning the doctrines, covenants, ordinances and history found in the scriptures of The Church of Jesus Christ of Latter-day Saints.

In addition to assisting students to increase their "faith in God and in the restored gospel," those who successfully complete Ancient Scripture courses will have been instructed concerning the "*reason* for the hope" (JST 1 Peter 3:15, italics added) that is within them, thus emphasizing the importance of "learning, even by study and also by faith" (D&C 88:118).

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Anthropology

Department of Anthropology

Department Information	**Advisement Center**
800 SWKT	1041 JFSB
☎ 801-422-3058	☎ 801-422-3541
anthropology@byu.edu	liberalarts@byu.edu
https://anthropology.byu.edu	https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- Anthropology (Minor)
- Anthropology: Archaeology (BA)
- Anthropology: Sociocultural (BA)
- Anthropology (Sociocultrl Double Major) (BA)

Subject Areas

- ANTHR

Admission to Degree Program

All undergraduate degree programs in the Department of Anthropology are open enrollment.

The Discipline

Anthropology's central aims are to describe, interpret, and make meaningful human behavior in sociocultural systems. Anthropology also seeks to explain the similarities and differences in human behavior patterns among all peoples and cultures, both in the present and the past. Social and cultural anthropology study human society in the present, using participant-observation, interviewing, and other techniques to understand the full round of life in a single culture, subculture, or multicultural system. Archaeology provides methods for learning about the world's peoples who are no longer living; thus it is an important part of the anthropological family of special skills and interests. Museum Studies integrates the above skills with the management, curation, research, and display of museum-quality ethnographic and archaeological collections in professional museum settings.

Career Opportunities

Distinctive contributions are made by both anthropology and archaeology majors, and therefore jobs are available wherever social and cultural differences or social system complexities exist. International development, social services, businesses, schools, development projects, medicine, and law all offer significant careers. Recent concern with environmental protection has opened up others. University teaching and research positions are limited in growth, but highly qualified students can find positions after obtaining the PhD.

For archaeology majors, both legal and societal interest in understanding and preserving the past have resulted in increased job opportunities in state and national agencies required to observe recent preservation laws and in private corporations serving this end. Archaeologists working in international regions are not only employable in scholastic venues of teaching and research, but also in international heritage site development.

For those students interested in combining Museum Studies courses with anthropology, employment opportunities exist in many collections-related venues including museums, libraries, and research institutes that rely on maintaining large collections of specimens for scholarly use.

General Information

1. Each student wishing to major in anthropology should arrange through the college advisement center to counsel with an advisor and prepare a proposed sequence of study. Following this, the student should meet with the assigned faculty advisor for final approval of the program.
2. Undergraduate students are allowed some, but not excessive, specialization.
3. All degrees are in the field of anthropology.

Special Opportunities for Field Study

The department offers a number of unique curriculum and field study opportunities. Selected courses are regularly counted toward BYU’s major. Consult with the department chair or your faculty advisor about equivalencies.

Archaeology students complete their requirement in the field school typically held in conjunction with an ongoing, local (Utah) research project and occasionally in more exotic settings (Jordan).

Sociocultural faculty rotate leading ethnographic field schools abroad in India, Latin America, Africa, and Southeast Asia.

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Art

Department of Art

Department Information

E-509 HFAC
801-422-2064
e509frontdesk@byu.edu
http://art.byu.edu/

Advisement Center

D-444 HFAC
801-422-3777
cfacadvise@byu.edu
http://cfac.byu.edu/advise/

Programs

- Art (BA)
- Art (BFA)
- Art (Minor)
- Art Education (Minor)
- Art Education K-12 (BA)

Subject Areas

- ARTED
- ART

Admission to Degree Program

Admission to the Department of Art is obtained by department application after completion of the prerequisite core and a portfolio review. For further details, please refer to art.byu.edu. Students will have two opportunities to apply to their program of choice—one in March and one in November. Please see General Information below for more details, or contact the college advisement center (1-801-422-3777).

The Discipline

The Department of Art serves three main purposes: (1) to prepare competent professionals in various fields of art; (2) to prepare art educators for teaching art at the elementary and secondary levels; and (3) to generally develop individuals' aesthetic sense by helping them experience art.

Career Opportunities

The art education degree certifies the student as an art specialist in public or private institutions, grades K–12. Other opportunities for the certified art specialist are in foreign school systems, recreation programs, art museum education programs, and galleries. Students qualify for positions in artist-in-the-schools programs and arts councils and as art consultants/coordinators. The degree also provides a foundation for graduate study leading to advanced degrees.

Studio art majors are prepared to compete as freelance, self-employed artists, working through galleries, exhibitions, and museums to promote and sell their work. The MFA degree also prepares artists to teach on a college or a university level. Other career opportunities include printmaking, illustration, production crafts, teaching, gallery and museum work, computer art applications, and other related careers.

General Information

Prerequisite Core

All prospective 2D studio, 3D studio, and art education students must complete the freshman core program before applying to the Department of Art. The freshman core will consist of the following open-enrollment courses: ART 114, 115, 133, 226.

Talent Awards

All students, pre-majors and accepted majors may apply for talent awards by completing the application found online at http://art.byu.edu/. The deadline for talent award applications is February 1st of every year.

Application Procedures for Freshmen

High school students expecting to be admitted to BYU in Fall semester may apply for the talent award and can be accepted only once a year (February 1st). If accepted to the Art program through the talent award, the student will be expected to enroll in the core that first Fall semester and complete the pre-requisite classes.

Sophomore-Through-Senior BFA Degree Program Enrollment

Permission to enroll for sophomore-through-senior-level BFA degree program courses is granted to students upon satisfactory development of skills and creative abilities demonstrated in a portfolio of drawings and designs completed during the preceding year. Faculty from each major will assess portfolios of work submitted by students wishing to advance in their respective fields of study. Students invited to continue are permitted to enroll in specified courses at the next academic level.

Transfer Students

Transfer students in art disciplines must meet with the appropriate area coordinator. Transfer students are required to participate in a portfolio review; the deadline is March 15 for Fall semester, Spring term and Summer term, and November 15 for Winter semester. Contact the area coordinator.

Note: Students not accepted into BFA degree programs may elect to remain in the bachelor of arts program in studio art. Students may apply to the BFA program no more than twice.

Degree Program Coordinators/Advisors

Coordinators are appointed to counsel students in each of the three majors. Coordinators will advise students about program objectives, course content and sequence, career goals, and other matters pertaining to their major field of study.

Department Probationary Status

Students can be placed on probationary status for the following:

1. Inadequate academic performance.
2. Unprofessional attitude and lack of commitment.
3. BYU Honor Code violations.

Licensure Option

The BA and BFA are professional degrees. This non-degree licensure option is available to the BA and BFA Art majors.

Please review the art education major requirements or contact the college advisement center. **Note: This is not a second major.**

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Asian and Near Eastern Languages

Department of Asian and Near Eastern Languages

Department Information

3064 JFSB
801-422-3396
anel@byu.edu
http://asiane.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Arabic (Minor)
- Arabic Language (BA)
- Biblical Hebrew (Minor)
- Chinese (BA)
- Chinese (Minor)
- Chinese Teaching (Minor)
- Japanese (BA)
- Japanese (Minor)
- Japanese Teaching (Minor)
- Korean (BA)
- Korean (Minor)
- Modern Hebrew (Minor)

Subject Areas

- CHIN
- JAPAN
- KOREA

HEB

CANT

ARAB

NE LG

Admission to Degree Program

All degree programs in the Department of Asian and Near Eastern Languages are open enrollment. Some special limitations apply for teaching minors.

The Discipline

The many countries of Asia and the Near East are among the oldest civilizations in the world. The study of the languages and cultures of these nations gives students access to some of the richest and most varied traditions of thought, belief, and behavior to be found. A large percentage of the vast, essentially non-Christian segment of the world’s population resides in these two zones: Asia—with its diverse heritage of belief in Hinduism, Buddhism, Taoism, Confucianism, and other systems of thought—continues to retain its “exotic” image for most Westerners, even though many nations in the region are at the forefront of contemporary politics and economics. The Near East, birthplace of Christianity, Judaism, and Islam, remains a little-understood, often stereotyped area of considerable economic, strategic, and religious importance today.

The languages of these regions are themselves generally difficult, with complex writing systems that require diligent study. But exposure to these languages and the cultures they express will enable students to look at the world from new perspectives and deepen their understanding of peoples whose history and practices are widely divergent from their own.

Courses in the department equip students with verbal and written facility in the languages of their chosen area, whereas linguistics courses offer an understanding of how the languages are structured and acquired. A study of the literature reveals old and sophisticated traditions no less important than that of English or any other major language.

Majors are available in Chinese, Japanese, and Korean, and a second major in Arabic. Students can obtain a minor in Arabic, Biblical Hebrew, and Modern Hebrew. Each discipline is briefly described below.

Arabic (second major program)

Arabic study at BYU stresses facility in speaking a colloquial dialect and fluency in reading the press. The program is designed to supplement the Middle East Studies/Arabic major which prepares students for government-, agency-, and NGO-related work. The second major program, which is conceived as a supplement to the Middle East Studies/Arabic major, aims to push students' reading and speaking ability in the direction of the superior level.

Chinese

The study of Chinese accesses the literature, thought, culture, and society of the world's largest population with the longest cultural continuum; moreover, since the civilizations of Japan, Korea, and Vietnam are founded on traditional Chinese Confucianism, a major in Chinese opens up much of the wider world of modern Asia. You will communicate in spoken and written Mandarin, gain skills in analyzing and appreciating both traditional and modern literature, acquire effective research strategies, and learn to write clearly and persuasively. All the personal enrichment and interpersonal understanding that results from a liberal arts education in the humanities is offered through the study of Chinese.

Hebrew

The BYU Hebrew program offers courses and minor degrees in both Biblical Hebrew and Modern Hebrew. Biblical Hebrew students develop appreciation for the Hebrew Bible and competence to read prose and poetry. The program is designed to provide students with habits of study so that they may enjoy a life-long exploration of the Hebrew Bible. Students of Modern Hebrew gain access to the spoken language of the State of Israel and, through it, to Jews throughout the world. The Modern Hebrew program emphasizes the ability to speak and understand Modern Hebrew, to analyze Israeli literature and media, and to appreciate the cultural dynamics of the language.

Japanese

The study of Japanese at the university level will provide students an opportunity to develop high level communication skills to acquire a greater understanding of Japan and its people. Additionally, students will be introduced to the rich cultural heritage of Japan in literature, thought, painting, music, and the other arts. The study of Japanese language and literature will introduce students to many of the major aspects of that heritage, while providing the kind of training in language and cultural skills that will prepare students to undertake careers in a wide variety of fields.

Korean

Korean is a difficult language, and at BYU we emphasize reading and writing the language as well as speaking and listening. Basic course work emphasizes linguistic skill and the language’s literary value and tradition.

Career Opportunities

Students who major or minor in the languages and cultures of Asia and the Near East will find that, as will any other humanities-centered course of study, they have been well provided with tools to communicate both in the target language and in English and have broadened and deepened their knowledge of the region of their choice. Career options are many and varied for such students, but those who do not plan to continue on in the academic study of the language are strongly urged to consider a second major or a strong minor in a practical field that can be combined with their language skills. In today's competitive world, language ability alone no longer provides the advantage it once offered on the job market. Students are urged to consult the College of Humanities Advisement Center, Career Placement Services, and their academic advisors for the best ways to make use of their language as they begin to seek employment.

Arabic

Graduates of our program find jobs in government agencies (the State Department, intelligence, the military), NGOs, and in international business. Many students use their Middle East

Studies/Arabic major, or Arabic minor, as preparation for applying to MBA programs, law school, and medical or dental school.

Chinese

Chinese majors have all of the advantages of the liberal arts graduate (who claims effective communication and interpersonal skills) with the added edge of knowing the language and culture behind a leading world economy. Therefore, graduates enter the work force in a wide variety of occupations, such as journalism, insurance, business, travel, investment, and government service. They not only are marketable as trained linguists, translators, and cultural advisors, but are vigorously recruited as personnel managers and business representatives by companies with overseas interests. Graduates are also highly competitive in applying to professional schools for medicine, dentistry, law, and business.

Hebrew

Many students who minor in Biblical Hebrew major in Ancient Near Eastern Studies; some students continue on to earn Masters and Ph.D degrees. Eventually they are prepared to enter the academic field in a university setting, in seminary and institute programs of the Church Educational System, as independent researchers, or in related fields. Students who minor in Modern Hebrew will find the degree to be an asset if seeking jobs in government agencies (intelligence, State Department, military), international business, or the academic field.

Japanese

In recent years, graduates from the Japanese major at BYU have gone on to law, engineering, computer, or MBA programs, while others have continued on to medical school. A few have pursued graduate work in a variety of academic fields at some of the most prestigious universities in the country. Others have gone directly to work in government service, in the military, and in American or Japanese business firms where their language ability and cultural background are in high demand. Some also pursue careers in translation or language teaching.

Korean

Most of the jobs available for students with a Korean major are in government (NSA, CIA, FBI, etc.), but Korean majors also have all the advantages of a liberal arts degree. Many of our graduates go on to professional schools, law, business, or medicine. Korean is an excellent complement, either as a major or minor, to studies in prelaw, political science, accounting, English, international relations, and many other majors available on campus. Korean is an important language in the world of diplomacy and defense, as well as the world of international business. (Korea is the eighth largest trading partner of the U.S.) Our graduates have been hired by the U.S. government and by U.S., international, and Korean businesses. They work in technical areas as well, involving everything from computers to broadcasting to medicine.

General Information

The Department of Asian and Near Eastern Languages strongly recommends that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Language Credit by Examination

Credit by examination is available for many lower-division courses of the above-listed languages. Enrollment in an advanced class is prerequisite to taking the examination.

The following languages are not taught on a regular basis but may be offered if sufficient demand exists. Credit by examination is available for some of the Near Eastern languages listed below.

- Akkadian
- Aramaic
- Egyptian
- Persian (Farsi)
- Syriac
- Turkish
- Ugaritic

Language Certificate Program

The Language Certificate Program is available in Arabic, Chinese, Japanese, and Korean for all matriculated BYU students who are pursuing any BYU undergraduate degree. A student who meets the proficiency and course requirements may earn the Language Certificate. The proficiency requirement is met through the nationally recognized ACTFL Oral and Writing Proficiency Exams.

The Language Certificate Program is administered by the Center for Language Studies (3086 JFSB). For more information and course requirements, visit http://languagecertificate.byu.edu.

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Asian Studies Program

IAS Asian Studies Program

Department Information

📍 273 HRCB
☎ 801-422-3548
✉ kennedy@byu.edu
🌐 http://kennedy.byu.edu/

Advisement Center

📍
☎
✉
🌐

Programs

- Asian Studies (Minor)
- Asian Studies: China Studies (BA)
- Asian Studies: Japan Studies (BA)
- Asian Studies: Korea Studies (BA)

Subject Areas

- ASIAN

The Discipline

The Asian Studies major is an interdisciplinary program designed to prepare students for careers and advanced study in the specialized field of Asia not provided by a major in one department. In the program, students acquire working competence in Chinese, Japanese, Korean, or another approved Asian language; a broad knowledge of Asian civilization; and a specialized knowledge in a more narrowly defined emphasis: China Studies, Japan Studies, or Korea Studies. Minors are offered in a China track, Japan track, Korea track, or Pan Asia track.

Career Opportunities

The Asian Studies major is useful to those contemplating careers in academic areas, private industry, or government service. A strong background in Asian Studies will prepare students for advanced training in business, law, and international affairs.

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Bachelor of General Studies

Bachelor of General Studies Program (BGS)

Department Information

315 HCEB
801-422-4351, toll free 1-888-298-3137
bgs@byu.edu
http://bgs.byu.edu

Advisement Center

Programs

- General Studies: American Studies (BGS)
- General Studies: English (BGS)
- General Studies: Family Life (BGS)
- General Studies: History (BGS)
- General Studies: Management (BGS)
- General Studies: Psychology (BGS)

Brigham Young University's Bachelor of General Studies (BGS) Program offers former BYU students who are no longer able to attend BYU and have been away from the university for some time an opportunity to complete their bachelor's degree from home. Applicants must have already completed 30 credit hours (exam credit excluded) at the BYU campus in Provo as an admitted day student and must abide by the Church Educational System Honor Code and receive an annual ecclesiastical endorsement. This program is not available to current BYU students.

Admission to Degree Program

Prospective students must complete an admissions application to the Bachelor of General Studies Office and pay a fee of $35. The BGS program is open to former students who meet all of the following criteria:

- Have completed a minimum of 30 semester hours of BYU on-campus credit in Provo as an admitted day student (exam credit excluded).
- Have not completed any courses as a BYU day continuing student in the last two years or have already completed a minimum of 90 credits (exam credits excluded).
- Have never completed a bachelor's or higher degree.
- Are in good standing (academic, financial, etc.) at all universities attended.
- Have a 2.0 or higher BYU and cumulative GPA. (If any academic disciplinary action—warning, probation, suspension or dismissal—has been taken against you, contact the BGS Office

before proceeding with the application process.)

- Will abide by the Church Educational System Honor Code and receive an annual ecclesiastical endorsement.
- Have been approved by the BGS admissions committee.
- Have successfully completed the StDev 100 course (1-credit-hour Independent Study course taken **after provisional acceptance into program)**.

The Discipline

The bachelor of general studies degree is designed to help former BYU students utilize their previously earned credit as much as possible. The BGS uses the same BYU curriculum offered on campus and requires the same general education, religious education, and campus residency as on-campus degrees. Up to 90 of the required 120 credit hours may be earned through Independent Study. The major is general studies, with an emphasis in one of six areas of study. The emphasis adds a measure of specialization and can be completed in one of the following areas: American studies, English, family life, history, management, or psychology. The history emphasis offers both history and family history tracks.

Students may earn only one emphasis and do not have the option of creating custom-made areas of study. However, within the number of general electives available, students can utilize credit previously earned in a former major or choose to take courses in a particular concentration.

The BGS is a fully accredited bachelor's degree from Brigham Young University. Students pursue this program for a variety of reasons. Some desire a sense of accomplishment—to complete a degree they began years ago. Others are looking for career advancement or to eventually pursue a postgraduate degree.

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Biology

Department of Biology

Department Information

4101 LSB
☎ 801-422-4972
biosecretary@byu.edu
http://biology.byu.edu/

Advisement Center

2060 LSB
☎ 801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Programs

- Biodiversity & Conservation (BS)
- Bioinformatics (BS)
- Biological Science Education (BS)
- Biology (BS)

Subject Areas

- BIO

Admission to Degree Programs

All majors within this department are open enrollment programs.

The Discipline

The Department of Biology focuses on training students in the genetic, organismal, population, community and ecosystem perspectives of the biological sciences. Fields include bioinformatics, biology education, botany and mycology, ecology, evolution, systematics, genetics, genomics, human health, veterinary science and zoology.

Career Opportunities

Biology entails rigorous, broad training and synthetic reasoning, which prepare students for careers in a wide variety of professional fields ranging from technical work in research laboratories to field technicians for environmental research companies or government agencies. Majors may develop their interest in such diverse areas as environmental biology, evolutionary biology, aquatic biology, molecular biology, plant biology, or systematics. Students satisfy the requirements for graduate studies in the biological sciences or professional schools.

Students in the Biology major receive the broadest and most flexible education. Students in this major frequently progress to MS and PhD programs in many biological fields, as well as professional schools.

The Bioinformatics major is for students with interests in both the computer and the biological sciences. The degree merges these interests in the areas of bioinformatics and computational biology, giving students the skills for graduate or professional (medical, dental, law) schools or immediate employment opportunities after completing the undergraduate program, especially with biotechnology companies.

The Biological Science Education major provides a solid foundation in courses that meet the National Science Teachers Association certification requirements for secondary education biology teaching. The program also prepares students for continuing their education in graduate school.

The Conservation Biology major is designed to provide students with a broad scientific background in preparation for a career or graduate study in conservation fields, but with a specific focus on biodiversity science. Graduates will acquire knowledge of the issues and problems of sustainable resource usage, conservation of endangered biota, long-term preservation of biodiversity, ecosystem services and ecological economics, and management and conservation of ecosystems.

Pre-veterinary medicine students interested in veterinary medicine are encouraged to incorporate required pre-veterinary curriculum into an academic program of their choosing. See the description of the biology major for additional information.

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Business Programs

MSB Business Programs

Department Information

730 TNRB
☎ 801-422-4816
marriottschool@byu.edu
http://marriottschool.byu.edu

Advisement Center

460 TNRB
☎ 801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

- Global Business and Literacy (Minor)
- Management (Minor)
- Nonprofit Management (Minor)

Subject Areas

- EMBA

Admission to Degree Program

Most of the degree programs in the Marriott School of Management carry special enrollment limitations. Please see the advisement center for specific details.

The Discipline

Courses are designed to create opportunities for students to develop and apply their analytical and decision-making abilities. For this reason, the Marriott School programs make extensive use of faculty expertise, case studies, student projects, and internships.

Career Opportunities

Specific job descriptions are many and varied. Some examples are banker, consultant, financial analyst, credit analyst, real estate developer, financial planner, human resource specialist, employee benefit specialist, personnel officer, business systems consultant/analyst, sales representative, account executive, research specialist, marketing analyst, management trainee, buyer, merchandiser, production manager, technical sales person, inventory manager, logistics manager, materials supervisor.

Application Information

This is a limited-enrollment program requiring departmental admissions approval. Please see the college advisement center for information regarding requirements for admission to this major.

Students are encouraged to apply to the Marriott School of Management at the end of their sophomore year, as soon as they have completed the prerequisite courses.

Because of limited enrollments in management programs, the competition for acceptance is keen. Those choosing to enter these majors should decide early, plan their schedules carefully, be aware of all the requirements, and stay informed about any changes by checking often with the Marriott School of Management Advisement Center.

Students interested in management as a major must make application for the management major. A separate application to the School of Accountancy, Finance Department, or Information Systems Department is necessary for those seeking an accounting, finance, or information systems major. Students not accepted into the program should work closely with advisement personnel to select a new major outside the Marriott School.

To be eligible for admission, cumulative GPA must be at least 3.0 in the prerequisite courses, with no more than one repeat for each class.

Not every student meeting the minimum requirements is guaranteed acceptance into the undergraduate program.

To see application information, see the college advisement center.

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BYU Conference Center

BYU Conference Center

Department Information

📍 2255 CONF
☎ 801-422-7700
✉
🌐 http://conferencecenter.ce.byu.edu/

Advisement Center

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☎
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🌐

The BYU Conference Center is located east of the Marriott Center and adjacent to the Harman Continuing Education Building. The primary host facility for conference guests on campus, it is especially equipped to provide a favorable learning environment for guests participating in conferences, workshops, training seminars, and other educational programs. University units may sponsor or cosponsor conference center events. When certain qualifications are met, off-campus professional, government, corporate, civic, religious, family, or community organizations may also schedule events. The center is not available to promote a product or service or for other entrepreneurial efforts.

Those interested in scheduling the center are invited to contact the BYU Conference Center.

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BYU Salt Lake Center

BYU Salt Lake Center

Department Information

📍 345 West North Temple Street,
3 Triad Center, Suite 300,
Salt Lake City, UT 84180-1203
☎ 801-933-9400
✉
🌐 http://slc.byu.edu

Advisement Center

📍
☎
✉
🌐

The BYU Salt Lake Center, a department within the Division of Continuing Education, extends the Provo campus into the Salt Lake Valley and surrounding areas in offering 150 undergraduate university courses each semester. Most courses are conveniently held during the afternoon and evening hours to accommodate the schedules of 1,200 full- and part-time students who attend each semester. Students register for BYU Salt Lake Center classes using the university's online registration system.

Students not admitted to Brigham Young University are welcome to take classes at the BYU Salt Lake Center if they have earned a high school diploma (or passed the GED), are willing to abide by the Church Educational System Honor Code and the BYU Dress and Grooming Standards, receive an ecclesiastical endorsement, and are cleared for enrollment at the center.

Students formally admitted to BYU's Bachelor of General Studies (BGS) program may complete university core (religion and general education) and required emphasis courses at the Salt Lake Center without further clearance. For admission and program details see the Bachelor of General Studies section in this catalog.

The EMPA (Executive Master of Public Administration), and EMBA (Executive Master of Business Administration) programs are also offered at the center, enabling students to pursue graduate degrees by continuing to work during the day. For admission and program details see the Graduate Catalog.

Class schedules for each semester or term are listed in the BYU class schedule, at http://slc.byu.edu, and in the university's online registration system.

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Chemical Engineering

Department of Chemical Engineering

Department Information

350 CB
801-422-2586
chemesec@byu.edu
http://chemicalengineering.byu.edu/

Advisement Center

242 CB
801-422-4325
engineering_advisement@byu.edu
https://www.et.byu.edu/Advisement

Programs

Chemical Engineering (BS)

Subject Areas

CH EN

The Discipline

Chemical engineering is the application of chemistry, biology, physics, mathematics, computer skills, and economics to designing, developing, and implementing chemical processes that convert raw materials into more useful, valuable products. Engineering skills are required for design, testing, scale-up, operation, control, and optimization. Applications range in size from the molecular level to large chemical production facilities with objectives ranging from economic performance to protection of the environment and the safety of workers and consumers. Chemical engineers are engaged in developing and producing a diverse range of products from raw materials to commodity and specialty chemicals. These products include high-performance materials needed for aerospace, automotive, biomedical, electronic, environmental, and military applications. Chemical engineers work in a variety of industries, including chemical manufacturing, energy, biotechnology, electronics, food, clothing, paper, health care, and business services.

Educational Objectives

The Chemical Engineering Department's educational objectives apply to graduates in the years following their graduation. These graduates will:

1. Remain committed to and exhibit lives of faith in Jesus Christ and service to family and community (including church).
2. Exemplify a dedication to life-long learning beyond their degree, including staying abreast and informed of contemporary and global issues, to develop professionally and grow

intellectually.

3. Be effective and innovative in developing and implementing solutions to open-ended problems (technical and/or non-technical), and thereby contribute to the improvement of society. In doing this, graduates will draw on the foundation of a broad university education and of excellent preparation in mathematics, science, and engineering.
4. Exemplify sound ethics, be professionally responsible, interact effectively with others, appreciate their contributions, and contribute to their growth and development.

These objectives will be achieved through the development of the following attributes in students graduating from the program:

1. A knowledge of the requirements of the chemical engineering major, familiarity with professional opportunities, and a knowledge of contemporary issues.
2. An ability to apply knowledge of fundamental principles of mathematics and science.
3. An ability to apply knowledge of chemical engineering fundamentals.
4. Practical experience with chemical process equipment, chemical handling, chemical analysis, and process instrumentation, including the ability to design and conduct experiments, as well as to analyze and interpret data.
5. An ability to use modern engineering tools necessary for engineering practice.
6. An ability to define and solve engineering problems, including the utilization of creative and innovative skills.
7. An understanding of the impact of engineering solutions in a global, economic, environmental, and societal context.
8. An ability to communicate ideas effectively in both oral and written form.
9. An ability to work effectively with others from diverse backgrounds to accomplish common goals.
10. An ability to apply chemical engineering fundamentals to design process units and systems of process units including multiple operations, within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
11. An appreciation for and a commitment to ethical, professional, and personal responsibilities.
12. An appreciation for and a commitment to the continuing pursuit of excellence and the full realization of human potential in self and others.

Career Opportunities

The combination of knowledge about process engineering, math, and chemistry obtained in the chemical engineering curriculum is a versatile preparation that opens a wide variety of opportunities to graduates. This versatility is one reason why chemical engineers have traditionally been among the highest paid professionals in the engineering and science disciplines.

Chemical engineers make a significant difference in the quality of life. Some develop clean, new energy sources to power society. Some develop and produce fertilizers and other agricultural chemicals to feed mankind. Virtually all pharmaceuticals are produced by chemical engineers to enhance the life of millions. Others study and produce biomedical devices and artificial organs. Still others are involved in development and production of new materials for use in new high-tech products.

Chemical engineers produce chemicals ranging in use from cleaning products to medicines and from man-made fibers for clothing and textiles to plastics for construction and consumer goods. Another large employer of chemical engineers is the semiconductor industry. In work that involves significant knowledge of chemistry and related processes, chemical engineers assist in the design and manufacture of semiconductor chips and circuit boards. The petroleum industry also employs chemical engineers, requiring their expertise for the discovery, production, and refining of petro-chemicals, including fuels, chemicals, and oils.

Many chemical engineers are employed in environmentally related positions, working on ways to improve air and water quality, to reduce acid rain and smog, and to recycle and reduce waste. Additionally, chemical engineers are employed by universities as teachers and researchers and by government agencies to provide answers for energy, environmental, and defense concerns. Chemical engineers also train to work in the medical, business, and legal professions.

Though chemical engineering career opportunities are diverse, job functions can be categorized more easily. Chemical engineers are usually involved in research, design, development, production, technical sales, or management.

In research, they develop new ideas, new products, and new ways to produce existing products more economically and with less environmental impact.

In design, they create the processes that convert raw materials into finished products with emphasis on efficiency, safety, consumer needs, and environmental protection.

The development engineer improves existing processes and technology to better meet changing needs.

Production engineering involves supervision, quality control, and testing of production processes and operations.

Management and technical sales involve decision making with regard to consumer needs and technical capabilities.

Chemical engineers are creative problem solvers. Their careers are rewarding not only from an intellectual and financial view, but also from a personal perspective. Affecting the lives of millions, their solutions provide a better lifestyle for mankind.

General Information

The Chemical Engineering Department offers a professional program leading to the bachelor of science degree.

Any student who is admitted to the university may choose this program as a possible major. All students are urged to declare their intention to major in the department upon first entry to the university or as soon thereafter as possible by contacting the college advisement center (242 CB). The Chemical Engineering Department requires the student to meet with their department advisor upon completion of Ch En 273 and Math 302 or equivalent.

Transfer Students. Provisions have been made so that a qualified student transferring from a junior college or from another university, college, or department, who has completed the equivalent of the first two years of the academic program, can complete the BS degree requirements in another two years. Contact the department at the earliest date possible so that any variations can be accommodated with minimum loss of time.

Integrated Master's Program. At the end of the sophomore year or during the junior year, qualified students desiring a master's degree in chemical engineering may elect to enter the integrated master's program. The purpose of this program is to afford greater flexibility in scheduling course work than is normally available through the traditional BS degree followed by MS degree program. In this program students may work toward both the bachelor's and master's degrees simultaneously, either receiving the BS degree before or at the same time as the MS degree. At the end of the sophomore year students must have a cumulative GPA of 3.5 or more. All credit to be counted toward the master's degree must carry a cumulative GPA of 3.0 or better.

Before completing the final 30 hours of undergraduate course work, students should submit a formal application for admission to the Office of Graduate Studies. Additional details may be obtained from the college advisement center.

Professional Registration. The Chemical Engineering Department encourages graduates to become registered professional engineers. General qualifications for becoming registered are explained in the Ira A. Fulton College of Engineering and Technology section of this catalog. Some states require this status for consulting and practice in the private sector. Successful completion of the basic chemical engineering program outline prepares graduates to pass the Fundamentals of Engineering (FE) examination. Students who wish to become registered as professional engineers are also advised to talk to their advisor about developing their own professional engineering option, which may include additional FE preparation courses.

Professional Program Admission Policy. Admission to the professional program is available to all students in good academic standing with the university who have (a) passed the prerequisite courses for the first-semester professional courses, namely Ch En 273 and Math 302, and (b) submitted to the department an Application for the Chemical Engineering Professional Program.

The Application for the Chemical Engineering Professional Program requires the student to meet with their department advisor for direction and counseling with regard to performance in the preprofessional program courses and successful completion of the professional program.

Academic Standards Policy. To help students 1) identify if chemical engineering is a good academic fit, 2) successfully complete the chemical engineering program, and 3) become technically competent engineers capable of performing professional duties in the field, the department has set the **academic standards** enumerated below. For this policy, *major courses* are defined as those used to fulfill the Program Requirements listed for a BS in Chemical Engineering in the Undergraduate Catalog and are found under subheadings *preprofessional*, *professional*, *supporting*, and *technical electives*. Since all grades earned for a course (original and retakes) are retained in university records and GPA calculations, only the most recent grades for retaken courses are considered for purposes of this policy. Also, this policy only applies to those courses used to fulfill graduation requirements.

1. To ensure proper preparation for and successful completion of the chemical engineering program, students must meet the following criteria to register for any upper-division professional courses (i.e. Ch En courses 300 level and above),
    - Have no more than 4 total hours of less than C- credit in any *preprofessional* or *supporting* course(s) satisfying program requirements, only 3 of which can be from chemical engineering courses.
    - Pass Ch En 273 with a C- or above.
2. To help correct technical weaknesses as soon as they are identified, a student who accumulates grades below C- in excess of 6 hours in any course(s) satisfying major requirements (*preprofessional*, *professional*, *supporting*, and *technical electives*) may not take further chemical engineering courses until the unacceptable credits have been reduced to 6 hours or less.
3. To demonstrate that graduates from the chemical engineering department are technically competent to perform professional duties in the field, a student may not graduate with more than 4 total hours below C- in any course(s) satisfying major requirements (*preprofessional*, *professional*, *supporting*, and *technical electives*), only 3 of which can be from chemical engineering.

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Chemistry and Biochemistry

Department of Chemistry and Biochemistry

Department Information

📍 C-104 BNSN
☎ 801-422-6269
✉ suemort@chem.byu.edu
🌐 http://www.chem.byu.edu/

Advisement Center

📍 N-181 ESC
☎ 801-422-2674
✉ cpmsadvisement@byu.edu
🌐 http://cpms.byu.edu/advisement-center/

Programs

- Biochemistry (BS)
- Chemistry (BA)
- Chemistry (BS)
- Chemistry (Minor)
- Chemistry Education (BS)
- Chemistry Education (Minor)

Subject Areas

- CHEM

Admission to Degree Program

All degree programs in the Department of Chemistry and Biochemistry are open enrollment. However, special limitations apply for chemistry education majors.

The Discipline

Chemists and biochemists study the fundamental processes that govern the natural world, including atomic structure and how atoms interact to form molecules and materials. They study the mechanisms of chemical processes, including those that underpin living systems such as the transfer of information from DNA to RNA to proteins. They work to develop simplifying models (theories) that permit the correlation and explanation of observations about the behavior of matter. Chemical principles are fundamental to the understanding of subjects ranging from the molecular biology of life to the structure of rocks and minerals. Chemistry and biochemistry provide an essential foundation for the medical sciences, engineering (especially chemical engineering), electronics, energy, environmental sciences, materials science, pharmacy, and virtually all manufacturing processes.

Chemistry and biochemistry are active branches of science that are vital to human existence. Inasmuch as the field embraces all aspects of the material world, it is subdivided into five areas of interest. Examples of these diverse areas include the regulation of protein synthesis, cellular signal transduction at the molecular level and proteometrics (biochemistry), design and synthesis of medicinal compounds (organic chemistry), design and synthesis of new molecular structures and materials (inorganic chemistry), spectroscopic study of energy transfer and molecular structures (physical chemistry), and analysis of medicinal compounds, biological materials, and contaminants or trace elements found in the environment (analytical chemistry).

Chemistry and biochemistry involve far more than test tubes and beakers. They include sophisticated methodologies such as recombinant DNA technology, working with a variety of instruments such as mass spectrometers, calorimeters, chromatographs, ultracentrifuges, lasers, X-ray diffractometers, electron microscopes and nuclear magnetic resonance spectrometers, all of which are used by undergraduate chemistry and biochemistry students at BYU. Computers also play an important role in these disciplines, with applications varying from simulation of molecules to the collection and analysis of data. The chemistry and biochemistry curricula are both rigorous and intellectually rewarding.

Career Opportunities

Graduates in chemistry and biochemistry obtain positions in education and many different industries, performing analysis, synthesis, characterization, observation, and modeling. Those who work hard, are creative, and have intellectual curiosity are in particular demand. The discipline also provides an excellent preprofessional course of study for those interested in medicine, dentistry, law, and business.

General Information

Required High School Preparation

1. It is recommended that a student complete the following courses in high school:
    - 3 units of English.
    - 2 units of physical science, chemistry, and physics.
    - 4 units of mathematics, consisting of 2.5 units of algebra, 1 unit of geometry, and 0.5 unit of trigonometry. This should qualify students to begin college mathematics with Math 112, analytic geometry and calculus.

      Because mathematics provides the foundation for all work in the physical and mathematical sciences, particular attention should be paid to high school preparation in this subject.

      To decide which mathematics course should be taken first, contact the Mathematics Department, 292 TMCB, and request a mathematics placement test.
2. All students, especially freshmen and those transferring, should contact the department

between March and August each year for advisement about efficient course scheduling and opportunities for student employment.

Scholarships

Kenneth W. Brighton, H. Tracy Hall, Ida Tanner Hamblin, Boyd A. Waite, Byron J. Wilson, Hiram and Permelia Dayton, and other scholarships are available to qualified chemistry majors at the sophomore level and above.

Church History and Doctrine

Department of Church History and Doctrine

Department Information	**Advisement Center**
📍 375B JSB	📍
☎ 801-422-3691	☎
✉	✉
🌐 https://religion.byu.edu	🌐

Subject Areas

REL C

Message from the Chair

The Department of Church History and Doctrine seeks to assist students and other Latter-day Saints in their quest for eternal life by teaching and researching the restored gospel of Jesus Christ. While their primary purpose is to teach and mentor students in a classroom setting in ways that are both intellectually enlarging and spiritually strengthening, faculty members also produce scholarship for the larger academic and LDS communities. The department encourages teaching and scholarship that conform to the highest academic standards, and that lead to thoughtful, meaningful discussions of the church’s history, faith, and people.

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Civic Engagement Program

FHSS Civic Engagement Program

Department Information

359 SWKT
801-422-9755
civicengagement@byu.edu
https://civicengagement.byu.edu

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

Civic Engagement Leadership (Minor)

Subject Areas

FHSS

Mission

The mission of the Office of Civic Engagement Leadership is to provide students and faculty with the appropriate skills and meaningful opportunities to become engaged in their respective communities. We seek to promote civic service and to encourage everyone to find ways to solve the problems around them.

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Civil and Environmental Engineering

Department of Civil and Environmental Engineering

Department Information	**Advisement Center**
📍 368 CB	📍 242 CB
☎ 801-422-2811	☎ 801-422-4325
✉ civil@byu.edu	✉ engineering_advisement@byu.edu
🌐 http://ceen.et.byu.edu/	🌐 https://www.et.byu.edu/Advisement

Programs

Civil Engineering (BS)

Subject Areas

CE EN

Admission to Degree Program

The degree program in the Department of Civil and Environmental Engineering is open enrollment.

The Discipline

The BYU Department of Civil and Environmental Engineering prepares students for professional involvement in structural, water resources, environmental, geotechnical (soils), and transportation engineering.

Structural engineers analyze and design buildings, bridges, and other structures. The engineer applies principles of physics, mathematics, and engineering to develop efficient yet safe designs. Sophisticated computer models are used in these analyses. Materials used by structural engineers include steel, aluminum, concrete, masonry, wood, and composites.

Water resource and environmental engineers design pipeline systems, water treatment plants, dams, flood control structures, waste disposal sites, and environmental restoration projects. Computer modeling and analyses are used in design and to forecast storm runoff, flooding, and movement of contaminants in surface and subsurface waters. Environmental engineers evaluate and reduce pollutants from natural, human, agricultural, and industrial sources to preserve the beauty and quality of air, land, and water.

Geotechnical engineers design structures composed of or located within earth materials, including foundations for buildings and bridges, retaining walls, earth dams, highway embankments, tunnels, and liners for landfills. Field and laboratory tests on soil and rock, along with empirical and computer models, are used to assure safety and economy in design.

Traffic and transportation engineers apply scientific principles to the planning, design, construction, operation, and management of transportation systems, including highways, airports, and mass transit facilities. Transportation engineers are responsible for the safe, rapid, comfortable, convenient, economical, and environmentally compatible movement of people and goods. Computer models and simulations are frequently used by traffic engineers for geometric design and for planning, operating, and managing transportation networks, including intermodal systems.

Department Mission Statement

The mission of the Department of Civil and Environmental Engineering is to produce graduates who possess technical competence in their chosen specialty area of civil engineering, integrity, and a commitment to the principles of the gospel of Jesus Christ, that will prepare them to serve and contribute as innovators, professional engineers, and leaders in the global community.

Program Educational Objectives

The undergraduate program in civil engineering has the following educational objectives:

1. Develop innovative engineers who competently apply recognized technical methods to meet human needs for water, shelter, and transportation.
2. Develop leaders with global awareness who hold paramount the safety, health, and welfare of the public while sustaining and protecting the environment.
3. Develop citizens with moral character and commitment to the gospel of Jesus Christ who provide life-long service to the public, church, and professional community.

Expected Learning Outcomes

These objectives are intended to develop the following outcomes in students graduating from the civil engineering program:

1. An ability to apply knowledge of mathematics, science and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret the data.
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. An ability to function on multidisciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and an ability to engage in, life-long learning.

10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Career Opportunities

Civil engineers are employed in industry, private consulting, and government. Industries employing many civil and environmental engineers include construction, transportation, aerospace, petroleum, and mining. Many civil engineers enter private consulting practices, and many eventually establish their own firms. The yellow-page directories for major cities generally list many civil, structural, environmental, geotechnical, and transportation engineering firms.

Civil engineers are also employed by national, state, and local governments. Most cities and counties have engineering departments staffed largely by civil engineers. Departments of transportation, environmental protection agencies, the Army Corps of Engineers, and the Bureau of Reclamation hire many civil engineers.

Civil engineering may be used as a preprofessional program for careers in architecture, law, and business.

Because civil engineers design structures that affect public health and safety, licensure as a Professional Engineer is required for most positions. A necessary prerequisite for licensure is graduation from an accredited engineering program. The civil engineering program is fully accredited by the Accreditation Board for Engineering and Technology (ABET).

General Information

Students are strongly encouraged to consult with the department regarding their course scheduling.

Qualified students from junior colleges with adequate preengineering programs can normally complete the BS degree in two additional years. Students who transfer into the department from other universities or from other departments at BYU will be placed in the civil engineering program according to an evaluation of completed work. Prospective transfer students should contact the department as soon as possible so that any variations can be accommodated with a minimum loss of time.

No more than 9 credit hours of grades below C- in major courses may be applied toward graduation.

Professional Engineer Registration

The Department of Civil and Environmental Engineering encourages graduates to become registered Professional Engineers. General qualifications for becoming registered are explained in the Ira A. Fulton College of Engineering and Technology section of this catalog. This status is vital to engineering practice in the public sector and to much consulting work. The civil engineering program prepares graduates to successfully complete the Fundamentals of Engineering (FE) examination, an important step in becoming registered. Students who wish to strengthen their preparation for the FE exam should select the required engineering courses with this need in mind.

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Communication Disorders

Department of Communication Disorders

Department Information

140 TLRB
☎ 801-422-4318
✉ comdsec@byu.edu
http://education.byu.edu/comd

Advisement Center

350 MCKB
☎ 801-422-3426
✉
http://education.byu.edu/advisement

Programs

Communication Disorders (BS)

Subject Areas

COMD

Admission to Degree Program

This is a limited-enrollment program requiring departmental approval for admission. Please see the information below regarding requirements for admission to this major. Additional information is available on the department's website: http://education.byu.edu/comd.

The Discipline

The discipline of communication disorders contains two related fields, speech-language pathology and audiology. The field of speech-language pathology is focused on helping individuals develop their communication abilities or regain lost communication skills through rehabilitation services. The field serves persons with speech and language disorders such as stuttering, articulation problems, aphasia, voice disorders, language delay, and similar communication difficulties. Students develop a knowledge base about speech and language development, the anatomy and physiology of the speech mechanism, the neurology of perception and production of speech and language, the disorders that cause speech and language problems, and the intervention and remediation strategies for treating communication disorders. Professionals often work in public schools, hospitals, private or community clinics, or private practice.

Audiology is a profession that deals with the measurement of hearing and hearing impairment. Audiology includes the study of the nervous system and how we process auditory information, the testing and analysis of disorders of the auditory system, the use of hearing aids, cochlear implants, and other assistive listening devices to enhance hearing capabilities in individuals with hearing loss or other disorders of the auditory system. Professionals typically work with hearing aid manufacturers, in public schools, hospitals, private or community clinics, or in private practice.

Career Opportunities

This is a preprofessional program leading to a graduate degree that is required for entrance into the profession.

Program Acceptance Requirements

Students must be accepted into the Communication Disorders (ComD) major before they may take 300- or 400-level courses in the department. To apply, students must have completed the following three courses:

1. Stat 121
2. PDBio 220
3. ComD 133

Acceptance to the program is based on the grade point average (GPA) from these three courses. The minimum GPA required for admission to the program is determined by number of students admitted to the program (currently 100), and the minimum GPA will thus vary from year to year. Both the number of students admitted and the minimum GPA required for admission are subject to change. GPA data on previous years are available on the department website.

Only one repeat of each course is allowed for purposes of determining acceptance to the major. The application deadlines are April 15, August 15, or December 15. Application forms are available in the Education Advisement Center (350 MCKB), the ComD department office (136 TLRB), or on the department's web site at http://education.byu.edu/comd.

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Communications

School of Communications

Department Information

📍 360 BRMB
☎ 801-422-2997
✉ comms_secretary@byu.edu
🌐 https://cfac.byu.edu/comms

Advisement Center

📍 D-444 HFAC
☎ 801-422-3777
✉ cfacadvise@byu.edu
🌐 http://cfac.byu.edu/advise/

Programs

- Communications (Minor)
- Communications: Advertising (BA)
- Communications: News Media (BA)
- Communications: Public Relations (BA)

Subject Areas

- COMMS

The Discipline

The BYU School of Communications prepares students for careers in fields related to mass communication, such as advertising, journalism, and public relations. The school is nationally accredited by the Accrediting Council on Education in Journalism and Mass Communication. Grounded in a strong liberal arts foundation, this program provides a balance between scholarship and professional skills. This goal is accomplished by requiring core courses and electives that enhance critical thinking about the discipline, while providing courses in emphasis areas that afford additional skills for each profession. See emphasis descriptions for additional information about their discipline and career opportunities.

Educational Outcomes

The School of Communications exists to help students become professional and scholarly communicators whose messages contribute to a better society by benefiting the organizations for which they work and the audiences they reach.

1. Students will be able to communicate effectively with their audiences. In particular, students

will be able to:
    - Prepare mass communication messages in the appropriate style.
    - Apply appropriate technology to the creation and dissemination of messages.
    - Plan communication that serves audience needs.
    - Use appropriate research methods to answer relevant questions.
2. Students will act professionally in their practice. In particular, students will be able to:
    - Practice communication within legal boundaries.
    - Exhibit standards of professional behavior.
    - Demonstrate sensitivity to the ethical issues of their practice.
    - Be literate in the language of the media industries.
3. Students will be scholars of the mass communication process. In particular, students will be able to:
    - Apply relevant theory to communication practice.
    - Understand the factors that shape(d) their profession.
    - Value freedom of speech in the marketplace of ideas.
    - Think critically about the relationship between mass media and society.
4. Students will be able to apply Gospel-centered values as they contribute to society. In particular, students will be able to:
    - Demonstrate respect for diversity and agency in a global society.
    - Exercise moral reasoning when faced with ethical dilemmas.
    - Show a commitment to making a positive difference within their sphere of influence.
    - Critically evaluate media-related issues in light of the gospel of Jesus Christ.

Admission to Degree Program

The degree programs in the School of Communications have a school application process with specific enrollment limitations. Please see the college advisement center for details, telephone 1-801-422-3777, or online at http://comms.byu.edu/.

General Information

Working under faculty direction, students in the school plan advertising and public relations campaigns in the AdLab and Bradley Agency, and produce news reportage for KBYU-TV, the online Universe and the weekly Universe newspaper.

The School of Communications sponsors the International Media Studies Program, which seeks to broaden students' awareness of worldwide communications issues and practices. Not only do students have opportunity to study the media systems of other nations through classes and on-site experiences, but media practitioners of other nations are also brought to campus as lecturers and visiting experts.

The school encourages early admission. Students who enroll in Comms 101 and an introductory course and complete the English requirement can apply to the major as early as the second semester of their freshman year.

School Requirements

1. Each student must be formally accepted into a degree program. Contact the college advisement center for admission requirements or online at http://comms.byu.edu.
2. All students must take a campus writing course before applying for admission to the major. AP credit does not fulfill this requirement. The following writing course fulfills this requirement and satisfies the GE First-Year Writing requirement: Wrtg 150.
3. Complete a minimum of 72 hours in courses outside of the department, while meeting BYU's University Core requirements.
4. Every student is required to complete an internship. Although the school operates an internship office (280 BRMB) that serves as a clearinghouse for internship information, the responsibility for securing an internship rests with the student. Students may not embark on any required internship without prior approval from a faculty advisor, completing prerequisite courses with a C– or better, processing appropriate documents with the Internship Office, and being enrolled in Comms 496R.
5. Communications students are required to own or rent a computer. Before obtaining a computer, students should first consult the school website for specifications.
6. Communications students must learn the design software used in several of the upper-level courses prior to attending the course.

   The following software will be used in these courses:

   - Adobe Publishing — Comms 320, 330, 331, 388.
   - Web Publishing — Comms 485, 487.

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Comparative Arts and Letters

Department of Comparative Arts and Letters

Department Information

3008 JFSB
801-422-4448
hccl-pt@byu.edu
http://cal.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Art History & Curatorial Studies (BA)
- Art History & Curatorial Studies (Minor)
- Classical Studies: Classical Civilization (BA)
- Classical Studies: Classics (BA)
- Classical Studies: Greek Emphasis (BA)
- Classical Studies: Latin Emphasis (BA)
- Classical Studies (Greek option) (Minor)
- Classical Studies (Latin option) (Minor)
- Comparative Literature (BA)
- Interdisciplinary Humanities (BA)
- Interdisciplinary Humanities (Minor)
- Latin Teaching (BA)
- Latin Teaching (Minor)
- Scandinavian Studies (Minor)

Subject Areas

- CL CV

- CMLIT
- CLSCS
- DANSH
- GREEK
- IHUM
- LATIN
- ARTHC
- FINN
- NORWE
- SCAND
- ICLND
- SWED

Admission to Degree Program

All degree programs in the Department of Comparative Arts and Letters are open enrollment. However, special limitations apply for teaching majors.

General Information

The Department of Comparative Arts and Letters strongly recommends that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Language Certificate Program

The Language Certificate Program is available in Danish, Finnish, Norwegian, and Swedish for all matriculated BYU students who are pursuing any BYU undergraduate degree. A student who meets the proficiency and course requirements may earn the Language Certificate. The proficiency requirement is met through the nationally recognized ACTFL Oral and Writing Proficiency Exams.

The Language Certificate Program is administered by the Center for Language Studies (3086 JFSB). For more information and course requirements, visit http://languagecertificate.byu.edu.

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Computer Science

Department of Computer Science

Department Information

📍 3361 TMCB
☎ 801-422-3027
✉ csoffice@cs.byu.edu
🌐 https://cs.byu.edu/

Advisement Center

📍 N-181 ESC
☎ 801-422-2674
✉ cpmsadvisement@byu.edu
🌐 http://cpms.byu.edu/advisement-center/

Programs

- Computer Science (BS)
- Computer Science (Minor)
- Computer Science: Animation (BS)
- Computer Science: Bioinformatics (BS)
- Computer Science Teaching (Minor)

Subject Areas

- C S
- CSANM

Admission to Degree Program

The BS in Computer Science and the Bioinformatics Emphasis degree programs in the Department of Computer Science are open enrollment. The Animation Emphasis is limited enrollment and requires admission. For more information about the CS Animation Emphasis, visit cs.byu.edu/animation.

The Discipline

Computer science touches virtually every area of human endeavor. Software is responsible for everything from the control of kitchen appliances to sophisticated climate models used in predicting future environmental change. Students in computer science learn to approach complex problems in business, science, and entertainment using their strong background in mathematics, algorithms, and data structures.

The degree programs in the Computer Science Department prepare students to be confident software developers and technical problem solvers. The curriculum also trains students for research into new avenues where computers will have a significant impact.

The BS curriculum is accredited by the Computing Accreditation Commission of ABET.

Career Opportunities

Graduates pursue exciting opportunities in graphics, artificial intelligence, software engineering, database design, scientific programming, systems administration, and research at universities and national laboratories.

Students completing the animation emphasis will be prepared for technical positions at animation and game programming studios. Students will learn both the technical and artistic side of creating and implementing digital animations and games.

The Bioinformatics emphasis is designed for students who are interested in building software to assist in analyzing biological systems. Students will graduate with a significant background in biology coupled with the software development and analysis skills necessary to implement large bioinformatics applications.

Retake Policy

Students are allowed only 1 retake of any CS course. This includes all students who received any grade including students who withdraw (receive a "W" grade) from a course. If after 1 retake, a student needs to retake the course again, the student must wait 8 months before registering for any CS courses and must follow the petition process at https://cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline.

Animation Degree Program

The BFA in animation is an interdisciplinary degree offered by the College of Fine Arts and Communications through the cooperative involvement of the Department of Theatre and Media Arts, the Department of Design, and the College of Physical and Mathematical Sciences' Computer Science Department. Please see the Design section of this catalog for degree requirements, or go to the College of Fine Arts and Communications Advisement Center for more information about entrance requirements to this program.

General Information

Personnel in the College of Physical and Mathematical Sciences Advisement Center will advise regarding core courses and suggested general education. Questions regarding curriculum and career decisions should be directed to the undergraduate advisor in the Computer Science Department.

Note: All hours of credit applied toward a major in computer science must be of C– or better. Students may choose to graduate under later requirements by updating their date of entry into the major at the college advisement center.

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Conferences and Workshops

Conferences and Workshops

Department Information

📍 113 HCEB
☎ 801-422-3559
✉
🌐 http://conferences.byu.edu/

Advisement Center

📍
☎
✉
🌐

The Department of Conferences and Workshops assists the university's colleges, schools, and departments in developing and offering outreach programs. The department can help with both credit and noncredit programs, including conferences, workshops, symposia, continuing professional education courses, seminars, association meetings, test-prep courses, and youth camps. Programs can use either campus or off-campus facilities to extend university offerings to alumni, youth, the campus community, and other adults.

For a comprehensive listing of courses or for information on how we can help you plan a conference, visit our Web site at conferences.byu.edu.

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Counseling Psychology and Special Education

Department of Counseling Psychology and Special Education

Department Information

340 MCKB
801-422-3857
cpsesec@byu.edu
http://education.byu.edu/cpse

Advisement Center

350 MCKB
801-422-3426
http://education.byu.edu/advisement

Programs

- Special Education: Mild/Moderate Disabilities (BS)
- Special Education: Severe Disabilities (BS)

Subject Areas

- CPSE

Admission to Degree Program

Students must apply to the Counseling Psychology and Special Education Department for admission to the Special Education undergraduate degree. Information can be found online at education.byu.edu/cpse/bs and applicants can apply online at mylink.byu.edu. See additional information below.

General Information

Admission to BS Programs

Among other factors, the application review process involves consideration of the following:

- Earn a minimum 3.0 total high school or college GPA (whichever is most recent)
- Complete and pass a BCA/FBI fingerprint background check (Contact Education Advisement Center for instructions)
- Complete 20 hours of volunteer work
  - 10 hours each in a mild/moderate and severe disabilities setting as indicated in the Special Education Exploratory Experience Log and Summary Report
- Complete the Technology Skills Assessment (TSA)

- Meet the Educator Preparation Program (EPP) requirements
- Complete the following prerequisites with a C grade or above:
  - Mild/Moderate Disabilities Emphasis:
    - CPSE 403, CPSE 425, MthEd 305
  - Severe Disabilities Emphasis:
    - CPSE 403, CPSE 425, MthEd 305, PETE 461
- Successfully pass one of the following basic skills tests (minimum scores listed):
  - ACT
    - 21 Composite
    - 20 English
    - 19 Math
  - SAT
    - 1000 composite
    - 450 Verbal
    - 450 Math
  - Praxis Core
    - 156 Reading (subtest #5712)
    - 162 Writing (subtest #5722)
    - 150 Math (subtest #5732)

Additional Licensing Requirements

As well as state requirements, teacher candidates must complete the following before they can be recommended for graduation and Utah licensure:

- Pass the approved end of program Praxis test
- Forward test scores to BYU (Contact Education Advisement Center for instructions)
- Maintain fingerprint background clearance
- Pay Utah State Board of Education licensing fees

To confirm their graduation status, teacher candidates should contact Education Advisement Center.

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Dance

Department of Dance

Department Information

294 RB
801-422-5087
dance@byu.edu
http://cfac.byu.edu/dance

Advisement Center

D-444 HFAC
801-422-3777
cfacadvise@byu.edu
http://cfac.byu.edu/advise/

Programs

- Ballroom Dance (Minor)
- Contemporary Dance (Minor)
- Dance (BA)
- Dance (BFA)
- Dance Education K-12 (BA)
- World Dance (Minor)

Subject Areas

- DANCE

Mission

The Department of Dance prepares articulate artists in an intensive learning environment through performance, choreography, teaching, scholarship, and service that integrate body, mind, and spirit.

General Information

The BYU Department of Dance major programs have been accredited by the National Association of Schools of Dance (NASD) since 1989. The department includes four areas: Ballet, Ballroom Dance, Contemporary Dance, and World Dance. These areas work cooperatively to provide opportunities for all students at the university to develop their potential in dance. To this end, the department offers a wide variety of foundational courses.

Performing opportunities are provided both on and off campus with various groups that travel locally, nationally and internationally. Most dance technique and performance classes are not restricted to dance majors. Placement in technique and performance classes is determined by audition.

In addition to the wide variety of foundational courses and advanced technique and performance classes, intensive major course work includes studies in the dance sciences, dance history, and additional academic work that develops performance, choreography, teaching, scholarship and leadership skills in all types of dance. At Brigham Young University, dance celebrates the best in humankind and strives to enrich the lives of all who experience it.

Career Opportunities

Traditional career paths in the dance field include teaching, performance, and choreography. Teaching opportunities are available in a variety of venues, including but not limited to colleges and universities (for those with graduate degrees), K-12 public and private schools, community education and recreational programs, private studios, health and fitness facilities, preschool and day care centers, and rehabilitative facilities. Performing opportunities are available by audition with professional and regional companies and in theatrical, television, and film production. Opportunities to create choreographic work as either a guest or resident artist are also available in various venues, including but not limited to professional and regional companies, university dance programs, public and private schools, private studios, community programs, theatrical, television and film venues. Equally rewarding dance-related careers are also available in the areas of dance and arts administration, criticism, dance athletic training, dance therapy, history, research, notation, and reconstruction, and theater arts studies. A degree in dance also has many transferrable skills that relate to creativity, communication, collaboration and critical thinking (21st Century Skills).

Admission to Degree Program

The degree programs in the Department of Dance carry special enrollment limitations. Please see the college advisement center for specific details.

Departmental Requirements

1. Students wishing to enter the Dance BA must follow the Pre-BA guidelines for acceptance into the major.
2. Students wishing to enter the BFA or Dance Education degree programs must audition for acceptance into the major. Please see the Dance Department for dates and further details.
3. Dance technique courses (including Dance 243R and 244R) require a grade of at least B– for advancement to next level.
4. Majors must complete annual mandatory advisement.
5. Majors are counseled to maintain healthy lifestyle practices.

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Design

Department of Design

Department Information

E-509 HFAC
801-422-7321
e509frontdesk@byu.edu
http://designdept.byu.edu/

Advisement Center

D-444 HFAC
801-422-3777
cfacadvise@byu.edu
http://cfac.byu.edu/advise/

Programs

- Advertising Design (Minor)
- Animation (BFA)
- Design (Minor)
- Design: Graphic Design (BA)
- Design: Illustration (BA)
- Design: Photography (BA)
- Graphic Design (BFA)
- Illustration (BFA)
- Photography (BFA)

Subject Areas

- DESIL
- DES
- DESPH
- DESGD
- DESAN

Admission to Degree Program

Admission to the Department of Design is obtained by application after the successful completion of the prerequisite core and a portfolio review. Students have two opportunities to apply to their program of choice—April 1 and August 1. Please see General Information below for more details, or refer to designdept.byu.edu.

The Discipline

The Department of Design prepares visual communicators to serve in a broad range of creative disciplines including Animation, Graphic Design, Illustration, and Photography. Solving complex visual problems requires an understanding of design thinking, the aesthetics of visual communication, and an ability to communicate narratives across a wide array of mediums and technologies.

Career Opportunities

Graduates from the Department of Design are fully prepared for careers in the following disciplines—

Animation: Animation majors work in various disciplines that include feature animation studios, visual and special effect studios, entertainment, gaming, and scientific data visualization.

Graphic Design: Graphic Design majors work in a wide array of design-related disciplines including branding, product design, publishing, interaction design, web design, mobile app development, experience design, service design, motion graphics, and data visualization. Designers often work in traditional design studios, interactive agencies, advertising agencies, and corporate design positions as well as design entrepreneurs or freelancers.

Illustration: Illustration majors work in diverse publishing markets and genres including children's books, young adult fiction, genre fiction, graphic novels, ebooks, editorial, advertising, design, and corporate and institutional publications. Many illustrators work as concept designers, creating characters, environments, vehicles, and other digital artwork for entertainment productions. Other opportunities include licensed products, toys and collectibles, art galleries, festivals, conventions, online exhibitions, and private commissions. Illustrators often work in-house for production companies, in design studios, or on a freelance or project basis.

Photography: Photography majors work in many venues and genres, including portraiture, advertising, fashion, architectural photography, journalism, editorial publishing, stock photography, conservation and photographic finishing. Other opportunities are available in fine art, educational, medical, travel, and marketing photography. Photographers typically work in-house, on a contract basis, freelance, or as entrepreneurs in their own studio.

Design Education: BA or BFA candidates in Design may also become licensed as K-12 art and design educators through the Art Education licensure program in the Department of Art. There are many opportunities for teachers with a design background. The licensure program prepares students for these opportunities through a series of courses including student teaching.

Design Education Licensure

Licensure as a Design educator is available in conjunction with all Design BFA and BA majors.

Department Probationary Status

Students can be placed on probationary status for the following:

1. Inadequate academic performance.
2. Unprofessional attitude and lack of commitment.
3. BYU Honor Code violations.

General Information

Application Procedures

Animation, Graphic Design, Illustration, Photography. High school students wishing to be admitted to animation, graphic design, illustration or photography for Fall semester may apply for acceptance to the Department of Design before the talent awards deadline of January 15th. If accepted into the program, students are expected to enroll in the Freshman core during Fall semester and complete the core classes prior to taking sophomore Design Department courses. Open enrollment sections of the prerequisite courses are also available for current BYU students who wish to apply to the department.

Sophomore-Through-Senior BFA Degree Program Enrollment. Permission to enroll for sophomore-through-senior level BFA programs is granted through a portfolio review process conducted by faculty members from the respective area of study. Through work completed during the Freshman core, accepted students must demonstrate a high level of conceptual and aesthetic ability. Successful applicants are then invited to continue in the area of study and enroll in courses at the next academic level.

Transfer Students. Transfer students applying for admittance to the Department of Design are asked to submit an application and a portfolio on https://designdept.slideroom.com. Transfer applications for the Department of Design are reviewed year round by the program areas. Upon acceptance into the department and at the discretion of the area faculty, students are placed at the appropriate level of study. Transfer applications are contingent upon acceptance into BYU, a separate application process. Admission to the department does not guarantee admission to Brigham Young University. BYU deadlines are February 1st for Spring, Summer, and Fall enrollment, and October 1st for Winter enrollment.

Note: Students may apply to the BFA program no more than twice. Transfer students not accepted into BFA degree programs may elect to enroll in one of the Bachelor of Arts programs in design.

Talent Awards

All students are encouraged to apply for department Talent Awards by the January 15th deadline. Talent Award applications will open on November 15th. Apply at https://designdept.slideroom.com.

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Digital Humanities Program

Humanities Digital Humanities and Technology Program

Department Information

1163 JFSB
☎ 801-422-5360
✉
http://dight.byu.edu/

Advisement Center

1041 JFSB
☎ 801-422-3541
✉ liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Digital Humanities and Technology (Minor)
- Localization (Minor)

Subject Areas

- DIGHT

Admission to Program

The Digital Humanities and Technology minor degree program is open enrollment. All courses are open to all students who have met the prerequisite requirements.

The Discipline

The Digital Humanities extends the traditional Humanities in two ways. First, it employs traditional Humanities methods to examine and present new media—from movies and television to text messages and twitter feeds—alongside traditional Humanities content. Second, it uses new, technology-based approaches to re-examine and re-present traditional Humanities content.

At Brigham Young University, the Digital Humanities field is matched with application-based technology skills training. Along with the ability to use current technology, DigHT minors develop the ability to think soundly about using current technology. The program includes a capstone experience of either a mentored research and development project or a technology-based internship.

Career Opportunities

The Digital Humanities minor provides students of all disciplines with the narrative to describe how their university education is immediately applicable to the needs of employers. Additionally, the Digital Humanities is a current area of growth in academia, which increases demand for graduate students with technology skills.

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Economics

Department of Economics

Department Information

130 FOB
☎ 801-422-2859
economics@byu.edu
https://economics.byu.edu

Advisement Center

1041 JFSB
☎ 801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- Economics (BS)
- Economics (Minor)

Subject Areas

- ECON

Admission to Degree Program

All degree programs in the Department of Economics are open enrollment. However, special limitations apply for teaching majors.

The Discipline

Economics examines how societies choose to allocate scarce resources among competing uses. A broad range of contemporary policy issues are studied in fields such as natural resource and environmental economics, economic development and growth, international trade and finance, economic history, the organization of industries, the development and efficiency of law, business cycles, labor markets, and public and private finance.

Career Opportunities

Professional economists work in three basic areas: business, government, and academics. Undergraduates generally pursue training beyond their BS in economics if they wish to become professional economists.

Those in business forecast and analyze various aspects of the economy or of particular markets and most often work for brokerage firms, business or economic consulting firms, investment banks, insurance companies, or large manufacturing firms.

Those in government accumulate, interpret, and analyze national and international data in support of policy development and work for agencies such as the U.S. State Department, Treasury Department, Bureau of Labor Statistics, and Office of the Trade Representative; for state planning bodies and regulatory commissions; or for international bodies like the World Bank or IMF.

Academic economists teach and conduct research at colleges and universities. Entry into these positions requires training at least as far as the master's level; for the most part, the professional degree is the PhD.

Undergraduates who are not interested in post-undergraduate study in economics generally pursue one of three options: graduate training in a profession (e.g., the MBA, MPA, JD, or MD); employment with a business consulting, economic consulting, brokerage, or other specialized service provider that relies to a substantial degree on economic analysis; or employment with a government agency or entity that relies on economic analysis and data. In the latter two areas, undergraduates typically gather and analyze data and provide research support under the direction of professional staff economists. A BS in economics is also very good preparation for those interested in foreign service careers or work with organizations in economic development, international finance, or actuarial licensing. Many undergraduates pursue business careers, including those of finance, marketing, sales, and production.

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Educational Leadership and Foundations

Department of Educational Leadership and Foundations

Department Information

306 MCKB
801-422-4291
edlfsec@byu.edu
http://education.byu.edu/edlf

Advisement Center

350 MCKB
801-422-3426
http://education.byu.edu/advisement

Subject Areas

EDLF

Top

Electrical and Computer Engineering

Department of Electrical and Computer Engineering

Department Information	**Advisement Center**
459 CB	242 CB
801-422-4012	801-422-4325
ecen_secretary@byu.edu	engineering_advisement@byu.edu
http://www.ece.byu.edu/	https://www.et.byu.edu/Advisement

Programs

- Computer Engineering (BS)
- Electrical Engineering (BS)

Subject Areas

- EC EN

Admission to Degree Program

The degree programs in the Department of Electrical and Computer Engineering are open enrollment.

The Discipline

Electrical and Computer Engineering is one of the most exciting, diverse, and forward-looking disciplines offered at the university. Contemporary society is in the midst of an information revolution, created in large part from the fruits of electrical and computer engineering. Electrical and computer engineers have been primary contributors to the astonishing developments in communication, computer, and network technology. They have designed devices and systems that have a significant impact on manufacturing, medicine, transportation, and environmental monitoring. Smart phones, tablets, digital cameras, high definition television, solar power, microprocessors, lasers, unmanned air vehicles, medical imaging systems, and autonomous robotic systems are all examples of devices and systems designed by electrical and computer engineers. Innovations that flow out of electrical and computer engineering sustain the national economy and improve the quality of life for people throughout the world. In the future, society will look to electrical and computer engineers to address grand challenges ranging from sustainable and efficient energy to health care technologies and global communications networks.

The Department of Electrical and Computer Engineering at Brigham Young University offers accredited degrees in Electrical Engineering and Computer Engineering. Electrical Engineering focuses on microelectronics, electromagnetics, electronic circuits, wireless communications, signal processing, biomedical applications, photonics, and controls. Computer Engineering focuses on the design of digital computing devices and systems and involves hardware and software, operating systems, digital logic, real-time systems, and computer vision. Both programs combine fundamental principles with hands-on learning, including an innovative Junior Core experience that integrates classroom knowledge with project-based learning.

Career Opportunities

Electrical and computer engineers are among the most actively recruited students graduating from a four-year program. Baccalaureate engineers typically start their careers as members of project teams with one or more of the following responsibilities: designing digital, analog, or opto-electronic circuits; creating or testing application-specific software; testing components or systems; or providing technical support for sales. Later on, many engineers find themselves pursuing managerial careers, starting their own companies, or even managing entrepreneurial funds. Top graduates are also well received by medical schools, law schools, and professional and management programs.

The Electrical Engineering Baccalaureate program and the Computer Engineering Baccalaureate program are accredited by the Engineering Accreditation Commission of ABET, Inc., http://www.abet.org.

General Information

Students are strongly encouraged to seek advisement early in their studies to ensure effective course scheduling. Contact the college advisement center (264 CB) or the department (459 CB). Students should enroll in EC En 191 in their first year of study at BYU.

In both undergraduate degree programs offered in the department, students are required to pass prerequisite courses in the major with a grade of C– or better before taking follow-on courses.

Professional Registration. The Electrical and Computer Engineering Department provides the option for graduates to become registered professional engineers. General qualifications for becoming registered are explained in the Ira A. Fulton College of Engineering and Technology section of this catalog. This status is vital to engineering practice in the public sector and to much consulting work. The basic electrical and computer engineering program outlined in this department prepares graduates to successfully complete the Fundamentals of Engineering (FE) examination. Students who wish to become registered as professional engineers are advised to discuss this matter with an advisor from the department soon after admission to the professional program.

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English

Department of English

Department Information

4198 JFSB
801-422-4938
english@byu.edu
http://english.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Creative Writing (Minor)
- English (BA)
- English (Minor)
- English Teaching (BA)
- English Teaching (Minor)
- Professional Writing and Rhetoric (Minor)

Subject Areas

- ENGL
- WRTG

Admission to Degree Program

All degree programs in the Department of English are open enrollment. However, special enrollment limitations apply for English teaching majors.

The Discipline

The English major provides a detailed knowledge of the English language and of literature written in English. English majors approach language and literature as a source of knowledge and aesthetic pleasure, a mode of encountering and evaluating diverse minds and attitudes, a vehicle for art and action, a means of historical understanding, and a source of spiritual insight. English majors use writing as their primary means (1) of knowing, understanding, and evaluating their experience and their reading and (2) of sharing their insight with others. In keeping with the long-standing ideals of a liberal arts education, the English Department aims to cultivate in its students those foundational skills in writing, awareness, and judgment upon which lives of wisdom, service, and an ever-increasing love for learning might be built.

Career Opportunities

With a firm grounding in the liberal arts, English majors are prepared for any career that requires perceptive reading, orderly and clear thinking, intellectual maturity, and effective writing. Many career opportunities for English majors exist in teaching, professional writing and editing, law, business, communications, or government service. English majors can certify to teach secondary-school English, or they can prepare for graduate study in English and college teaching. When combined with prerequisite courses in other departments, the English major provides excellent preparation for graduate work in law, business, library science, medicine, humanities, or religion. By selecting areas of concentration, some English majors prepare for careers in technical and professional communication, editing, creative writing, and related fields. By supplementing their English major with computer classes, some find work in information technology. The skills and knowledge acquired by an English major also provide good preparation for government service, especially when combined with the study of foreign languages, economics, political science, and history.

General Information

The Department of English strongly recommends that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

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Especially for Youth Programs

Especially for Youth Programs - EFY

Department Information	**Advisement Center**
206 HCEB	
☎ 801-422-3817	☎
✉	✉
http://efy.byu.edu/	

Especially for Youth programs are offered by this department, both on the BYU campus and at a number of locations nationwide. Each year we serve more than 35,000 participants who come from virtually every state and province in the United States and Canada and from several foreign countries.

We also offer over 50 Adult Religion Classes, which feature an LDS Institute curriculum for approximately 6,000 adult participants throughout Utah.

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European Studies Program

IAS European Studies Program

Department Information

273 HRCB
801-422-3548
kennedy@byu.edu
http://kennedy.byu.edu/

Advisement Center

Programs

European Studies (BA)

European Studies (Minor)

Subject Areas

EUROP

The Discipline

European Studies is an interdisciplinary field that focuses on Europe's rich cultural history and its ongoing contributions to the modern world. Scholars in the field come from across the university, researching everything from medieval art and literature to twenty-first-century politics and economics. European Studies majors primarily take courses in the humanities and social sciences, developing strong foreign language skills and a deep understanding of European history, culture, and current affairs.

Career Opportunities

A bachelor's degree in European Studies can lead to a wide range of fulfilling careers. Recent graduates from BYU's program have found employment in areas such as diplomacy, business, and higher education. The major also provides excellent preparation for graduate studies in politics, public affairs, business, law, medicine, journalism, history, and literature.

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Evening Classes

Evening Classes

Department Information	**Advisement Center**
📍 211 HCEB	📍
☎ 801-422-2872	☎
✉	✉
🌐 http://eveningclasses.byu.edu	🌐

The Department of Evening Classes supports academic departments and colleges by offering courses into the evening hours for university students. Evening Classes also enrolls non-degree-seeking students from the community. Tuition rates for courses in Evening Classes are the same as for day courses.

All courses taught through Evening Classes are listed online in the university's official class schedule at http://classschedule.byu.edu or at http://eveningclasses.byu.edu.

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Exercise Sciences

Department of Exercise Sciences

Department Information

106 SFH
801-422-6507
exscoffice@byu.edu
http://exercisesciences.byu.edu/

Advisement Center

2060 LSB
801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Programs

- Athletic Training (BS)
- Exercise & Wellness (BS)
- Exercise Science (BS)

Subject Areas

- EXSC

Admission to Degree Program

Please see Life Sciences Student Services for specific details on enrolling in each major. They are located in 2060 LSB; 801-422-3042 or lifesciences@byu.edu.

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Experience Design and Management

Department of Experience Design and Management

Department Information

W419 TNRB
☎ 801-422-3163
exdmsec@byu.edu
https://marriottschool.byu.edu/bsrecm/

Advisement Center

460 TNRB
☎ 801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

- Experience Design and Management (BS)
- Therapeutic Recreation and Management (BS)

Subject Areas

- RECM

Admission to Degree Program

The degree program in the Department of Recreation Management is limited. Please see the Marriott School of Management Advisement Center for specific details.

The Discipline

Students in the Department of Recreation Management may complete accredited emphases in Experience Industry Management (EIM) or Therapeutic Recreation (TR). The two emphases share a commitment to providing recreation opportunities, programs, and experiences focused on strengthening individuals, families, and communities. Therapeutic recreation and experience industry management, however, represent diverse approaches and opportunities for students. A minor in nonprofit management is also available.

Courses common to the two emphases prepare students in the areas of leadership and management skills, accounting and finance, marketing, human resources, and current societal issues and trends related to recreation choices and behaviors. The interdisciplinary nature of the profession allows students the opportunity to complete coursework beyond the Recreation Management Department. Students in both emphases take Marriott School courses. Therapeutic Recreation coursework also includes classes in the behavioral and life sciences.

Experience Industry Management

The focus of the Experience Industry Management emphasis is on preparing students for the recreation, venue, and experience management professions in private, public, and nonprofit venues. The EIM curriculum is designed with the recognition that providing and managing recreation experiences and venues have emerged as an important factor of economic activity for communities, cities, states, and countries.

Therapeutic Recreation

Therapeutic Recreation students learn how to use recreation as a treatment modality to help people with illnesses and disabilities improve functional behavior, develop skills and abilities related to leisure and well-being, and improve quality of life. Graduates are eligible for state licensure and national certification, and work in a variety of healthcare and community-based settings. Therapists help individuals reduce depression, stress, and anxiety; overcome addictions and other emotional and behavioral problems; recover basic motor functioning and reasoning abilities; and socialize effectively so they can enjoy greater independence and reduce or eliminate the effects of their illness or disability. They accomplish this through interventions using arts and crafts, outdoor recreation, sports, games, dance, drama, music, or community outings. Therapists also help integrate people with disabilities into society by teaching them how to use community resources and recreational activities.

Career Opportunities

See specific career information under Experience Industry Management and Therapeutic Recreation options.

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Family Life

School of Family Life

Department Information

2086-B JFSB
801-422-8529
sfl@byu.edu
https://familylife.byu.edu

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- Family & Consumer Sciences Education (BS)
- Family Life (Minor)
- Family Life: Family Studies (BS)
- Family Life: Human Development (BS)
- Gerontology (Minor)

Subject Areas

- MFT
- MFHD
- SFL

The School of Family Life is committed to enhancing the quality of life of individuals and families within homes and communities. Accordingly, the mission of the school is to:

- Provide instruction that fosters commitment to the principles in *The Family: A Proclamation to the World*.
- Conduct research that contributes to the understanding and enhancement of human development, temporal well-being in the home, marriage and family relationships.
- Help students develop the attitudes, beliefs, behaviors, and skills that characterize persons of positive influence—in their own marriage and families, in their professions, in church and public service, and in other personal relationships.

Admission to Degree Program

All degree programs in the School of Family Life are open enrollment.

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Finance

Department of Finance

Department Information

640A TNRB
801-422-8278
finmajor@byu.edu
https://marriottschool.byu.edu/bsfinance/

Advisement Center

460 TNRB
801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

Finance (BS)

Subject Areas

FIN

Admission to Degree Program

The degree program carries special enrollment limitations. Please see the Marriott School of Management Advisement Center for specific details.

The Discipline

Financiers are the gatekeepers of the money within an economy. Finance is the study of the entire process from both sides—the financier holding the financial capital and the entity requesting the use of that capital. It explores how and under what conditions financial capital is transferred from the financiers to the corporations, governments, and individuals seeking to use the money.

In a way, finance is the study of how to most effectively and most efficiently get financial resources from the financiers to the people who will create the next revolutionary product or service. The finance major offers a broad set of tools and insights regarding how to most profitably employ and allocate monetary resources.

Students will study the efficiency of the markets in which all these transactions take place and search for ways in which all participants in the financial system can reduce or hedge the various risks they face.

Career Opportunities

Finance graduates work in a variety of fields that include but are not limited to asset manager, commercial banker, corporate financial planning analyst, corporate treasury analyst, consultant, credit analyst, equity analyst, investment banker, private wealth advisor, and securities or commodity trader.

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French and Italian

Department of French and Italian

Department Information

3134 JFSB
801-422-2209
french_italian@byu.edu
http://frenital.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- French (BA)
- French (Minor)
- French Studies (BA)
- French Teaching (BA)
- French Teaching (Minor)
- Italian (BA)
- Italian (Minor)
- Italian Studies (BA)

Subject Areas

- ITAL
- FREN

Admission to Degree Program

All degree programs in the Department of French and Italian are open enrollment.

The Discipline

The study of French or Italian language and literature sharpens analytical and communicative skills useful in a myriad of professional contexts. Students develop proficiency in listening, reading, writing, and speaking, and they learn to use literature as a means to deepen their understanding of culturally specific as well as universal issues and values.

Career Opportunities

Italian and French are valuable research and communication tools for students in music, art, history, European studies, international relations, library science, and comparative literature. Many have chosen a major or minor in Italian or French in addition to a second major or minor in an area such as accounting or business management, or as preparation for professional programs in public administration, business administration, organizational behavior, dentistry, law, or medicine.

Many of our students have opted for a career in government service, working with an embassy, the State Department, the CIA, and other government agencies.

Other students have gone into travel and tourism, working with tour agencies, airlines, major hotel chains, or resort communities.

The computer industry also provides employment opportunity for our graduates. Many computer companies have expanded into foreign markets and hire people who can translate computer and software instruction and sales publications in a foreign language.

General Information

The Department of French and Italian strongly recommends that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Internships Abroad. The Department of French and Italian in association with the French Embassy's Cultural Services and the Dante Alighieri School in Siena, Italy offers spring/summer internships in France and Italy in a variety of positions: businesses, corporations, industry, hospitals, research laboratories, national and local governments, cultural organizations, nonprofit agencies and nongovernmental organizations, hotels and tourism, etc. Job placements are made according to the student's language proficiency, previous work experience, field of study, and personal interest. Students may enroll for Fren and Ital 399R, 211R, 311R, or 411R, or other courses such as Fren 490R. The internship proves invaluable in strengthening language skills.

Oral Proficiency Interview. All French-teaching majors and minors and all Italian majors are required to enroll in Fren 491 or Ital 491 and have an oral proficiency interview (OPI). French studies majors and French majors are required to take the OPI as part of the requirements for Fren 495. French teaching majors and minors are required to take the OPI before taking Fren 378. The minimum rating of *Advanced* is required of all *teaching* majors and minors. Appointments for the interviews are made through the department secretary. French students are strongly encouraged to complete Fren 411R prior to taking the OPI.

When it is necessary to strengthen oral proficiency, students are encouraged to take conversation courses. They should also take advantage of Foreign Language Housing, Study Abroad programs, summer internships abroad, and support materials in the Humanities Learning Resource Center, such as CDs, videos, and satellite broadcasts. The department strongly encourages all majors to complete an internship prior to graduation.

Instruction. All courses are taught in the target language unless indicated otherwise in this catalog.

Language Certificate Program

The Language Certificate Program is available in French and Italian for all matriculated BYU students who are pursuing any BYU undergraduate degree. A student who meets the proficiency and course requirements may earn the Language Certificate. The proficiency requirement is met through the nationally recognized ACTFL Oral and Writing Proficiency Exams.

The Language Certificate Program is administered by the Center for Language Studies (3086 JFSB). For more information and course requirements, visit http://languagecertificate.byu.edu.

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General Education Program

Undergraduate Education General Education (GE) Program

Department Information

350 Maeser Building
801-422-6818
gened@byu.edu
http://ge.byu.edu

Advisement Center

2500 Wilkinson Student Center
801-422-3826
university_advisement@byu.edu
https://universityadvisement.byu.edu/

General Education (GE) requirements presently consist of nearly 300 course options. New course offerings are approved each year in any of ten requirement areas: advanced written and oral communication, American heritage, arts, civilization, first-year writing, global and cultural awareness, languages of learning, letters, quantitative reasoning, and scientific principles and reasoning. General Education is overseen by an associate dean of Undergraduate Education (UE).

GE requirements can be found in the General Education section of this catalog. Your individual college advisement center together with the University advisement center for undecided majors (2500 WSC) can provide assistance with GE-related questions, registration, graduation requirements, policies and procedures, fields of study, changes of major, appeals, and many other aspects of academic life.

GE courses are reviewed on a regular basis by the Faculty General Education Council (FGEC). The council consists of faculty members from every college on campus and is chaired by the UE associate dean. The council approves new GE courses and ensures all GE courses continue to maintain requirement learning outcomes. In an ongoing effort to strengthen courses, General Education offers matching grants for GE course development and enhancement.

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Geography

Department of Geography

Department Information

690 SWKT
801-422-5386
geography@byu.edu
https://geography.byu.edu

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- Geography: Environmental Studies (BS)
- Geography: Geospatial Intelligence (BS)
- Geography: Geospatial Science & Technology (BS)
- Geography: Global Studies (BS)
- Geography: Tourism Studies (BS)
- Geography: Urban & Regional Planning (BS)
- Geography Teaching (Minor)
- Geospatial Science & Technology (Minor)
- Global Studies (Minor)
- Tourism Studies (Minor)
- Urban & Regional Planning (Minor)

Subject Areas

- GEOG

Admission to Degree Program

All degree programs in the Department of Geography are open enrollment.

The Discipline

Geography offers a variety of programs centered around spatial analysis and tailored to meet the future needs of individual students. Our modern computer laboratory allows students to gain practical experience with geographical information systems (GIS), remote sensing, cartography, and other programs in urban and regional planning, travel, and population studies.

Career Opportunities

Graduates are employed in a wide range of private and governmental positions. Job titles include geographer; teacher of geography; city or regional planner; cartographer; photo interpreter; commodities and industrial location analyst; intelligence, travel industry, or environmental and GIS specialist; and many others.

Skills in spatial analysis make geography a valuable minor or supporting field for many other disciplines.

General Information

1. The Department of Geography offers one major with six emphases. The emphases are designed to enable students to gain an appreciation of our world as well as prepare them for either a career or graduate school. All students are required to take a set of core courses that emphasize basic geographic concepts and ways of knowing that are common to all six emphases. These courses prepare students for specialization in upper-division courses.

   Geography at Brigham Young University focuses on our interdependent world: the spatial relationships between the physical landscape, diverse societies, and current events. The major nourishes a sense of curiosity about the world around us, a desire to serve our local and global communities, and the skills necessary to solve significant problems that are inherently spatial.

   Hundreds of students major in geography to prepare for a professional career, for graduate study, or because of an interest in exploring and understanding the world around them. We emphasize both technical and critical thinking skills, including geographic information systems (GIS) and remote sensing, statistics, data collection, interpretation, and communication using the written and spoken word and visual data display (maps, charts, and graphs).

2. All students admitted to one of the geography majors listed above should complete the following core courses within one year of declaring a major:

   Geog 100, 101, 110, 120, 130, 211, 222.

3. Exit assessment: Students must complete an exit assessment during their final semester no later than one month before graduating. The assessment is meant to evaluate the department's program goals and student learning outcomes. Although the assessment is a formal requirement, the results are anonymous and will not be part of the student's academic records.

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Geological Sciences

Department of Geological Sciences

Department Information

📍 S-389 ESC
☎ 801-422-3918
✉ geology@byu.edu
🌐 http://www.geology.byu.edu/

Advisement Center

📍 N-181 ESC
☎ 801-422-2674
✉ cpmsadvisement@byu.edu
🌐 http://cpms.byu.edu/advisement-center/

Programs

- Earth & Space Science Education (BS)
- Geology (BS)
- Geology (Minor)
- Geology Teaching (Minor)

Subject Areas

- GEOL

Admission to Degree Program

All degree programs in the Department of Geological Sciences are open enrollment. However, special limitations apply for teaching majors.

The Discipline

Geological sciences are aimed at understanding the Earth's origin and development and the natural processes that have operated upon it and within it from the time of formation of the solar system. With the development of remote sensing technology and the exploration of the solar system by spacecraft, geological sciences have become increasingly important for understanding not only the Earth but the Moon, other planets and their moons, and small bodies that orbit the Sun.

Understanding the dynamic processes of Earth and other planets is relevant to many societal needs, such as assessment and forecasting of natural hazards, environmental change, and discovery of energy and mineral resources. Some of the diverse disciplines that can be studied in this department include general geology, plate tectonics, volcanology, geochemistry, geophysics, paleontology, environmental geology, petroleum geology, hydrogeology, paleoclimatology, and planetary geology.

Career Opportunities

Graduates have the opportunity to work both outdoors and in the laboratory, pursuing careers in energy, mineral, and water resources or in environmental evaluation with industry, government, or consulting firms. The substantial preparation in basic sciences and mathematics also leads to a broad spectrum of teaching opportunities. Some scholarship money is available for those who pursue a geological sciences degree as a prelaw track. The most marketable terminal degree in geological sciences is the Master of Science. Starting salaries for this degree are often very competitive with those of other disciplines.

Global Geology Program

Each year the department provides opportunities for advanced undergraduates and graduate students to examine rocks and geological processes at some premier localities around the world. These one- to two-week field trips allow students to do mentored research projects and develop field expertise rarely available to undergraduate students. Programs that are run every four to five years include:

1. Active volcanism of Hawaii.
2. Carbonate formation in Florida and the Bahamas.
3. Tectonism and plutonism in the northeast Appalachians.

Trips to more distant localities (e.g., Italy, Alaska, India, England) have been interspersed with these recurring trips. Scholarships are available that greatly reduce the cost to students.

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German and Russian

Department of German and Russian

Department Information

3112 JFSB
801-422-4923
germ-list@byu.edu
http://germslav.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- German (Minor)
- German: Linguistics (BA)
- German: Literature/Film/Culture (BA)
- German Studies (BA)
- German Teaching (BA)
- German Teaching (Minor)
- Russian (BA)
- Russian (Minor)
- Russian Teaching (Minor)

Subject Areas

- RUSS
- GERM

Admission to Degree Program

All degree programs in the Department of German and Russian are open enrollment. However, special limitations apply for teaching majors.

The Discipline

Students of foreign language and literature develop fluency in another language as well as sensitivity to their own language and cultural heritage, to the contributions and diversity of other peoples, and to the advantages of an international perspective.

Career Opportunities

Experience with the intellectual, artistic, and spiritual expressions of other cultures and of their own culture helps students qualify for advanced study at graduate and professional schools, especially in linguistics, literature, language teaching methodology, library science, humanities, business, law, and medicine. Those who accept employment on completion of the BA degree frequently serve in international business, in education, or in a government agency.

General Information

The Department of German and Russian strongly recommends that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Language Certificate Program

The Language Certificate Program is available in German and Russian for all matriculated BYU students who are pursuing any BYU undergraduate degree. A student who meets the proficiency and course requirements may earn the Language Certificate. The proficiency requirement is met through the nationally recognized ACTFL Oral and Writing Proficiency Exams.

The Language Certificate Program is administered by the Center for Language Studies (3086 JFSB). For more information and course requirements, visit http://languagecertificate.byu.edu.

Health Science

Department of Health Science

Department Information

4103 LSB
801-422-3386
health-science@byu.edu
http://healthscience.byu.edu/

Advisement Center

2060 LSB
801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Programs

- Public Health: Environmental/Occupational Health (BS)
- Public Health: Epidemiology (BS)
- Public Health: Health Promotion (BS)
- Public Health: Health Science (BS)
- School Health Education (Minor)

Subject Areas

- HLTH

Admission to Degree Program

All degree programs in the Department of Health Science are open enrollment.

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History

Department of History

Department Information

2130 JFSB
801-422-4335
hist_sec@byu.edu
https://history.byu.edu

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- American Indian Studies (Minor)
- Family History - Genealogy (BA)
- Family History - Genealogy (Minor)
- History (BA)
- History (Minor)
- History Teaching (BA)
- History Teaching (Minor)
- Teaching Social Science (BS)

Subject Areas

- HIST

Admission to Degree Program

All degree programs in the Department of History are open enrollment. However, special limitations apply for teaching majors.

The Discipline

History stands at the heart of a liberal arts bridge between the humanities and social sciences.

Historical understanding is thus basic to the life of an educated human being. As such, it is the ideal major for the student who wants the broad educational background for entrance into professions such as law, government service, or business, or who wants a liberal arts education. History can also be valuable training for someone who plans to teach.

Career Opportunities

In recognition of the broad range of uses to which historical education can be put, the field of public history has emerged in recent years. Today people whom others would consider bankers, lawyers, corporate executives, or public servants view themselves as historians—public historians. They are the people with analytical skills provided by their historical education who work outside the university but who consider themselves historians by virtue of the value of the training they have received. A significant percentage of the jobs listed by firms and agencies with BYU's Employment Office specify no major. Many of these will be taken by public historians anxious to serve their employers with the valuable skills learned in their history major.

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Honors Program

Undergraduate Education Honors Program

Department Information

102 MSRB
801-422-3036
honors@byu.edu
http://honors.byu.edu

Advisement Center

2500 Wilkinson Student Center
801-422-3826
university_advisement@byu.edu
https://universityadvisement.byu.edu/

Subject Areas

- UNIV
- HONRS

Honors Program Director: Spencer Magleby; Professor; Fulton College of Engineering and Technology
Honors Program Administrator: Julie C. Radle
Honors Program Advisement Manager: Vika Filimoe'atu

Participation in Honors

The Honors Program provides a rich and challenging experience for motivated undergraduate students. Its purpose is to both broaden and deepen the educational experience of students, and to develop the intellectual integrity and moral character that define disciple-scholarship. An Honors education is not merely a more intensive general education or a more strenuous program in a major. Rather, it grounds students in broader interdisciplinary inquiry that strengthens leadership and encourages the integration of faith, intellect, and character.

The Honors Program is comprised of three dimensions: Great Questions, Experiential Learning, and the Honors Thesis. The central focus of the program is the study of big or "great" questions. Through coursework, research, writing, and hands-on experiences, students explore interdisciplinary approaches and consider ways in which "unexpected connections" can be found between different disciplines that lead to a deeper understanding of the questions we seek to answer. The Honors Program invites students to consider the questions that drive our inquiry, and indeed, lie behind every bit of knowledge we study and learn. Many of the required Honors program courses will also fill general education core requirements.

"University Honors" is a distinction awarded to graduates of BYU who have met the Honors Program requirements as described below. This prestigious designation is recorded on the university diploma, on the official transcript of grades, and in the graduation program. It is widely recognized as an indication of exceptional academic achievement. Although it is hoped that students will choose to complete all of the requirements for the University Honors designation, those who do not intend to do so are welcome to participate in the Honors Program to whatever extent they choose. All students are invited to consider Honors as a way to achieve the quality academic experiences they seek. Declared Honors students may register for Honors courses at any time during their undergraduate years.

Honors is an open-enrollment program, and all students are invited to consider Honors as a way to broaden and deepen their educational experience at BYU. However, it takes careful planning and consistent effort to complete all program requirements. Typically, interested students begin by completing an online enrollment and brief interview with an Honors advisor in 102 MSRB. We encourage students to enroll as freshmen or sophomores, but will accept late-joining students where a plan to graduation is feasible. Honors Program advisors are available throughout a student's program to help make and review plans for Honors graduation. Reasonable accommodations can be made for transfer students who wish to join the program.

Facilities and Opportunities Available to Honors Students

The Honors Program is housed in the historic Maeser Building on the southwest part of campus. This quiet corner is surrounded by beautiful grounds and wooded areas. The building is named after Karl G. Maeser, the first principal of Brigham Young Academy (the school that later became Brigham Young University). A bronze statue of Karl G. Maeser stands at the building's east entrance. Constructed in 1911, the Maeser Building is the oldest building on the current campus. The building was restored in 1985 with modern electrical and ventilation systems but retains its historic architecture and decoration, its marble halls richly decorated with oak and brass trim.

The Honors Commons in the Maeser Building provides space to study, meet in informal groups, eat, re-charge electronics, print documents, attend classes, enjoy social events, and interact with other Honors students, faculty, advisors, and administrators. Facilities include the Honors Reading Room, group-study spaces, vending, rotating art exhibits, Honors Program offices (room 102), National Scholarships office (room 302), various classrooms, and the Martha Jane Knowlton Coray Lecture Hall (room 321).

The Honors Program sponsors a variety of events including discussion groups, lectures, concerts, symposia, socials, thesis poster sessions, an Honors Study Abroad experience at Cambridge, and a Late Summer Honors program. It also offers competitive scholarships. Students can participate in inter-campus events with Honors students from other universities and colleges, and are invited to participate with the Honors Student Advisory Council, a group of student representatives who assist in policy development, social activities, and academic functions of the Honors Program. Honors students are recognized during University graduation exercises at the Honors Graduation luncheon, and in the University Commencement program.

Who Should Participate in Honors?

Any student who wishes to broaden their education through interdisciplinary study and deepen it by producing original research in their home discipline should consider participating in the Honors Program. Especially welcome are students who seek both knowledge and wisdom, who want to use their intellect to build their faith, and their faith to strengthen their intellect, and who bring a sense of curiosity, humility, and courage to their education. The most successful Honors students see learning as a way of being, not as an instrument to a credential or a job. They see their BYU experience as a time to avail themselves of the rich and diverse offerings on campus. Honors students benefit from pursuing various opportunities in a community of like-minded student scholars and exceptional faculty from a broad array of disciplines and fields.

Overview of Requirements for Graduation with University Honors

This section provides a brief overview of the requirements to graduate with University Honors. Detailed explanations of each requirement follow this section. The staff in the Honors Program Advisement Center, 102 MSRB, (801) 422-5497, is available on a walk-in basis to answer questions about the program. To graduate with University Honors, a student must be an admitted daytime student in good academic standing, and:

1. Complete the Honors enrollment/commitment interview.
2. Complete the honors curriculum.
3. Complete the honors great questions essay.
4. Complete the honors experiential learning requirement.
5. Complete the senior graduation review.
6. Complete the honors thesis requirement.

The requirements for graduation with University Honors complement both major and university core education. The Honors curriculum includes and enhances the university core components; the Honors thesis requirement enhances the major education component.

Detailed Explanations of Requirements for Graduation with University Honors

Honors Enrollment/Commitment Interview

Students who wish to explore the Honors Program should meet with an Honors advisor as early as possible in their undergraduate program. Consultation with the Honors Advisement Center allows the Honors Program personnel to be aware of students' plans to better assist with registration, help develop plans toward graduation, and consult on Honors program requirements. The enrollment process is the door to a community of well-rounded, enthusiastic scholars and to all of the activities and programs the Honors Program offers. Accommodations can be made for transfer students and students joining late. Newly enrolled/committed students will be recognized at the Fall Honors Opening Evening.

Honors Curriculum Requirement

The central focus of the Honors curriculum is the study of big or great questions (e.g., justice, human agency, relationships, ethics). Courses are designed to model different disciplinary approaches to Great Questions, to explore interdisciplinary approaches, and to consider ways in which unexpected connections can be found between disciplines, leading to a deeper understanding of the questions we seek to answer.

To fulfill the Honors curriculum requirements, students must complete 14-17 credit hours as follows:

- HONRS 120 (2 credits): Introduction to Great Questions
- UNIV 290R, 291, 292, and 293 (3 credits each): The Honors Interdisciplinary Core, comprised of at least three Unexpected Connections courses. Each course will simultaneously fill Honors core curriculum requirements and the GE requirements in two designated

disciplines.
- HONRS 320 (3 credits): Great Questions Tutorial. See additional information below.
- Students must earn a B grade or better in these courses for Honors Program credit.

Honors Great Questions Requirement

The capstone to the Honors coursework (HONRS 320) will provide group and individual instruction in researching and writing the Great Question essay, a multi-disciplinary essay on an approved question of the student's choosing. Students are expected to incorporate three different and sufficiently disparate disciplinary areas into the essay, usually including the student's home discipline. This essay is not a second honors thesis; it is fundamentally different in that it broadens where the honors thesis tends to narrow a topic.

By "Great Questions" we mean the big questions every discipline at the university addresses in some way and no one discipline can fully answer. Some of these are old, frequently posed questions for which the answer has proven maddeningly elusive (e.g., the question of justice, of human agency and freedom, of our relationships with and obligations toward each other, other forms of life, and the physical world in which we live). Others have emerged more recently, often provoked by new discoveries and developments in technology (e.g., questions of medical ethics, use of natural resources including very powerful ones like nuclear energy, etc.). Students will explore various aspects of their question, including implications, stakes and context, as they consider ways of thinking and reasoning from various perspectives to better understand their topic.

Honors Experiential Learning Requirement

Typically during their 2nd or 3rd year at the university, Honors students will participate in an approved, substantive, hands-on experience that augments their BYU education and expands learning to the world outside the classroom. To fill the Experiential Learning requirement, students may participate in an approved domestic or international internship experience, an approved Study Abroad program, participate in an approved education-related service initiative, or serve as a member of the Honors Student Advisory Council.

Senior Graduation Review

Progress on the thesis and other graduation requirements will be reviewed during the senior year with an Honors advisor.

Honors Thesis Requirement

The Honors thesis requirement gives students the opportunity to participate in original research or creative work in the discipline of their major. Honors students typically complete the thesis requirement during their junior and senior years after they have obtained sufficient training in their major to conduct research in a specialized academic field. Generally stated, each student consults with the Department Honors Coordinator to choose a faculty advisor in the department of his or her major and, in consultation with the advisor, chooses a thesis topic. This process can work differently in different fields, but in each case an Honors thesis represents independent research of excellent quality that merits publication, presentation, or distribution beyond the campus community.

Students should complete significant course work within the subject area of the thesis (usually at least 30 credit hours, several of which are from 300- or 400-level major courses). The thesis is intended to acquaint students firsthand and in depth with the type of scholarly work that characterizes the field they intend to pursue professionally. For these reasons, only under rare circumstances is an Honors thesis topic outside the major area approved. (In most cases students who complete a thesis outside the major do so in fields cognate to their majors.)

Before students begin work on an Honors thesis, they are encouraged to attend an Honors

Program thesis orientation. First, students work with the Department Honors Coordinator to assemble a thesis committee consisting of the student, faculty advisor, the Department Honors Coordinator, and a faculty second reader. Second, students submit to the Honors Program Office a formal written thesis proposal that has been approved by all members of the thesis committee and is ready for final approval from the Honors Program Office. Guidelines for writing the proposal are available in the Honors Advisement Center (102 MSRB) or electronically at http://honors.byu.edu. Students can request financial support as a part of the thesis proposal to facilitate their research, and additional funding is available to enable publication or conference presentations for completed thesis projects. Many Honors students also obtain competitive undergraduate research grants from BYU's Office of Research and Creative Activities (ORCA) for Honors thesis work. Personnel in the Honors Program can help students explore the various opportunities available to support their work on an Honors thesis.

After completing thesis research and writing the thesis, each student must schedule and complete a thesis defense. The defense committee consists of the thesis advisor, a faculty referee, and the Department Honors Coordinator who serves as a representative of the Honors Program. After the student has successfully defended the thesis and all final changes are incorporated into the thesis, the thesis is bound and added to the collection of Honors Theses housed in the Harold B. Lee Library collection.

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Independent Study

Department of Independent Study

Department Information

📍 120 Morris Center,
Provo, UT 84602
☎ 801-422-2868
✉ indstudy@byu.edu
🌐 http://is.byu.edu

Advisement Center

📍
☎
✉
🌐

BYU Independent Study is a distance education program intended to serve students anytime, anywhere. Through Independent Study, BYU offers more than 200 university-level credit online courses, providing a practical and flexible solution for students to acquire university credit. Our flexible solution assists students, working students, armed forces personnel, teachers, and others who may need courses that accommodate their individual schedules. The courses are available online and require Internet access. Students have the option to purchase a printed course readings packet.

Up to 36 semester hours of work completed through BYU Independent Study can be applied toward a bachelor's degree from BYU. Many students wanting to complete a degree they started at BYU can take Independent Study courses to fulfill the course/credit requirements of the Bachelors of General Studies (BGS) program, which can be found at bgs.byu.edu.

BYU Independent Study also offers more than 200 high school-level courses, 40 middle school courses, and 50 free courses for personal development, remediation, and enrichment.

Students may register for an Independent Study course at any time during the year and have up to one year to complete most courses, although most courses are based on a semester's worth of credit. The online catalog is accessible at is.byu.edu. A printed version of the catalog is also available without charge from the Department of Independent Study (120 MORC). A complete list of available courses, the current tuition and fees, and enrollment policies and procedures are found in the online and printed versions of the catalog.

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Information Systems

Department of Information Systems

Department Information

📍 790 TNRB
☎ 801-422-3247
✉ is.department@byu.edu
🌐 https://marriottschool.byu.edu/bsis/

Advisement Center

📍 460 TNRB
☎ 801-422-4285
✉ msm_advisement@byu.edu
🌐 https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

Information Systems (BS)

Subject Areas

IS

Admission to Degree Program

The degree program in the department carries special enrollment limitations. Please see the Marriott School of Management Advisement Center for specific details.

The Discipline

Computer-based information systems have become a critical part of the products, services, operations, and management of all organizations. The effective and efficient use of information and communications technologies is an important element in achieving competitive advantage for business organizations as well as achieving excellence in service for government and non-profit organizations. The twenty-first century has seen the rapid growth of the Internet, eCommerce, and purely electronic enterprises. These organizations would not even exist without the technology provided by computer-based information systems. The importance of information systems to organizations and the need for well-educated professionals in the field is the basis for strong educational programs and the development of a professional community of information systems (IS) practitioners.

Information systems involves two broad areas: (1) the acquisition, deployment, and management of an organization's information systems resources and services and (2) the development of computer-based systems and technology infrastructures for use in organization processes. Information systems professionals provide services ranging from the managerial to the highly technical. Information systems and technology skills are critical to the success of virtually all modern organizations, including small business, corporations, government, and educational institutions.

Career Opportunities

Information systems graduates work in large and small organizations of all types, helping maintain existing technology infrastructure and specifying technology solutions to business needs. They serve as the bridge between an organization's technical personnel and its business side. Well-educated information systems graduates are in high demand in accounting firms, consulting firms, large corporations, midsized companies, technical companies, government agencies, and smaller entrepreneurial concerns. Challenging career opportunities embrace a wide range of interests. The variety of employment prospects includes opportunities for everyone from those who are primarily interested in people and organizations to those who enjoy very technical activities such as database and network administration or software development.

General Information

Undergraduate Application Requirements

Admitted applicants to the information systems program begin major coursework each fall semester. The following items are taken into consideration for all applicants during the admission process:

1. Average GPA of prerequisite courses and cumulative GPA.
2. Review of academic transcript.
3. Applicant essay.
4. Comments from Information Systems professors.

Application Guidelines

Beginning Fall 2012:

1. Completion of the following prerequisite courses: IS 201, IS 303 (or CS 142), ACC 200, FIN 201, and BUS M 241. **Note**: A minimum 3.0 average GPA in the prerequisite courses is required, with no less than a B grade in IS 201 and IS 303 (or CS 142).
2. Repeating courses to improve a grade is strongly discouraged. Repeated and transfer courses are discounted 0.3 of a grade for admission purposes only (e.g. an A- grade would be discounted to a B+ during the admission process).
3. Completion and submission of the online application, including the applicant essay. The deadline to submit the application is the last working day of June at 4:30 pm.
4. Meeting or exceeding admission criteria does not guarantee admission. The Information Systems Department reserves the right to make exceptions to admission policies as deemed necessary to admit the most qualified applicants.

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Instructional Psychology and Technology

Department of Instructional Psychology and Technology

Department Information

150 MCKB
801-422-5097
ipt@byu.edu
http://education.byu.edu/ipt

Advisement Center

350 MCKB
801-422-3426
http://education.byu.edu/advisement

Subject Areas

IP&T

↑Top

International Cinema Program

Humanities International Cinema Studies Program

Department Information

4002 JFSB
801-422-2775
humanities@byu.edu
http://humanities.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

International Cinema Studies (Minor)

In the International Cinema Studies minor, students explore the history and criticism of film and moving-image media from diverse cultures while developing skills in analytic thought and writing.

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International Development Program

IAS International Development Program

Department Information

📍 273 HRCB
☎ 801-422-3548
✉ kennedy@byu.edu
🌐 http://kennedy.byu.edu/

Advisement Center

📍
☎
✉
🌐

Programs

International Development (Minor)

The Discipline

International development is the study of basic social needs in developing areas or countries. It includes academic disciplines such as formal and nonformal education and literacy, economic development, primary health care, small business activities, water sanitation, agricultural productivity, nutrition, ecological preservation, etc. Development obviously implies raising the level and quality of life throughout the "underdeveloped" world.

Students should pursue solid preparation in an established major as well as classroom knowledge and experience in international development. This minor is designed to strengthen and expand the chosen major. Students will be assigned a faculty mentor in their major department who will help coordinate the minor with the major. In addition to a focused course of study, internship experience is highly encouraged. Internships provide valuable experience in applying development theory as well as allowing students to earn credit toward the minor (and in some cases the major as well).

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International Relations Program

IAS International Relations Program

Department Information	**Advisement Center**
273 HRCB	
801-422-3548	
kennedy@byu.edu	
http://kennedy.byu.edu/	

Programs

International Relations (BA)

Subject Areas

IR

The Discipline

International relations is an interdisciplinary major emphasizing the systematic study of political and economic relations between governments and people in different states, as well as comparisons across different political and economic systems. Students majoring in international relations also come to understand the historical and geographic basis for current international relationships.

Career Opportunities

The international relations major gives students a strong liberal arts education along with useful technical skills. In addition to substantive knowledge, international relations majors will learn analytical concepts and ideas that allow them to organize, explain, and make sense of relations between states and comparisons among them. High proficiency in math and statistics, writing, and a foreign language will prepare for a wide variety of career paths—including, but not limited to, government, law, business, and international organizations. Many career paths will require graduate-level training. Therefore, the international relations degree should be seen as certifying fluency in the ideas and methods of multiple fields so that students can find and pursue their own specialized interests rather than as a terminal degree.

It is important to distinguish international relations as a field from a more general definition of "international," which might include anything (people, language, culture, traditions, etc.) beyond the territorial boundaries of the United States. For students interested in the broad study of anything international and foreign, BYU's international relations degree will not provide the best training. In fact, no reasonable degree can include the systematic study of everything international and foreign. It should be remembered that BYU students have a wealth of options through which to pursue their particular international and foreign interests. These include:

- Social science majors with a strong international component, such as economics, geography, history, or political science.
- Area studies majors, including Asian, European, Latin American, Ancient Near Eastern, and Middle East studies.
- Foreign Language majors.
- Other majors combined with a minor in one of the above areas.

Top

Language Studies

Center for Language Studies

Department Information

3086 JFSB
801-422-1201
cls@byu.edu
https://cls.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Dual-Language Immersion K-12 Teaching (Minor)

Subject Areas

- FLANG
- LATVI
- CZECH
- HUNG
- ASL
- WELSH
- LITHU
- BULGN
- POLSH
- ROM
- AFRIK
- BASQ
- TAGAL
- DARI

- GEORG
- HAWAI
- KICHE
- LAO
- MONGO
- SLN
- THAI
- TONGA
- VIET
- WARAY
- XHOSA
- INDON
- DUTCH
- ESTON
- AKAN
- CEBU
- HINDI
- ILOCN
- JAVNS
- MAORI
- RAROT
- TURK
- TWI
- TAHTN
- HILIG

- MALAG
- ARMEN
- KAZAK
- MALAY
- PSHTO
- SAMOA
- SWAHI
- VANTU
- BCLNO
- ILANG
- CREOL
- PERSI
- SRBIA
- TAMIL
- SLOVK
- GUARA
- CAKCQ
- TAIWN
- MARSH
- MAYA
- TRUKS
- URDU
- CROAT
- BURMS
- GA

CATLN

ALBAN

AYMRA

CAMBO

FIJI

M GRK

HMONG

NAVAJ

QUECH

TIBET

NIUEA

UKRAI

General Information

The Center supports the College of Humanities by augmenting the list of languages taught by other departments. Not all classes are taught at every level every semester. **(Please see the Class Schedule for a listing of classes currently offered.)**

Many of the languages have their own "teaching area" (where you will find them in the drop-down menu during registration), while others are listed under "FLANG" (for Foreign Language). The "teaching area" abbreviation for each language is listed below in parentheses.

Afrikaans (AFRIK)
Akan (AKAN)
Albanian (ALBAN)
American Sign Language (ASL)
Arabic (ARAB)
Armenian (ARMEN)
Aymara (AYMRA)
Basque (BASQ)
Bicolano (BCLNO)
Bulgarian (BULGN)
Burmese (BURMS)
Cakchiquel (CAKCQ)
Cambodian (CAMBO)
Cantonese (CANT)
Catalan (CATLN)
Cebuano (CEBU)

Croatian (CROAT)
Czech (CZECH)
Danish (DANSH)
Dari (DARI)
Dutch (DUTCH)
Estonian (ESTON)
Fijian (FIJI)
Finnish (FINN)
French (FREN)
Ga (GA)
Georgian (GEORG)
German (GERM)
Greek (Classical) (GREEK)
Guarani (GUARA)
Haitian Creole (CREOL)
Hawaiian (HAWAI)
Hebrew (HEB)
Hindi (HINDI)
Hmong (HMONG)
Hungarian (HUNG)
Icelandic (ICLND)
Ilangot (ILANG)
Ilocano (ILOCN)
Ilonggo/Hiligaynon (HILIG)
Indonesian (INDON)
Italian (ITAL)
Japanese (JAPAN)
Javanese (JAVNS)
Kazakh (KAZAK)
K'iche' (KICHE)
Korean (KOREA)
Laotian (LAO)
Latin (LATIN)
Latvian (LATVI)
Lithuanian (LITHU)
Malagasy (MALAG)
Malay (MALAY)
Mandarin (CHIN)
Maori (MAORI)
Marshallese (MARSH)
Maya (MAYA)
Mongolian (MONGO)
Navajo (NAVAJ)
Niuean (NIUEA)
Norwegian (NORWE)
Pashto (PSHTO)
Persian (PERSI)
Polish (POLSH)
Portuguese (PORT)
Quechua (QUECH)
Rarotongan (RAROT)
Romanian (ROM)
Russian (RUSS)
Samoan (SAMOA)
Serbian (SRBIA)
Slovak (SLOVK)

Slovenian (SLN)
Spanish (SPAN)
Swahili (SWAHI)
Swedish (SWED)
Tagalog (TAGAL)
Tahitian (TAHIT)
Taiwanese (TAIWN)
Tamil (TAMIL)
Thai (THAI)
Tibetan (TIBET)
Tongan (TONGA)
Trukese (TRUKS)
Turkish (TURK)
Twi (TWI)
Ukrainian (UKRAI)
Urdu (URDU)
Vanuatau (VANTU)
Vietnamese (VIET)
Waray-Waray (WARAY)
Welsh (WELSH)
Xhosa (XHOSA)

Advanced Language and Culture Courses

The advanced language and culture courses are a popular enrollment option for returned missionaries and others of comparable ability.

During this course, students are offered the opportunity to take a Challenge Examination whereby they may bypass beginning language classes and earn up to 16 graded credits.

Note 1: If the course is not offered at the time the student is interested in taking the Challenge Exam, the student has the option of taking the FLATS tests (through the Foreign Language Achievement Testing Service) on campus. However, that test only offers 12 pass/fail credits. **Once the FLATS test is taken for pass/fail credit it may not be reevaluated for graded credit, *nor* may the Challenge Exam be taken at a later date.** (See http://flats.byu.edu for details.)

Note 2: Students may not take a FLATS test during any semester in which a "challenge exam course" for the targeted language is being offered.

Advanced language and culture courses for returned missionaries

(Note: The "teaching area" abbreviation for each language is listed below in parentheses.)

Albanian (ALBAN) 330
Armenian (ARMEN) 330
Bulgarian (BULGN) 330
Cambodian (CAMBO) 330
Cantonese (CANT) 201*, 202
Cebuano (CEBU) 330
Croatian (CROAT) 330
Czech (CZECH) 330
Danish (DANSH) 321*
Dutch (DUTCH) 340
Estonian (ESTON) 330

Fijian (FIJI) 330
Finnish (FINN) 321*
French (FREN) 321*
Georgian (GEORG) 330
German (GERM) 330
Guarani (GUARA) 330
Hmong (HMONG) 330
Hungarian (HUNG) 330
Icelandic (ICLND) 429
Ilonggo/Hiligaynon (HILIG) 330
Indonesian (INDON) 330
Italian (ITAL) 321*
Japanese (JAPAN) 301, 302
Korean (KOREA) 301
Latvian (LATVI) 330
Lituanian (LITHU) 330
Malagasy (MALAG) 330
Malay (MALAY) 330
Mandarin Chinese (CHIN) 112, 201, 202
Mongolian (MONGO) 330
Norwegian (NORWE) 321*
Polish (POLSH) 330
Portuguese (PORT) 321
Romanian (ROM) 340
Russian (RUSS) 330
Samoan (SAMOA) 330
Serbian (SRBIA) 330
Slovenian (SLN) 330
Spanish (SPAN) 321
Swedish (SWED) 321*
Tagalog (TAGAL) 330
Tahitian (TAHIT) 330
Thai (THAI) 330
Tongan (TONGA) 330
Ukrainian (UKRAI) 330
Vietnamese (VIET) 330

Note: Those advanced language and culture courses that are marked with an asterisk (*) DO NOT satisfy the Languages of Learning GE requirement.

BYU Language Certificate Program

The Center for Language Studies administers the BYU Language Certificate program. This program is designed to certify a student's language proficiency (through oral and written assessments) as well as a limited academic experience (only three courses are required).

We currently offer the Language Certificate in the following languages:

Arabic, Chinese, Danish, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish, Swedish, Tagalog

Visit the website (http://languagecertificate.byu.edu) to read about the program.

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Latin American Studies Program

IAS Latin American Studies Program

Department Information

273 HRCB
801-422-3548
kennedy@byu.edu
http://kennedy.byu.edu/

Advisement Center

Programs

- Latin American Studies (BA)
- Latin American Studies (Minor)

Subject Areas

- LT AM

The Discipline

Designed to give a rich background in the languages, culture, and conditions of Latin America, the Latin American Studies program provides a multidisciplinary approach to university education. Courses from BYU's various academic departments (Anthropology, Spanish and Portuguese, Political Science, Geography, Sociology, History, etc.) teach skills in perceptive reading, analytical thinking, and clear and forceful writing, as well as provide in-depth understanding of Latin American cultures, languages, and history.

Students are invited to consult with their faculty advisor regarding selection of classes.

Career Opportunities

Excellent career opportunities exist for those who prepare well in Latin American Studies. The degree offers a broad, general background in the liberal arts, and graduates are well prepared for careers in government, private industry, nonprofit organizations, some domestic and foreign teaching opportunities, the Peace Corps, the military, and other professions in which an understanding and appreciation of Latin America are required. Many graduates go into law, medicine, business, journalism, editing, advertising, etc. Others have had success in government, such as working for the State Department, immigration, the FBI, and other agencies.

Students are encouraged to consider a double major or a strong minor in a single academic discipline to enhance their career objectives. The combination of another discipline and Latin American Studies makes the student attractive to employers desiring specific job skills as well as cultural understanding and appreciation.

General Information

Foreign Experience. Latin American Studies students are strongly encouraged to participate in international study programs in Latin American locations. These programs include Study Abroad, international internships, international field studies, and/or direct enrollment with one of our partner schools. See http://kennedy.byu.edu/isp,index.php for more information.

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Linguistics and English Language

Department of Linguistics and English Language

Department Information

4064 JFSB
801-422-2937
linguistics@byu.edu
http://linguistics.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Editing (Minor)
- English Language (BA)
- Linguistics (BA)
- Linguistics (Minor)
- TESOL (Minor)

Subject Areas

- ELANG
- LING
- ESL
- LINGC

Admission to Degree Program

All undergraduate degree programs in the Department of Linguistics and English Language are open enrollment.

The Discipline

Linguistics is the study of language in all its aspects—from speech sounds to sentence formation to meaning; from how language is organized and used in a social setting to how it is organized and processed in the brain or by computers. Linguists study language form, language change, language acquisition, and even the texts in which language is recorded. Linguists recognize that the communicative power of language is what brings cohesion to all human enterprises. For the student interested in the nature of language, linguistics is the subject to study.

The science of linguistics has many real-world applications, including translation, information storage/retrieval, lexicography, editing, and language teaching. In addition to its majors in general linguistics and in English language, BYU's Department of Linguistics and English Language offers undergraduate minor programs (as well as graduate degrees) in several of these areas.

Career Opportunities

A linguistics degree with an emphasis in computers may lead to jobs in high technology, e.g., machine translation, information retrieval, speech recognition and production software, and lexicography. Linguistics is also recognized as a strong specialization for those pursuing a career in military intelligence or technical writing.

The English language major is in many ways similar to the linguistics major, though its focus is more specifically on English linguistics. The major provides useful preparation for careers that require special attention to the English language, such as advertising and technical writing. The English language major along with a TESOL or editing minor is an especially strong combination.

The teaching of English to speakers of other languages is an applied linguistics area of high demand, both within the United States and around the world. Both a TESOL minor and TESOL undergraduate certificate are offered by the department.

In addition, the linguistics and English language majors are excellent preparations for those planning graduate studies in areas as diverse as law, international business, tourism, library science, TESOL, communicative disorders, and speech pathology, not to mention graduate studies in specific languages or in linguistics itself.

General Information

The Department of Linguistics and English Language strongly recommends that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

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Management

Department of Management

Department Information

590 TNRB
801-422-5742
marriottschool@byu.edu
https://marriottschool.byu.edu/

Advisement Center

460 TNRB
801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

- Business Management (BS)
- Entrepreneurial Management (BS)
- Human Resource Management (BS)
- Strategic Management (BS)
- Strategy (Minor)

Subject Areas

- M COM
- ORG B

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Marketing and Global Supply Chain

Department of Marketing and Global Supply Chain

Department Information

660A TNRB
801-422-2444
https://marriottschool.byu.edu/bsmgt/

Advisement Center

460 TNRB
801-422-4285
msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

- Global Supply Chain Management (BS)
- Marketing (BS)

Subject Areas

- BUS M

Accessibility of Marketing and Global Supply Chain Courses

1. Bus M 200-level courses are open to all students.
2. Bus M 371R, 372, 380, 382, and 430 are open to all students. All other Bus M 300-level courses are closed except to students who have been formally accepted into the Marriott School, the School of Accountancy, or the Department of Information Systems or who have written approval from the undergraduate management director.
3. Non-Marriott School students may take 400-level courses for which they have proper prerequisites and the undergraduate management director's written permission.

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Mathematics

Department of Mathematics

Department Information

275 TMCB
801-422-2061
office@mathematics.byu.edu
https://math.byu.edu

Advisement Center

N-181 ESC
801-422-2674
cpmsadvisement@byu.edu
http://cpms.byu.edu/advisement-center/

Programs

- Mathematics (BS)
- Mathematics (Minor)
- Mathematics: Applied and Computational Mathematics (BS)

Subject Areas

- MATH

Admission to Degree Programs

The degree programs in the Department of Mathematics are open enrollment.

The Discipline

Mathematics is a means of dealing with order, pattern, and number as seen in the world around us. The abilities to compute, to think logically, and to take a reasoned approach to solving problems are highly valued in society and are characteristics of any educated person. Mathematics is not just a body of knowledge, but a process of analysis, reasoning, comparison, deduction, generalization, and problem solving.

A mathematician's stock in trade is the ability to solve problems and to explain the solutions to others. Having once determined what the right questions are, solving problems involves analyzing both concrete and abstract situations, relating them to mathematical ideas, and using mathematical techniques to work toward solutions. Explaining the solution involves pointing out what has been solved and why the solution is valid.

Career Opportunities

Majors in mathematics (BS) prepare for a wide variety of careers. Some enter graduate school or professional schools and prepare for careers in such fields as college teaching, consulting, research and development, law, medicine, and business administration. Others take positions in government agencies, industrial laboratories, information management firms, or business organizations. All of them spend much time communicating with colleagues about the problems they are solving as they continue to learn more mathematics and share mathematical ideas with others.

General Information

Questions regarding placement should be directed to the Department of Mathematics, 275 TMCB.

1. It is recommended that a student complete the following courses in high school:
    - 4 units of English
    - 1 unit of physics or chemistry.
    - 4 units of mathematics, including 2.5 units of algebra, 1 unit of geometry, and .5 unit of trigonometry. This qualifies a student to begin college mathematics with Math 112. If calculus is available in high school, a student planning to major in mathematics is strongly encouraged to take it; doing so requires completing one of the preceding algebra units before high school.
    - Advanced Placement (AP) credit is available in mathematics as follows:
        - A score of 3 on the calculus AB exam gives credit in Math 110 and 111; a score of 4 or 5 on the calculus AB exam gives credit in Math 110 and 112.
        - A score of 3 on the calculus BC exam gives credit in Math 110 and 111; a score of 4 on the calculus BC exam gives credit in Math 110 and 112; a score of 5 on the calculus BC exam gives credit in Math 112 and 113.
        - An AP student without credit in Math 112 must begin with Math 112; an AP student without credit in Math 113 must begin with Math 112 or 113.
    - AP students should direct Educational Testing Service (ETS) to report scores to BYU to have credit posted.

Questions regarding placement should be directed to the Department of Mathematics, 275 TMCB.

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Mathematics Education

Department of Mathematics Education

Department Information

167 TMCB
801-422-1735
office@mathed.byu.edu
https://mathed.byu.edu

Advisement Center

N-181 ESC
801-422-2674
cpmsadvisement@byu.edu
http://cpms.byu.edu/advisement-center/

Programs

Mathematics Education (BS)

Mathematics Education (Minor)

Subject Areas

MTHED

Admission to Degree Program

Candidates for all teacher preparation programs are required to complete an application that includes core criteria for each program. Students interested in the Mathematics Education major can declare the Mathematics Education pre-major as soon as they are accepted into BYU. During the MthEd 276 course, students will complete an application (details of the application process will be provided in the course) to be formally admitted to the Mathematics Education major. The requirements for admission to the major include:

- 3.0 cumulative GPA
- ACT scores of 21 on the composite, 20 on English, and 19 on Math OR SAT scores of 1000 on the composite, 450 on Writing, and 450 on Math.

The Discipline

Mathematics is the discipline through which we make sense of the order, patterns, and quantitative situations we perceive in the world around us. The foundational skills of this discipline—the abilities to formulate, focus, and solve problems; to articulate, test, and justify conjectures; to communicate one's reasoning about quantities and the relationships between them; and to see connections between different mathematical ideas and real-world contexts—are highly valued in society and are characteristics of any educated person. Mathematics is not only a body of knowledge but also a process of analysis, reasoning, comparison, deduction, generalization, and problem solving.

Mathematics educators depend heavily upon their own understanding of mathematics in order to identify and articulate the mathematical ideas they want students to learn, to assess which concepts their students already understand that might serve as a foundation for learning, and to develop activities that help students develop rich understandings. They also use their understanding of the nature of the discipline to structure a culture of inquiry, reasoning, and problem solving in their classrooms.

Courses in the undergraduate program are designed to help prospective teachers plan, manage, and implement classroom activities that facilitate students' learning of mathematics. Specific program goals include (1) mastery of the foundational skills of mathematics, (2) deep reflection on mathematics learning at all levels through observation of and participation in high-quality classroom practice, (3) increased autonomy and confidence as an investigator, active learner, and productive thinker, and (4) extended field experience, informed by the best current understanding.

Program faculty include educational and mathematical researchers, specialists in both preservice and inservice teacher education, and school practitioners, spanning a broad range of interest and experience.

Career Opportunities

Within Education: Majors in mathematics education prepare for careers teaching mathematics at the middle and high school levels. Graduates can work in organizations that provide tutoring, online education, or distance learning. They can also develop curriculum or educational software. In addition, graduates are well positioned to pursue advanced degrees in mathematics education in order to facilitate professional development at the district and state levels or teach at community college or university levels.

Outside of Education: Because of the extensive mathematics required for the degree, almost any job available to a mathematics graduate is available to mathematics education graduates including computer programming, information technology, operations research, cryptography, and finance. Not only are mathematics education graduates prepared to solve problems in these fields using their mathematical background, their teaching experience prepares them to communicate their solutions to others who have or do not have mathematics backgrounds.

General Information

It is recommended that a student complete the following courses in high school:

- 4 units of English.
- 1 unit of physics or chemistry.
- 4 units of mathematics, including 2.5 units of algebra, 1 unit of geometry, and .5 unit of trigonometry. This qualifies a student to begin college mathematics with Math 112. If calculus is available in high school, a student planning to major in mathematics education is strongly encouraged to take it; doing so requires completing one of the preceding algebra units before high school.
- Advanced Placement (AP) credit is available in mathematics as follows:
  - A score of 3 on the calculus AB exam gives credit in Math 110 and 111; a score of 4 or 5 on the calculus AB exam gives credit in Math 110 and 112.
  - A score of 3, 4, or 5 on the calculus BC exam gives credit in Math 112 and 113.

    - An AP student without credit in Math 112 must begin with Math 112; an AP student without credit in Math 113 must begin with Math 112 or 113.
    - AP students with credit in Math 113 are urged to begin with Math 113 anyway, unless they scored 5 on the calculus BC exam.
    - AP students should direct Educational Testing Service (ETS) to report scores to BYU to have credit posted.

Questions regarding placement should be directed to the Mathematics Education Department, 167 TMCB.

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Mechanical Engineering

Department of Mechanical Engineering

Department Information

435-A CTB
801-422-2625
medept-sec@byu.edu
http://me.byu.edu

Advisement Center

242 CB
801-422-4325
engineering_advisement@byu.edu
https://www.et.byu.edu/Advisement

Programs

Mechanical Engineering (BS)

Subject Areas

ME EN

Admission to Degree Program

The degree program in the Department of Mechanical Engineering carries special enrollment limitations. Please see Professional Program Acceptance below and the college advisement center for specific details.

The Discipline

Mechanical engineers work with concepts, ideas, and products that are primarily mechanical or energy related. Mechanical engineering is a broad discipline that prepares a person to contribute in a wide range of fields such as aerospace, computer graphics, power generation, machine tools, petroleum, agricultural and construction equipment, medicine, robotics, government, and all types of transportation. A mechanical engineer may work in research, design, analysis, manufacturing, testing, operations, sales, or management. Engineers use critical problem-solving methods and basic principles of mathematics and science to creatively solve problems.

Educational Objectives

The objectives of the undergraduate Bachelors of Science program in the Department of Mechanical Engineering at Brigham Young University are to:

1. Teach the fundamental concepts of math, science, and mechanical engineering in order to

produce graduates who demonstrate technical excellence and provide service to their profession, community, family, and church.
2. Instill a desire and ability to learn continuously, both through study and faith, to enable graduates to meet the changing demands of their profession and personal life.
3. Provide practical and open-ended engineering experiences in order to develop graduates who think independently and demonstrate leadership and creativity.
4. Engage students in activities to produce graduates who communicate and work effectively and ethically with people of diverse backgrounds.

Program Outcomes

To assure that these objectives are reached, the department has articulated twelve outcomes of the BS program. Each student graduating from this program is expected to have:

1. A basic understanding of fundamental physical phenomena and governing principles.
2. The ability to develop and solve mathematical models of fundamental physical phenomena and apply them to predict the behavior of engineering systems.
3. The ability to use engineering principles to design an innovative system, component, or process to meet desired needs.
4. The expertise to plan and conduct an experimental program and evaluate the results.
5. The ability to use modern engineering tools and techniques in engineering practice.
6. An understanding of manufacturing processes and planning.
7. Effective oral and written communication skills.
8. The ability to work with and lead others to accomplish goals.
9. An appreciation of history, philosophy, literature, science, and the fine arts and how they influence the culture and behavior of societies.
10. Personal behavior demonstrating and practicing high moral and ethical standards.
11. The ability to practice engineering in a global environment.
12. A desire for and commitment to lifelong learning and service.

All courses in the curriculum are designed to help achieve these outcomes.

The curriculum in mechanical engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET).

Career Opportunities

A bachelor of science degree in mechanical engineering provides widely recognized professional training for careers in industry, government, and other areas. Most industrial companies hire some mechanical engineers.

Companies that make mechanical or energy-related products may hire mostly mechanical engineers. As a result, many mechanical engineering positions are available worldwide. Mechanical engineers have job opportunities in companies involved in such areas as aircraft and spacecraft design; manufacturing processes; product safety and reliability; solar energy; electronic equipment packaging and cooling; power plant design; jet, train, truck, and automobile engines; environmental protection; artificial intelligence; robotics; medical and hospital equipment; new material development and applications; and technical writing. Increasing numbers of positions utilize foreign language experience.

A graduate in mechanical engineering is prepared for advanced studies in the field as well as in a variety of other disciplines, including law, medicine, and business administration. Perhaps most important to graduates are the problem-solving strategies and thinking processes acquired in the study of mechanical engineering that help one to succeed in any area of endeavor.

General Information

Any student may choose to major in mechanical engineering and to enroll in all classes in the preprofessional program (items 1 and 2 under BS Mechanical Engineering Major Requirements).

Professional Program Acceptance

Students must be accepted into the professional program before they may take the professional Me En core courses. To apply, students must receive a grade in the courses outlined below. They must also be in good academic standing. Admissions decisions are made by equally weighting the GPA from these courses. (See policies below regarding AP courses and transfer courses.)

- The first physics course taken at BYU from the sequence: PHSCS 121, PHSCS 123
- The first math course taken at BYU from the sequence: MATH 112, 113, 302, 303, 313, 314, 334
- The first mechanics course taken at BYU from the sequence: ME EN 101, CE EN 203, CE EN 204
- ME EN 191 at BYU (PASS Grade required)

AP Courses. These courses can fulfill graduation requirements; however, since there is no grade assigned to AP courses, students must take the next course in the physics, math, or mechanics sequence OR repeat the AP equivalent course for application to the professional program.

Transfer Courses. If students have transferred equivalent courses from an ABET-accredited school, the grades from the transferred courses can be used in calculating the Application GPA. Alternatively, transfer students may retake the BYU equivalent course. Credit for non-ABET-accredited courses can count toward graduation, but cannot be used to calculate the Admissions GPA. Students must either (a) take the BYU equivalent course or (b) take the next course in the sequence. Transfer students should talk to the undergraduate advisor to ensure compliance with admissions requirements.

Acceptance Criteria. 220 students are granted acceptance to the professional program each year based on the Application GPA. Students may apply for admission more than once, however, each course may be retaken only ONE time. When a course is retaken, the higher grade will be used to calculate the Application GPA. Please see our website: http://me.byu.edu/content/applying-me-professional-program, for further information and recent admission data.

Academic Standards and Continuance

On gaining acceptance into the ME professional program, students must maintain a minimum university cumulative GPA of 2.0. No more than 6 credit hours or two courses of grades below C– in required program courses (including preprofessional and professional courses) may be applied toward graduation. A professional program course may not be retaken more than once. At least 30 of the 48.5 credit hours of Mechanical Engineering courses (ME EN) must be earned at BYU.

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Microbiology and Molecular Biology

Department of Microbiology and Molecular Biology

Department Information

4007 LSB
801-422-2889
mmbiodept@byu.edu
http://mmbio.byu.edu/

Advisement Center

2060 LSB
801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Programs

- Medical Laboratory Science (BS)
- Microbiology (BS)
- Microbiology (Minor)
- Molecular Biology (BS)
- Molecular Biology (Minor)

Subject Areas

- MMBIO

Admission to Degree Program

All degree programs in the Department of Microbiology and Molecular Biology are open enrollment, except Medical Laboratory Science which requires an application. For questions about these programs contact the MMBIO Academic Advisor, 4010 LSB, 801-422-4293.

The Discipline

The Microbiology and Molecular Biology Department offers degrees in microbiology, molecular biology, and medical laboratory science. A wide range of courses may be incorporated into a program of study, including ecology, genetics, immunology, microbial physiology, molecular biology, molecular evolution, parasitology, and pathogenesis.

Career Opportunities

Graduates are employed in a wide variety of positions in industry, hospitals, government agencies, and universities. Majors from this department are an excellent preprofessional course of study for those interested in medicine, dentistry, law, or business.

The following courses are recommended for those students interested in graduate and professional programs:

Chem 351, 352, 353, 481.
Math 112 and 113.
Phscs 105, 106, 107, 108.
Stat 121.

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Middle Eastern Studies - Arabic Program

IAS Middle Eastern Studies - Arabic Program

Department Information

273 HRCB
☎ 801-422-3548
kennedy@byu.edu
http://kennedy.byu.edu/

Advisement Center

Programs

- Middle East Studies (Minor)
- Middle East Studies / Arabic (BA)

Subject Areas

- MESA

The Major

Middle East Studies is a challenging liberal arts major that examines a wide range of important issues affecting the modern Middle East, including the countries of the Arab world, Israel, Turkey, and Iran. All students gain a broad background in Middle Eastern history, geography, politics, culture, religion, literature, and language. Students complete at least three years of Arabic, including an intensive study abroad experience, which leads to advanced language proficiency. Additionally, students select one of two disciplinary tracks: Social Sciences or History and Humanities.

Students begin the major by studying first-year Arabic (ARAB 101/102) and by completing the introductory core curriculum (MESA 201: Introduction to Middle East Studies and MESA 250: Introduction to the Religion of Islam). Students then take second-year Arabic (ARAB 201/202) along with a core curriculum in their chosen disciplinary track. These track requirements include introductory and methodology courses in the chosen discipline, as well as course work in Middle East history, geography, politics, and literature. Following ARAB 202, majors travel to Jordan for a semester-long intensive Arabic program and a two-week Israel/Palestine studies course in Israel. Students finish the major by choosing from a range of elective courses and completing a capstone research seminar (MESA 495). Some students may choose to continue with an additional year of Arabic, leading to a double major in Arabic language.

Educational and Career Opportunities

MESA students have access to a wide range of resources, including the Middle East Studies/Arabic Students Association (MESAS), which sponsors academic, social, and service events on campus and in the community. Students can access Arabic tutoring, peer mentoring and faculty mentoring programs, and connect with alumni in many fields who provide advice on entering professions. Many students compete nationally in Model Arab League, and all students are encouraged to complete an internship prior to graduation. Majors develop excellent writing and problem-solving skills that enable them to succeed in the workforce. The combined training in Middle Eastern affairs, Arabic, and an academic discipline enables students to develop analytical skills that are useful in many professions. MESA graduates work in government, education, journalism, business, law, health professions, nonprofit, and many other sectors.

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Military Science

Department of Military Science (Army ROTC)

Department Information

320 ROTC
☎ 801-422-3601
✉ armyrotc@byu.edu
https://marriottschool.byu.edu/army/

Advisement Center

460 TNRB
☎ 801-422-4285
✉ msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Programs

Military Science (Minor)

Subject Areas

MIL S

Admission to Degree Program

Students must be accepted by the Department of Military Science into the program in order to claim the Military Science minor. Freshman and sophomore level classes are open to all students who are U.S. citizens.

The Discipline

The Army Reserve Officer Training Corps (ROTC) Leadership Excellence Program is designed to produce highly qualified commissioned officers in the U.S. Regular Army, the U.S. Army Reserve, or the U.S. Army National Guard. Students specialize in the major field of their choice and graduate with the ability to function as a junior executive.

Career Opportunities

Officer in the U.S. Army in the career field of:

Adjutant General's Corps (Human Resource Administration)
Air Defense Artillery
Armor
Aviation

Chemical Corps
Engineers
Field Artillery
Finance Corps
Infantry
Judge Advocate General's Corps (Legal)
Medical Corps (dentists, doctors, veterinarians)
Medical Service Corps (health care administrators)
Military Intelligence
Military Police (Law Enforcement)
Nurse Corps
Ordnance Corps (Logistics)
Quartermaster Corps (Logistics)
Signal Corps (Information Technology)
Transportation Corps (Logistics)

General Information

Textbooks, Uniforms, and Allowances. All textbooks, uniforms, and training materials are furnished by the U.S. Army. Those in the advanced course receive a $450 to $500 monthly allowance and approximately $900 for participation in Cadet Summer Training for four weeks during the summer between the junior and senior year.

Army ROTC Scholarship Program. Scholarships are available on a competitive basis. High school senior students may qualify for a four-year scholarship. College students may also qualify for a four-, three-, or two-year scholarship. The scholarship provides for tuition and fees or room and board, a textbook allowance, and from $300 to $500 per month (up to ten months per year) for the period of the scholarship. Students who qualify must complete their degree program prior to their thirty-first birthday. Contact the Military Science Department for application procedures and specifics.

SMP Program (Simultaneous Membership Program). Students already members of the Army Reserve or National Guard may concurrently participate in ROTC and qualify for additional pay and benefits, to include tuition assistance.

Extracurricular Activities. Army ROTC cadets extend academic and laboratory associations into a variety of extracurricular ROTC activities. Among these are the Ranger Challenge team, Army Color Guard, Cannon Crew, marksmanship team, annual Military Ball, and many school service projects performed by the corps of cadets.

LDS Missions. Students, including scholarship recipients, who wish to serve a two-year LDS mission can do so most conveniently right out of high school or after their freshman year. This allows students to be on campus during the spring of their sophomore year to facilitate their selection for the advanced course. Interruptions of the program at other times for a mission may be arranged by obtaining individual approval from the professor of military science.

Leadership Laboratory. Each course requires a corresponding leadership lab, which meets on Thursday afternoons for three hours. The labs require physical activity, including: land navigation, mountaineering, rope bridging, marksmanship, and tactical training. Students are also expected to attend physical fitness training three times a week and one field training exercise per semester.

Program of Instruction. The ROTC Leadership Excellence Program is designed to produce commissioned officers for the United States Army. It has been described as the best leadership program in the nation. Training is experiential and demands that students practice leadership skills while completing their baccalaureate degree in their chosen course of study. Ultimately, students become qualified to serve as commissioned officers in the Regular Army, National Guard, or Army Reserve. Upon graduation and follow-on training, these officers immediately become the leaders of soldiers deployed abroad or at home in defense of the United States and her values. After graduation, it is possible for Reserve or Guard officers to fulfill their military obligation and pursue a civilian career simultaneously. Following the completion of service, BYU ROTC graduates often become effective leaders in their community, business, and church endeavors and are actively recruited for Fortune 500 companies.

Program Requirements

Scholarship students and students wishing to participate in the advance course must pass the Army Physical Fitness Test with a score of 60 points in each event. See an Army ROTC faculty member for more information.

Two-year program: Qualified veterans or students who complete CIET may qualify to enter the advanced course. Applicants for this two-year program may be upper-division or graduate students, provided a minimum of four semesters remain at BYU at the time of entry into the program. Students must complete a physical examination and other associated requirements.

1. The traditional Army ROTC Leadership Excellence Program extends over a four-year period compatible with normal progression through four years of college. It consists of two phases: a two-year basic course during the freshman and sophomore years and an advanced course designed for completion during the junior and senior years. Also included is a five-week Leadership Development and Assessment Course normally attended in the summer before the senior year. Students may receive academic credit for the first two years of ROTC by attending the month-long Cadet Initial Entry Training, (CIET) during the summer before the start of the advanced course. Basic course students are required to complete eligibility paperwork during the first two weeks of class.
2. Non-scholarship freshman and sophomore students incur no military obligation. Upon entering the advanced course, students agree to serve in the U.S. Army, they then begin to receive the monthly $450 to $500 subsistence allowance.
3. Non-U.S. citizens may participate in the basic course provided they obtain approval from their consulate and the BYU international student division and their travel documents are in order. International students apply for enrollment on a case-by-case basis but cannot participate in the advanced course unless they are pending citizenship. They may not be commissioned as officers until they are U.S. citizens.
4. To receive a commission as a second lieutenant in the U.S. Army, students must earn a baccalaureate degree and complete the advanced course. Those who are in a five-year academic program, such as engineering, may complete their Army ROTC courses at any point before graduation.
5. Upon commissioning, the new second lieutenant incurs an obligation to the U.S. Army, which may be filled by serving on Active Duty, in the U.S. Army Reserve, National Guard, Individual Ready Reserve (IRR), or various combinations of the above.
6. The basic course comprises the following:
   Mil S 120, 121, 220, 221.
7. The advanced course comprises the following:
   Mil S 320, 321, 420, 421.
8. Professional Military Education (PME): Before being commissioned, each cadet must complete one of the following military history courses during their course of study at BYU: Hist 220, 221, 293, 371, 372, 373, 374, 376, 391.
9. All contracted cadets are required to enroll in STAC 143R section 1 each semester or Mil S

425R for the physical training requirement.

Note: Courses not specified above may satisfy the requirement but only if approved by the Professor of Military Science prior to enrollment.

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Music

School of Music

Department Information

C-550 HFAC
801-422-6304
music@byu.edu
https://cfac.byu.edu/music

Advisement Center

D-444 HFAC
801-422-3777
cfacadvise@byu.edu
http://cfac.byu.edu/advise/

Programs

- Commercial Music (BM)
- Music (BA)
- Music (Minor)
- Music Composition (BM)
- Music Education: K-12 Choral (BM)
- Music Education: K-12 General Music (BM)
- Music Education: K-12 Instrumental (BM)
- Music Performance: Brass (BM)
- Music Performance: Combined Piano & Organ (BM)
- Music Performance: Organ (BM)
- Music Performance: Percussion (BM)
- Music Performance: Piano (BM)
- Music Performance: String (BM)
- Music Performance: Vocal (BM)
- Music Performance: Woodwind (BM)

Subject Areas

Admission to Degree Program

Enrollment in the School of Music's degree programs is limited. Prospective majors must pass an audition and aural skills exam. Please consult the General Information section below and visit the college advisement center for details.

The Discipline

The School of Music celebrates musical artistry and understanding as core elements of the human experience, crucial components of a liberal education, and central aspects of a spiritual life.

In the School of Music, students learn self-expression and self-discipline through rigorous practice and passionate performance. They develop an acute sensitivity for collaboration and artistic cooperation through intensive ensemble work. In the study of music theory and history, students learn to hear and appreciate various musical languages, distinguish nuances of style, and discern the connections between musical developments and their cultural contexts.

Students learn in a variety of situations: private lessons, small seminars, multimedia labs, ensembles, recitals, and lectures. They are encouraged to participate actively in the vibrant musical environment of the School of Music by attending concerts, lectures, and workshops and by contributing to a student culture of independently motivated artistic engagement. These experiences foster a holistic approach that embraces academic rigor, artistic intuition, creative ambition, physical grace, and expressive eloquence.

In pursuit of the University's spiritual aims, students learn the divinity inherent in creativity and the devotion expressed by the nurturing of one's craft.

Career Opportunities

The School of Music leads its students toward careers in performance, studio teaching, music education, commercial music, recording and sound technology, arts management, music journalism, composition, and other music-related professions. Because the music curriculum is rigorous, it is also an excellent pre-professional course of study for those interested in fields as diverse as law, business, library science, or medicine. Whatever degrees one obtains, however, an education in music pertains not only to earning a living through art but also using art to enhance one's satisfaction and joy in life.

General Information

1. The degree programs in the School of Music are Limited Enrollment Programs, meaning, first, they are HIGHLY competitive and selective, and second, they require an adherence to specific course paths in the first two years of study. Students who are successful in their application and audition and are admitted into one of the degree programs in the School of

Music will be required to do the following in order to remain in the program:

  - Successfully complete the following courses with a C- or better in the first two years of study:

    Music 193, 195, 197 – To be taken all together in 1st semester

    Music 194, 196, 198 – To be taken all together in 2nd semester

    Music 293, 295, 297 – To be taken all together in 3rd semester

    Music 294, 296, 298 – To be taken all together in 4th semester

  - Begin the private lesson requirement, as specified by the degree program requirements, in the first semester and continue taking private lessons each semester until the requirement is fulfilled.
  - Begin the ensemble requirements, as specified by the degree program requirements and directed by the student's studio teacher, in the first semester and continue each semester until the requirement is fulfilled.

    Failure to follow the requirements listed above may result in dismissal from the degree program.

2. Admission applications to the School of Music must be received by November 15 for contemporary vocalists; December 1 for pianists, violinists, and classical vocalists; and January 15 for all other applicants.
3. All entering students (including transfer students) must pass a performance audition on their major instrument (or voice). Live auditions are held on the last Saturday of January. Students who cannot attend the live audition must submit an audio or video recording for consideration; these recordings must be received by January 15. See the School of Music office (C-550 HFAC) for further details regarding the audition process and requirements or call (801) 422-8903.
4. All entering students must also pass an aural skills examination. They may take this examination in one of three ways: (1) in a group, at admissions auditions on the last Saturday of January; (2) individually, at the BYU Testing Center (call 801-422-6147 to schedule times), or (3) individually by proctor at other locations (only for those who are NOT coming to campus for a live audition; who live outside of Utah County; and who are unable to come to the BYU campus and take the test in the Testing Center. Call the School of Music office to arrange). Students may take the exam as many times as desired to improve their score. (Students who receive a score of 4 or 5 on the aural part of the AP music exam are exempt from this test.)
5. All students who do not have a keyboard emphasis (piano or organ) must complete the piano proficiency requirement by the end of the sophomore year. Students may fulfill this requirement by (a) taking Music 221 and/or Music 222, or (b) taking the Piano Proficiency Exam. (See the online School of Music Undergraduate Handbook for more details.)
6. Each student accepted as a music major must meet with the academic advisor in the college advisement center before the end of the first year.
7. Students who pass either part of the AP Music Test with at least a score of 4 should check with the college advisement center before registering for core courses.
8. All major performance instruction must be in the same instrument (or voice) with the

following exceptions: Commercial Music and Composition students, with approval from their division coordinator, main studio teacher, and secondary studio teacher, may opt to fulfill a portion of their studio lesson requirement on a secondary instrument.

9. All students registered in Music 250R, 260R, 360R, or 460R must complete an examination before a faculty jury on their major instrument (or voice) near the end of each semester of performance study. (With the approval of the faculty, students may elect to substitute a juried public recital for a jury examination.) Students who wish to enter Music 360R or 460R (normally after the sophomore year) must first be granted approval to do so by a faculty jury.

10. All students must fulfill the ensemble requirements of their individual degree programs as described below: Ensemble requirements are filled through a mixture of assigned "Category 1: Approved Large Ensembles" and "Category 2: Other Ensembles Approved for the Major" as listed in each degree program.

    Approved Category 1 ensembles include Music 312R: Men's Chorus, Music 313R: Women's Chorus, Music 314R: Concert Choir, Music 315R: University Singers, Music 325R: Symphonic Band, Music 326R: Wind Ensemble, Music 337R: Symphony Orchestra, and Music 338R: Philharmonic Orchestra. Only one approved Category 1 ensemble per semester may count toward this requirement, and students may not enroll in more than two conducted or directed ensembles per semester. This ensemble assignment is determined by the student's major instrumental teacher or by choral audition, not by the student. For all BA or BM music students, the total ensemble requirement should be completed in consecutive semesters of enrollment beginning the freshman year.

    Please note:

    - Commercial Music and Composition students, with approval from their division coordinator and main studio teacher, may fulfill part of their Category 1 Ensemble requirement by auditioning and performing on a secondary instrument. Students who play guitar or piano as their principal instrument may also count participation in Music 333R: Jazz Ensemble or Music 334R: Synthesis toward their Category 1 Ensemble requirement.
    - In certain circumstances, music majors may be allowed to count participation in the non-auditioned ensembles (Music 311R: University Chorale; Music 321R: University Orchestra; and Music 322R: University Band) toward their Category 1 requirement with permission from their respective studio teacher and the ensemble conductor.

11. All transfer students must have their previous university work in music evaluated by the appropriate BYU School of Music faculty members to determine what credits will be accepted in the transfer (see the college advisement center for referrals). We subscribe to the policy of the National Association of Schools of Music and carry no obligation to accept upper-division music credits from other member schools.

12. If a School of Music student receives an E grade twice in any one course within his or her major, the student will not be allowed to proceed in the major. Also, a registration hold will be placed on the student's record pending a meeting with an academic advisor to determine an alternative plan of study. Only in rare and extreme cases will the School of Music consider petitions to take a course a third time and have major status reinstated.

13. Students temporarily leaving the School of Music for a mission are required to file a deferment form with the university's Admissions Office and are encouraged to remain in contact with their studio teacher regarding their re-entry date. Students intending to enter the School of Music during the school year immediately following mission service are highly encouraged to apply and audition for admission to the School of Music prior to departure.

14. All School of Music students are expected to attend at least eight concerts and two School of Music-sponsored lectures each semester. For more information, see the online School of Music Undergraduate Handbook.

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Music Dance Theatre Program

CFAC Music Dance Theatre Program

Department Information

1128 RB
☎ 801-422-2563
rbmusic@byu.edu
mdt.byu.edu

Advisement Center

D-444 HFAC
☎ 801-422-3777
cfacadvise@byu.edu
http://cfac.byu.edu/advise/

Programs

- Music Dance Theatre (BFA)

Admission to Degree Program

This is a limited-enrollment program requiring program admissions approval.

The Discipline

The BFA in Music Dance Theatre (MDT) is an interdisciplinary degree offered by the College of Fine Arts and Communications through the cooperative involvement of its Department of Dance, School of Music, and Department of Theatre and Media Arts.

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Neuroscience

Neuroscience Center

Department Information

S192 ESC
801-422-1218
neuroscience@byu.edu
http://neuroscience.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

Neuroscience (BS)

Subject Areas

NEURO

The neuroscience undergraduate program is an interdisciplinary program that allows students to seek advisement at the College of Family, Home, and Social Science Advisement Center or the College of Life Sciences Student Services Office.

Admission to Degree Program

The degree program in the Neuroscience Center is an open enrollment program.

The Discipline

Neuroscience is the field of study that encompasses the development, structure, and function of the central nervous system and its connection to influencing/regulating behavior. The study of neuroscience examines topics such as neuroanatomy, physiology of nervous system cells and circuits, molecular neuroscience, biochemistry, genetics, neuropharmacology, neuroimaging, systems and behavioral neuroscience, developmental neuroscience, social neuroscience, cognition, bioengineering, computational neuroscience, and neural dysfunction and disease. The interdisciplinary nature of neuroscience requires the tools provided by experience and training in biology, genetics, physiology, molecular biology, chemistry (general, organic, and biochemistry), physics, engineering, psychology (hormones and behavior, memory, cognition, sensation, and perception), statistics, calculus, and research design and analysis.

Career Opportunities

A major in neuroscience prepares students to pursue advanced degrees in neuroscience or biological and non-biological fields related to neuroscience or to enter into the pharmaceutical and biotechnology workforce. Neuroscience provides outstanding preparation for students seeking admittance into professional programs in medicine, dentistry, optometry, podiatry, chiropractic, or pharmacy or preprofessional field of study for those interested in health professions, law, or business. Graduates of the program also have the academic skills for careers in business, consulting, global health, government and policy, non-profit programs, research and writing and publishing.

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Nursing Program

Nursing Program

Department Information

500 SWKT
801-422-4144
http://nursing.byu.edu/

Advisement Center

551 SWKT
801-422-4173
nursing_advisement@byu.edu
http://nursing.byu.edu/academics/undergrad/advisement.aspx

Programs

Nursing (BS)

Subject Areas

NURS

Admission to Degree Program

The degree programs in the College of Nursing carry special enrollment limitations. Please see the college advisement center for specific details.

The Discipline

Brigham Young University's baccalaureate nursing program prepares general clinicians with the knowledge, skills, leadership abilities, and values commensurate with professional nursing practice. Nursing education builds on the sciences, humanities, and religious studies to develop the strong theoretical and practical base necessary to understand and meet the needs of people in various health care settings.

Learning comes alive as students move from the classroom through the clinical simulation laboratory to actual patient care. Students assess, diagnose, and treat actual and potential human responses in an effort to promote, restore, or maintain health. Baccalaureate graduates develop their ability to be sensitive to the welfare of others, communicate effectively, evaluate and apply research findings, think critically, solve problems, and utilize appropriate technology as they provide quality nursing care to people of all ages and from diverse backgrounds.

Career Opportunities

Career positions are available in various health care settings.

Undergraduate Admittance Requirements

The following criteria have been established for acceptance and progression in the baccalaureate program.

1. Be fully matriculated at BYU.

Acceptance into the nursing major is competitive and restricted to a limited number of openings each year. Not all students who meet the minimum requirements are guaranteed acceptance into the program.

2. Applicants are evaluated on a variety of criteria using a point system. Admission criteria has included academic progression; overall college GPA; ACT/SAT; written communication skills; community, school, and church service; recommendations from employers and/or educators; and the professional judgment of the admissions committee. In the last three years, the average GPA of students accepted into the program has been from 3.8 to 3.9, with a range of 3.68 to 4.0 and the average ACT of students accepted has been 27-29.

3. Complete the following before beginning nursing courses:

Chem 285.

NDFS 100.

Nurs 180.

PDBio 220.

SFL 210 or Psych 220.

Additionally, 16–20 total hours from the university core.

Note: Students may apply to the baccalaureate program during the semester they are completing BYU nursing prerequisite courses, if classes are taken at BYU. All prerequisite classed being transferred to BYU must be showing on BYU transcripts prior to application deadline. All Independent Study classes (if taken) need to have grades posted on transcript by application deadline.

4. Students with English as a second language additional requirements: 1.) Have a TOEFL over-all score of at least a 93 (internet-based) with at least 24 sub-scores in both reading and listening. 2.) Complete a Medical Terminology course (either Nurs 102 or Latin 123 or equivalent). 3.) Take the OPI/IELTS package exams from BYU English Language Center (*this cannot be started until you have the minimum score needed for the TOEFL and have completed or currently enrolled in Medical Terminology). Please see Nursing Advisement Center for more details.

5. Maintain a C grade or above in all nursing courses, including prerequisite and supporting courses. A grade of C– does not allow advancement to the next course in the sequence and a minimum of 3.0 GPA must be maintained in order to graduate.

General Information

The college nursing program is accredited by the Commission on Collegiate Nursing Education.

Clinical Assignments and Transportation

Educational and clinical experiences are generally located in but not limited to the Wasatch Front. Didactic courses are taught in Provo. Visits to agencies and client homes are also required. To achieve the best possible clinical education, students will need to travel throughout their course work. Access to a car is highly recommended. Students are responsible for their own transportation. Multicultural and international clinical experiences are also available during a specific spring term in the program. Students are expected to attend and prioritize all nursing courses and orientations.

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Nutrition, Dietetics, and Food Science

Department of Nutrition, Dietetics, and Food Science

Department Information

S-221 ESC
801-422-3912
ndfs_sec@byu.edu
http://ndfs.byu.edu/

Advisement Center

2060 LSB
801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Programs

- Dietetics (BS)
- Food Science (BS)
- Nutritional Science (BS)
- Nutritional Science (Minor)

Subject Areas

- NDFS

Admission to Degree Program

Some degree programs in the Department of Nutrition, Dietetics, and Food Science carry special enrollment limitations. Please see the department for specific details.

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Philosophy

Department of Philosophy

Department Information

4086 JFSB
801-422-2721
phil_dept@byu.edu
http://philosophy.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Logic (Minor)
- Philosophy (BA)
- Philosophy (Minor)
- Theoretical and Applied Ethics (Minor)

Subject Areas

- PHIL

Admission to Degree Program

All degree programs in the Department of Philosophy are open enrollment until the end of a student's sophomore year (60 credit hours), after which permission to add a minor or double major, or to change an existing major/minor must be obtained from the advisement centers of both the current major and the new major. To declare a philosophy major or minor prior to the end of a student's sophomore year, please contact or visit the College of Humanities Advisement Center (students do not need permission from the department chairperson to add or change a philosophy major or minor).

The Discipline

From its inception in ancient Greece down to the present, philosophy has sought to examine and understand life in all its wondrous complexity. In seeking answers to enduring questions about good and evil, the nature of the real, the limits of the knowable, and the enduring power of the beautiful, philosophy discloses its faith in the ability of reason to discover and communicate truth. Philosophy's correlative respect for the authority of logic and rational argument fosters an intellectual environment wherein open dialogue is essential and conflicting opinions are respected, but in which beliefs are carefully subjected to scrutiny, claims and criticisms to validation, and actions to the guiding lights of truth, goodness, and wisdom.

Students who study philosophy will find the discipline not only provides them invaluable insights into life's deepest concerns and questions, but also helps them develop an increased capacity for critical thought, perceptive judgment, and cogent argumentation. These benefits should prove invaluable for years to come in applications as diverse as raising a family, pursuing higher education, developing a career, and striving for spiritual enlightenment.

Career Opportunities

Philosophy offers excellent preparation for a variety of career paths, but especially in law, medicine, business, and the health sciences. The value of a major or minor in philosophy resides in the intellectual development it promotes and the transferable skills it nourishes. Philosophy majors perennially top the charts in standardized exams like the GRE, LSAT, and MCAT, especially on the verbal aptitude and analytic thinking sections. Partly because of those high scores, but also because the discipline is so rigorous, philosophy students generally enjoy extremely high rates of acceptance to graduate programs and professional schools--regardless of the discipline. And with increasing frequency, studies show that philosophy majors who pursue business and other non-academic careers are often out-earning their non-philosophy colleagues by mid-career. No doubt, this is because philosophy students master the logic, reading, writing, and critical thinking skills that such pursuits so often require. In short, philosophy not only prepares students for a rewarding life, but for any type of work that requires highly developed abilities in analytical reasoning and effective communication.

General Information

The Department of Philosophy strongly recommends that philosophy majors double-major in another field to help them complete the 120 hours required for graduation and to help prepare them for the job market. We also recommend that they consider taking StDev 317 and HColl 110. Because all liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, StDev 317 is recommended to help liberal arts students focus on specific educational and occupational goals and to introduce them to graduate/professional school and employment preparation strategies, internships, available educational opportunities, and a variety of career options. HColl 110 introduces students to the culture and academic landscape of the humanities, and teaches them how to market and employ their liberal arts education in today's challenging work environment.

Philosophy students are also encouraged both to complete one of the many internships supported and funded by the College of Humanities (regardless of individual career goals), to learn a foreign language, and if finances allow, to study abroad for a semester.

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Physical Science Program

CPMS Physical Science Program

Department Information

N143 ESC
☎ 801-422-2255
cpms@byu.edu
http://cpms.byu.edu/

Advisement Center

N-181 ESC
☎ 801-422-2674
cpmsadvisement@byu.edu
http://cpms.byu.edu/advisement-center/

Programs

- Teaching Physical Science (BS)

Subject Areas

- PHY S

Admission to Degree Program

Special limitations apply for this teaching major.

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Physics and Astronomy

Department of Physics and Astronomy

Department Information

N-281A ESC
801-422-1702
physics_office@byu.edu
http://www.physics.byu.edu/

Advisement Center

N-181 ESC
801-422-2674
cpmsadvisement@byu.edu
http://cpms.byu.edu/advisement-center/

Programs

- Applied Physics (BS)
- Astronomy (Minor)
- Physics (BS)
- Physics (Minor)
- Physics Teaching (BS)
- Physics Teaching (Minor)
- Physics--Astronomy (BS)

Subject Areas

- PHSCS

Admission to Degree Program

All degree programs in the Department of Physics and Astronomy are open enrollment. However, special limitations apply for teaching majors.

The Discipline

Over the centuries physicists and astronomers have studied the principles that govern the structure and dynamics of matter and energy in the physical world, from subatomic particles to the cosmos. Physicists seek to expand human knowledge through experiment, theory, and computational methods, in fundamental areas such as acoustics, astronomy, atomic and molecular physics, biophysics, condensed matter physics, cosmology, medical physics, nanotechnology, nuclear physics, optics, particle physics, plasma physics, quantum mechanics, relativity, and thermodynamics. Physicists also apply this understanding to the development of new technologies. For example, physicists invented the first lasers, semiconductor electronic devices, and stereo sound.

Physics and astronomy students learn to approach complex problems in science and technology from a broad background in mechanics, electricity and magnetism, statistical and thermal physics, quantum mechanics, relativity, optics, and acoustics. The tools they develop at BYU include problem solving by mathematical and computational modeling, as well as experimental and observational discovery and analysis. All students gain professional experience via a research senior thesis, capstone project, internship project, or student teaching, usually in close association with a faculty member. Together these experiences can provide excellent preparation for employment or for graduate studies in physics, other sciences, engineering, medicine, law, or business.

Most physicists and astronomers work in research and development in industrial, government, or university labs to solve new problems in technology and science. They also share the beauty discovered in our physical universe by teaching in planetariums, high schools, colleges, and universities.

Career Opportunities

"More than most other majors, a physics degree is a passport into a broad range of science, engineering, and education careers." — Sloan Foundation

A degree in one of the physics-related majors can provide:

1. Preparation for those who intend to enter industrial or governmental service as engineers, technicians, physicists or astronomers.
2. Education for those who intend to pursue graduate work in physics or astronomy.
3. Education in the subject matter of physics for prospective teachers of the physical sciences. This is normally done through the Physics Teaching or Teaching Physical Sciences majors, the Physics Teaching minor, or Applied Physics major with a teaching emphasis.
4. Undergraduate education for those who will pursue graduate work in the professions: business (e.g., an MBA), law (especially patent law), medicine, medical physics, etc.
5. Science, technical, and research background for graduate school in engineering, biophysics, or physical sciences.
6. Physics fundamentals required by the biological science, medical, dental, nursing, and related programs.

For more information about careers for physics and astronomy majors, see Careers for Physics Majors.

General Information

1. It is recommended that a student complete the following courses in high school:

   Students in physics should take mathematics beginning the first semester of the freshman year. Most physics majors begin with Math 113. If calculus was not studied in high school, students can take Math 112 concurrently with Phscs 121 during the fall semester; then continue with Math 113 in winter semester.

    - 3-4 units of English
    - At least 1 unit of physical science, either chemistry or physics (more is better)
    - 4 units of mathematics, consisting of algebra, geometry, trigonometry, and (if possible) calculus. This should qualify students to begin college mathematics with Math 113, Calc 2. Because mathematics provides the foundation for all work in the physical and mathematical sciences, high school preparation in this subject is of particular importance.
    - Students are encouraged to gain some experience in computer programming, which will help prepare them for various required computer programming and computational physics classes at BYU

2. Physics and Astronomy majors should generally take one mathematics class per semester, beginning the first semester of the freshman year, until their mathematics requirements are complete (i.e. through Math 303 or 334). Most physics majors begin with Math 113. If calculus was not studied in high school, students can take Math 112 concurrently with Phscs 121 during the fall semester of their freshman year; then continue with Math 113 in winter semester.

3. All Physics and Astronomy majors are assigned a faculty mentor to be their academic advisor, with whom they must meet at least once per year.

Scholarships

Various departmental scholarships are available for students in Physics and Astronomy. Both academic record and financial need are taken into account. Preference is often given to students who are farther along in the major, so generally students must be at the sophomore level or above for their applications to be competitive. For more information see the Physics Scholarship page.

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Physiology and Developmental Biology

Department of Physiology and Developmental Biology

Department Information

4005B LSB
☎ 801-422-7562
pdbio@byu.edu
http://pdbio.byu.edu/

Advisement Center

2060 LSB
☎ 801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Programs

- Biophysics (BS)
- Physiology & Developmental Biology (BS)

Subject Areas

- PDBIO

Admission to Degree Program

All degree programs in the Department of Physiology and Developmental Biology are open enrollment.

The Discipline

Physiology is the study of the *functions* of the body systems. Developmental biology is the study of how specific genes govern differentiation of cells, tissues, and organs with unique structure and functions. Both disciplines require a firm foundation of mathematics, chemistry, physics, and cellular biology. The related area of biophysics uses the methods of physics, chemistry, mathematics, and biology to investigate the *physical* basis of life.

Upper-division courses require synthesizing and integrating information from many areas of science to allow understanding of such remarkable processes as how the heart pumps blood, how neurons communicate with one another, how insulin regulates blood sugar, and how specific gene products determine the morphology and functional capacity of the nervous system. Knowledge in these areas is expanding rapidly as new techniques are applied in molecular biology. Hence, significant exposure to the concepts and techniques of molecular biology is an important component of the major.

Career Opportunities

A major in physiology and developmental biology prepares students to pursue advanced degrees in either the biological sciences or nonbiological fields or to enter directly into employment. This major provides outstanding preparation for students seeking admittance into professional programs in medicine, dentistry, optometry, podiatry, chiropractic, or pharmacy. Students who have aspirations of doing health-related research will find a challenging, thorough preparation for entrance into graduate programs and beyond. Graduates of the program will also have the academic and laboratory skills necessary for employment in medical, biotechnological, and pharmaceutical industries. This degree offers students pursuing advanced degrees in business, public management, or law the knowledge and training necessary to be admitted into professional schools and work in governmental agencies, health care and biotechnical industries, and patent or health care law.

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Plant and Wildlife Sciences

Department of Plant and Wildlife Sciences

Department Information

4105 LSB
801-422-2760
pws-secretary@byu.edu
http://pws.byu.edu/

Advisement Center

2060 LSB
801-422-3042
lifesciences@byu.edu
http://lifesciences.byu.edu/studentservices/

Programs

- Environmental Science (BS)
- Environmental Science (Minor)
- Genetics, Genomics & Biotechnology (BS)
- Landscape Management (BS)
- Landscape Management (Minor)
- Wildlife & Wildlands Conservation (BS)

Subject Areas

- PWS

Admission to Degree Program

All degree programs in the Department of Plant and Wildlife Sciences are open enrollment.

The Discipline

Disciplines in the Department of Plant and Wildlife Sciences focus on four of the great dilemmas facing mankind in the twenty-first century: harnessing biological technology to meet the needs of an expanding human population in the developing world; assessing and minimizing the impact of human activities on an increasingly vulnerable environment; management and conservation of wildlife and wildlands; and managing landscapes to meet increasing water, space, and other resource limitations while enhancing the aesthetic quality of urban environments.

Majors offered provide a flexible education for directly entering the job market or preparing for graduate or professional schools in business, engineering, the health professions (medical and dental schools), landscape architecture, law, natural resources, public administration, or science.

Career Opportunities

Genetics and Biotechnology

The discipline of genetics and biotechnology focuses on applications of molecular biology and genomics to solve problems related to health, crop and animal production, forensics, and environmental remediation. This field holds tremendous promise for meeting food sustainability needs in the developing world, delivering medical treatments customized to each patient's genomic makeup, and reducing human impacts upon the environment. The major program educates students in scientific principles and current biotechniques through a combination of classroom instruction and mentored laboratory experience on original research projects with faculty and graduate students. Graduates are prepared for immediate employment in the biotechnology industry or for graduate study in biotechnology, molecular genetics, or the health professions. An optional, integrated track in biotechnology business affords students the option of obtaining a management minor through the Marriott School of Management in preparation for management careers in life sciences industries or for law school and subsequent careers as biological patent attorneys.

Environmental Science

Students majoring in environmental science learn fundamental principles of ecology; biodiversity; conservation; chemistry; engineering; geology; geography; and plant, animal (invertebrate/vertebrate), and soil sciences to help them solve environmental problems. They are prepared for graduate study and direct employment in fields dealing with assessing and remediating human-induced environmental impacts, as well as for careers in law, business, and the health professions.

Landscape Management

This program is accredited by the Professional Landcare Network (PLANET), the leading professional organization in landscape contracting. The major combines practice and instruction in horticultural science, business, and landscape design to prepare students for employment as managers in landscape contracting or for graduate studies in business, law, landscape architecture, and horticulture.

Wildlife and Wildlands Conservation

Wildlife and wildlands conservation is directed at managing wildland ecosystems-optimizing the function and services of natural ecosystems. Students are educated in wildland plants, animals, soils, and ecology, as well as wildlife and land management techniques. Graduates are well prepared to deal with complex issues involving wildlife and wildlands management and the overall conservation of natural resources.

This degree program qualifies students to work for a wide array of government and private land-management and conservation agencies. Students can qualify for federal job series employment in wildlife biology, range conservation, ecology, zoology, and botany. Common employers of these students include the U.S. Forest Service, Bureau of Land Management, Natural Resource Conservation Service, Fish and Wildlife Service, Park Service, and state wildlife management agencies. Graduates are well prepared to deal with complex issues involving wildlife and wildlands management and the overall conservation of natural resources.

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Political Science

Department of Political Science

Department Information

745 SWKT
801-422-9018
polysec@byu.edu
https://politicalscience.byu.edu

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- International Strategy and Diplomacy (Minor)
- Legal Studies (Minor)
- Political Science (BA)
- Political Science (Minor)
- Political Strategy (Minor)

Subject Areas

- POLI

Admission to Degree Program

All degree programs in the Department of Political Science are open enrollment.

The Discipline

The political science major is designed to fulfill the admonition of the Doctrine and Covenants (88:79–80) to teach one another "things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms that ye may be prepared in all things."

Politics extends far beyond the immediate concerns of politicians or pollsters; it is essential to the human condition. Since we are all shaped by the institutions we inhabit, political science helps us to understand not only our world but ourselves. It involves fundamental choices concerning our life in communities whether locally, nationally, or globally. Without politics there could be only chaos and conflict. With politics there is the chance for order and thus the opportunity to seek prosperity and fulfillment. Often conflictual but just as often cooperative, politics reflects our basic needs and interests, our highest aspirations, and the often harsh requirements of power.

Political science involves this full range of inquiry, including questions of "who gets what," questions of the best or most just political order, and questions of the nature, uses, and abuses of power. Political science students will be exposed to a broad range of perspectives or great ideas about politics to better understand questions such as "Why is campaign finance reform so difficult?" "Why did the Soviet Union fall?" "Were the Athenians justified in condemning Socrates to death?" and "Do democracies fight fewer wars?" Students will learn a variety of methods ranging from statistical analysis of quantifiable data to historical comparison of institutions to reflection on influential texts. Before graduating, students will not only better define their own values and ideas about politics but also develop their own significant research project as political scientists. Students will be prepared "in all things" to influence their communities for the better.

Career Opportunities

The Political Science Department offers an undergraduate degree in Political Science for students who are preparing for public service, graduate study in related fields, or professional degrees in law or business, as well as for liberal arts students who are interested in an undergraduate major that focuses on challenging questions facing modern society. The program is structured around a series of tracks that match these vocational choices.

Internships

All political science students should enrich their undergraduate education and enhance their career prospects with an off-campus internship experience. Several high-quality opportunities are available for which credit may be earned toward the major or minor.

Washington Seminar. Students from any academic discipline spend a semester or term in Washington, D.C., working in government, business, communications, or the arts. Complementing course work involving readings and briefings on contemporary national issues is part of the curriculum. From 6 to 12 hours of upper-division credit may be earned.

Utah State Legislature Internship. During each winter semester students from any academic discipline may work as interns in the Utah State Legislature. Students interested in legislative and public policy processes will particularly benefit from the experience. Complementing course work can optionally be taken in conjunction with the internship. From 5 to 14 hours of upper-division credit may be earned.

State and Local Government Internships. Throughout the year students may intern with city, county, or state governments, as well as the district offices of U.S. senators and representatives or other relevant organizations (availability of positions may vary). From 3 to 6 hours of upper-division credit may be earned.

International Internships. The International Internship Program at the David M. Kennedy Center places students in a variety of internships with foreign governments and international institutions. Some of these internships are eligible for credit towards the major.

Requirements

1. Internships should be completed during the junior or senior year. Prior to the internship, students should have completed Poli 110 and 200.
2. Students must have a cumulative grade point average of 2.7 or better (Washington Seminar requires a 3.0) and be in good academic standing. Strong research and writing skills are important qualifications.
3. All internship programs have a strong and complementing academic component to help students gain the most from their experience. Students completing any of the above internships must be enrolled for credit.

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Psychology

Department of Psychology

Department Information

1082 SWKT
801-422-6357
psychology@byu.edu
https://psychology.byu.edu

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- Psychology (BS)
- Psychology (Minor)

Subject Areas

- PSYCH

Admission to Degree Program

All undergraduate degree programs in the Department of Psychology are open enrollment.

The Discipline

Psychology is a traditional discipline in the liberal arts and sciences and is rooted in the Western intellectual tradition. Since its founding in the late nineteenth century, psychology has distinguished itself primarily as a science with a wide scope of interests. Many psychologists also provide treatment for a broad range of disorders, and others work to solve pressing social issues. The diverse world community of academic and professional psychologists is devoted to expanding our understanding of individual and collective behavior and applying that understanding toward improving the human condition.

The department joins students and faculty together to make a scientific and applied contribution to the discipline of psychology. Its faculty members and administrators are committed to an educational experience that excites learning and understanding in personal and collaborative settings. At the same time the department honors the restored gospel as vital for psychological theory, as a guide for professional conduct, and as a source of unique insight. Aware of the history of psychology and as active participants therein, faculty members hold students to high standards of individual and collective performance and understanding. Students are expected to respond to multiple styles of teaching and broad opportunities for engagement in research and application with serious and sustained interest and effort. In this way the department distinguishes itself as a community of scholarship, moral principle, and devotion to the elevation of humankind.

Career Opportunities

The psychology major is a gateway to professional employment and to advanced study in psychology. Psychologists engage in a variety of academic roles as teachers, researchers, and administrators and also provide counseling, clinical, and consulting services to individuals and organizations. Psychologists are employed by colleges and universities, public and private schools, clinics, and hospitals. They work in private practice and for corporations and government entities. The study of psychology has particular value for family life and for civic and cultural roles generally. The psychology major provides a well-informed perspective on human and organizational behavior in preparation for occupations in law enforcement, law, or business.

Most professional positions require a master's or doctoral degree, although a bachelor's degree may be sufficient to gain employment in mental health care, detention and probation services, auxiliary social work, personnel, or human resources. Further, the psychology major gives students a particularly strong background leading to graduate study in business, law, or medicine.

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Public Management

Romney Institute of Public Management

Department Information

760 TNRB
☎ 801-422-4221
✉ mpa@byu.edu
https://marriottschool.byu.edu/mpa/

Advisement Center

460 TNRB
☎ 801-422-4285
✉ msm_advisement@byu.edu
https://marriottschool.byu.edu/advisement/advisement/contact/

Subject Areas

MPA

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Social Work

School of Social Work

Department Information

2190A JFSB
801-422-6649
socialwork@byu.edu
http://socialwork.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Subject Areas

SOC W

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Sociology

Department of Sociology

Department Information

2008C JFSB
801-422-2105
sociology@byu.edu
https://sociology.byu.edu

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
https://fhssadv.byu.edu/Pages/Home.aspx

Programs

- Sociology (BS)
- Sociology (Minor)

Subject Areas

- SOC

Admission to Degree Program

All degree programs in the Department of Sociology are open enrollment.

The Discipline

Sociology is the study of social relations. For example, sociologists study social interactions, the relations of power, modern society, family and community life, organizations, and institutions. Among other things, sociologists study social change and social movements, diversity, the origins of inequality, and social conflict. The study of sociology includes learning about the theoretical perspectives and the diverse research methodologies that inform sociological analysis.

Career Opportunities

Students major in sociology in preparation for a number of different careers. Individuals are trained to analyze available information, summarize findings, draw conclusions, and solve problems. The study of sociology prepares a student for professional training in law, social work, public policy, and public or business administration. Sociology also provides training for occupations that do not require graduate training: commercial and retail sales, real estate, financial planning, information management and analysis, and market research. Students interested in working for nonprofit organizations and for government agencies should consider majoring in sociology. Students interested in studying criminology or a career in law enforcement may also consider sociology as a major. Sociology is also good preparation for improving the quality of life in our families and communities.

Becoming a sociologist requires further graduate study, either a PhD or a master's degree.

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Spanish and Portuguese

Department of Spanish and Portuguese

Department Information

3190 JFSB
801-422-2837
span-port@byu.edu
http://spanport.byu.edu/

Advisement Center

1041 JFSB
801-422-3541
liberalarts@byu.edu
http://hac.byu.edu/

Programs

- Portuguese (BA)
- Portuguese (Minor)
- Portuguese Studies (Secondary Major) (BA)
- Portuguese Teaching (Minor)
- Spanish (BA)
- Spanish (Minor)
- Spanish Studies (Secondary Major) (BA)
- Spanish Teaching (BA)
- Spanish Teaching (Minor)
- Spanish Translation (BA)

Subject Areas

- SPAN
- PORT

Admission to Degree Program

Most degree programs in the Department of Spanish and Portuguese are open-enrollment programs. However, students wishing to declare a major in Spanish or Portuguese are asked to first stop by the department office to fill out a clearance form in order to facilitate scheduling a meeting with a faculty advisor.

The Spanish Teaching and Spanish Translation programs are limited-enrollment programs. For information on applying to these programs, please contact the department.

The Discipline

The Spanish and Portuguese languages and literatures dominate the Iberian Peninsula, major parts of Africa, and the southern portion of the New World from Mexico to the Magellan Straits. Thirty countries have Spanish or Portuguese as an official or national language, with over 615 million speakers of these languages worldwide.

Such breadth—plus some 35 million speakers within the borders of the United States itself—gives multiple opportunities for developing skill in the spoken language, as well as in listening, reading, writing, and translation. Studying the Iberian roots of this large and important part of the population and learning about the people's perception of life also brings greater understanding of their values and their struggle for identity. A Spanish or Portuguese major makes for a demanding, intriguing, and pleasurable experience.

Career Opportunities

The field of teaching has always provided good employment opportunities for Spanish majors. In addition, opportunities for both Spanish and Portuguese have been found in government service (translation, U.S. State Department, CIA, FBI, Border Patrol, Peace Corps, NSA, USIA), business, social work, airlines, banking, etc. Many majors go on to professional schools (law, medicine, dentistry, business, etc.), where a liberal arts background is advised. A strong minor or a second major in the employment area is strongly encouraged.

Language Certificate Program

The Language Certificate Program is available in Spanish and Portuguese for all matriculated BYU students who are pursuing any BYU undergraduate degree. A student who meets the proficiency and course requirements may earn the Language Certificate. The proficiency requirement is met through the nationally recognized ACTFL Oral and Writing Proficiency Exams.

The Language Certificate Program is administered by the Center for Language Studies (3086 JFSB). For more information and course requirements, visit http://languagecertificate.byu.edu.

General Information

Spanish Resource Center

164 University Parkway Center, (801) 378-8107
E-mail: sp-rescenter@email.byu.edu

The Ministry of Education and Culture of Spain, in connection with the Department of Spanish and

Portuguese and the Center for the Improvement of Teacher Education and Schooling (CITES), operates the Spanish Resource Center (Centro de Recursos). The purpose of the center is to provide an ample supply of books, computer programs, and didactic materials, both printed and audiovisual, related to the teaching of Spanish language and literature. Researchers, professors, students, educational institutions, coordinators, administrators, and in general all those who may be interested in the knowledge and promotion of Spanish are welcome. To increase the prestige of the Spanish language academically as well as socially, the Spanish Resource Center:

- Sponsors workshops, seminars, and work groups on topics related to teaching Spanish and researching linguistics and literature;
- Organizes conferences, film series, recitals, and cultural activities in general that relate to the Spanish language and culture; and
- Promotes and participates in all initiatives that are deemed appropriate and that favor acquisition and use of the Spanish language by students at different educational levels.

Foreign Language Student Residence

The Foreign Language Student Residence provides live-in opportunities for students in Spanish and Portuguese. A twenty-four-hour-a-day Spanish or Portuguese rule assures participants intensive use of the language, under the direction of native speakers. Prerequisite to this experience is Span 205 or Port 201 or its equivalent; any exceptions must be approved by the department. For further information contact the department secretary or the Foreign Language Student Residence Office, 3086 JFSB, (801) 422-3765.

Minor, Second Major, or Supporting Course Work Required for Spanish or Portuguese Majors

Students in the Spanish BA, Spanish Translation BA, and Portuguese BA programs are required to complete a minor (approximately 16-21 hours), second major (approximately 30-60 hours), or supporting course work (18 hours). Students in the Spanish Studies BA and Portuguese Studies BA programs, which are considered second-major programs, are required to complete a primary major in another field.

A minor is not required for students in the Spanish Teaching BA program, but a teaching minor in another subject is strongly recommended.

In order to declare a minor in Spanish Teaching or Portuguese Teaching, students must first declare a teaching major in another area.

For more information on program requirements, please refer to the webpage for each specific program.

Spanish or Portuguese Language Immersion Experience

Students are strongly encouraged to participate in an intensive Spanish or Portuguese language/culture immersion experience such as the following:

1. Residency abroad (may include a Spanish or Portuguese LDS mission, attendance at a foreign university, an advanced exchange program, or similar intensive foreign residence).
2. Participating in BYU Study Abroad Programs in Spain, Portugal, or Latin America.
3. Participating in individual or group-arranged internship programs abroad as approved by the department.
4. Living in the Foreign Language Student Residence for a year or more, pledging to use only Spanish or Portuguese within the residence.

5. Participating in a service learning course that involves working intensively with the Spanish or Portuguese community.

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Statistics

Department of Statistics

Department Information

223 TMCB
801-422-4505
statsec@stat.byu.edu
http://statistics.byu.edu/

Advisement Center

N-181 ESC
801-422-2674
cpmsadvisement@byu.edu
http://cpms.byu.edu/advisement-center/

Programs

- Actuarial Science (BS)
- Statistics (Minor)
- Statistics: Applied Statistics & Analytics (BS)
- Statistics: Biostatistics (BS)
- Statistics: Statistical Science (BS)

Subject Areas

- STAT

Admission to Degree Program

All degree programs in the Department of Statistics, except Actuarial Science, are open enrollment. To major in Actuarial Science, a student must pass one exam of the Society of Actuaries (SOA), often Exam FM, before declaring an actuarial science major.

The Discipline

Statisticians help determine the sampling and data collection methods, monitor the execution of the study and the processing of data, and advise on the strengths and limitations of the results. They must understand the nature of uncertainties and be able to draw conclusions in the context of particular statistical applications.

Actuaries are business professionals who analyze the financial consequences of risk. Actuaries use statistics, mathematics, and financial theory to study uncertain future events, especially those of concern to insurance and pension programs. They evaluate the likelihood of those events and design creative ways to reduce the likelihood and decrease the impact of adverse events that actually do occur. Their work requires a combination of strong analytical skills, business knowledge, and understanding of human behavior to design and manage programs that control risk.

Career Opportunities

The curriculum and degrees offered through the Department of Statistics are designed to equip students with decision-making skills for careers as professional statisticians in industrial organizations, government agencies, insurance companies, pharmaceutical companies, universities, and research institutes. The technical tools statisticians acquire are useful in many areas, and for this reason a statistics degree is also excellent preparation for professional programs in business administration, medicine, law, and public administration.

General Information

1. It is recommended that a student complete the following courses in high school:
    - 3 units of English.
    - 1 unit of physical science, either chemistry or physics.
    - 4 units of mathematics, consisting of 2.5 units of algebra, 1 unit of geometry, and 0.5 unit of trigonometry. This should qualify students to begin college mathematics with Math 112, analytic geometry and calculus.
        - Because mathematics provides the foundation for all work in the physical and mathematical sciences, particular attention is paid to high school preparation in this subject.
2. Students are encouraged to complete 15 credit hours each semester. Taking fewer credits substantially increases the cost and the number of semesters to graduate.
3. An integrated BS/MS program is available. This program allows Statistics students in all statistics emphases to receive their bachelor's and master's degree in five years of schooling. It is available to students who have taken Math 112, Math 113, Math 313, Math 314, Stat 230, Stat, 240, Stat 330 and Stat 340 and have less than 6 courses left until completion of the bachelor's degree. Interested students must complete a department application by February 1 for admission Fall semester.

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Student Activities Program

Student Life Student Activities Program

Department Information

Advisement Center

Subject Areas

STAC

Student Activities

Jonathan Kau, Director of Student Wellness
112F RB, (801) 422-2846

Glenna Padfield, Student Activity Program Coordinator
112C RB, (801) 422-1601

The purpose of activity courses is to provide opportunities for students to participate in a wide range of movement, fitness, and skill-building experiences. Such activities are designed to instill in learners responsible attitudes and behaviors essential to promoting and maintaining a physically active lifestyle throughout life.

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Student Development

Department of Student Development

Department Information

📍 2516 WSC
☎ 801-422-6291
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Advisement Center

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☎
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Subject Areas

STDEV

Student Development

Tyler R. Pedersen, Associate Director
Counseling and Career Center
2516 WSC, (801) 422-6291

Cherie Egan, Student Development Coordinator
2518 WSC, (801) 422-6291

Student development courses are offered by clinical faculty from the Counseling and Career Center, academic advisors from the University Advisement Center and other areas of campus, as well as by professionals in their respective fields. Courses offered in student development are intended to help BYU students with their educational, career, and personal development. Student Development courses help students:

1. Adjust to and thrive in the BYU academic and social environment.
2. Enhance their academic skills including studying, reading, time management, test-taking, and note-taking.
3. Effectively explore, select, and prepare for majors and careers suited to their interests, values, and plans.
4. Increase self-awareness and build personal strengths and character.
5. Develop leadership, interpersonal, and helping skills necessary to effectively serve in the campus and general community.
6. Make important life decisions.

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Teacher Education

Department of Teacher Education

Department Information

201 MCKB
☎ 801-422-4077
✉ tedsec@byu.edu
http://education.byu.edu/ted

Advisement Center

350 MCKB
☎ 801-422-3426
✉
http://education.byu.edu/advisement

Programs

- Early Childhood Education (BS)
- Elementary Education (BS)
- PE Teaching/Coaching (Minor)
- Physical Education Tchg/Coaching (K-12) (BS)
- TESOL K-12 (Minor)

Subject Areas

- SC ED
- EL ED
- ECE
- T ED
- PETE
- TELL

Admission to Degree Program

Admission to programs in the Teacher Education Department is by department approval. Please see Education Student Services, 350 MCKB, for specific details.

Additional Educator License Endorsements

Additional endorsement may be acquired through completion of a teaching minor in addition to a teaching major.

See Education Advisement Center (350 MCKB) for further information.

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Technology

School of Technology

Department Information

265 CTB
801-422-6300
sot_sec@byu.edu
https://sot.et.byu.edu

Advisement Center

250 SNLB
801-422-1818
sot_advisement@byu.edu
http://sot.et.byu.edu/advisement

Programs

- Construction and Facilities Management: Construction Management (BS)
- Construction and Facilities Management: Facilities Management (BS)
- Industrial Design (BFA)
- Information Technology (BS)
- Information Technology (Minor)
- Manufacturing (Minor)
- Manufacturing Engineering Technology (BS)
- Technology & Engineering Studies: Teaching (BS)
- Technology & Engineering Studies: Technical (BS)

Subject Areas

- MFG
- TECH
- IT
- INDES
- TEE
- CFM

Program Coordinators

Construction and Facilities Management, Jay Christofferson, 230 SNLB, (801) 422-6302

Industrial Design, Paul Skaggs, 310 CTB, (801) 422-4420

Information Technology, Derek Hansen, 265 CTB, (801) 422-7467

Manufacturing Engineering Technology, Val Hawks, 265 CTB, (801) 422-4571

Technology Engineering Education, Kip Christensen, 230 SNLB, (801) 422-6310

Admission to Degree Program

Each degree program in the School of Technology has specific enrollment requirements. Please see each program's admission requirements for specific details.

General Information

Student Advising

We strongly encourage students to visit with the School of Technology advisor (250 SNLB) at least every year, and preferably every semester, to ensure that they are making appropriate progress in the program and taking courses in the appropriate sequence.

Financial Support Opportunities

In addition to general university scholarships and student employment, the School of Technology offers scholarships, an academic internship program with industry, and a variety of departmental part-time jobs such as research assistant, new-product developer, lab assistant, paper grader, electronics technician, maintenance assistant, computer operator, etc.

Academic Internships

An industrial experience/internship in the major before graduation is required. Qualified students enroll in an academic internship, which must be approved before the actual experience. A formal report and employer evaluation are required.

Transfer Credit

When transferring into the school, students must meet with the School of Technology advisor before registering for classes to evaluate their technical courses and to get help in planning their schedule for completing their remaining course work.

Extracurricular Activities

Students are encouraged to join student chapters of national professional organizations affiliated with their major area of study. Student interaction, leadership, and career awareness are important to engineering and technology studies. All majors are encouraged to not only become members and actively participate in these chapters but also to support field trips, guest speakers, banquets, and program activities.

Professional Program Acceptance

Students must be accepted into the professional program before they may take upper-division courses in industrial design. Industrial design has additional restrictions that apply to major courses. (See the industrial design sections of this catalog.) A professional program application (available at http://sot.et.byu.edu/advisement/applications-and-forms) must be completed and submitted to 250 SNLB.

Students interested in declaring TEE as a major are encouraged to visit with the School of Technology advisor (250 SNLB) regarding requirements for program entrance, graduation, and licensure.

Academic Standards and Continuance

On gaining acceptance into the professional program, students must maintain a minimum university cumulative grade point average of 2.0. A professional program course may not be retaken more than once.

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Theatre and Media Arts

Department of Theatre and Media Arts

Department Information

D-581 HFAC
801-422-6645
tma_secretary@byu.edu
http://cfac.byu.edu/tma/

Advisement Center

D-444 HFAC
801-422-3777
cfacadvise@byu.edu
http://cfac.byu.edu/advise/

Programs

- Acting (BFA)
- Media Arts Studies (BA)
- Media Arts Studies (Minor)
- Theatre Arts Education K-12 (BA)
- Theatre Arts Studies (BA)
- Theatre Arts Studies (Minor)

Subject Areas

- TMA

Admission to Degree Program

Several degree programs in the Department of Theatre and Media Arts have a departmental application process with enrollment limitations. Theatre arts studies major and minor programs have declaration procedures but are open enrollment. Please see the college advisement center for specific details (1-801-422-3777).

The Discipline

BYU's theatre programs—Theatre Arts Studies, Theatre Arts Education, and Acting—invite students to explore the possibilities theatre provides for collaboration, citizenship, service, and faith-promotion. The programs emphasize the balance between practical theatre training and critical thinking. They provide extensive opportunities for production in classroom settings, workshops, and fully-mounted productions both at BYU and at external venues.

The BYU Media Arts Studies program is designed to educate students on a foundation of film history, theory, and criticism, along with fundamental production competencies. Possible areas of emphasis include critical studies, fiction production and non-fiction production.

Mission Statement

The mission of the Department of Theatre and Media Arts is to promote literacy, creativity and spirituality by exploring their interrelatedness in the arts of theatre and media, in an effort to illuminate and confirm truth and the infinite potential of the human soul.

Career Opportunities

The theatre program provides training and experience in all areas of theatre, from performing to playwriting, from teaching to technical production.

The Media Arts Studies program provides a foundation and basic experience in analyzing, conceptualizing, writing, directing, and collaboratively producing nonfiction, fiction, and new media. For skill development and specialization, students may select an area of study from the following: critical studies, fiction production, or non-fiction production.

For an area of interest study list, contact the advisement center or the department office.

General Information

1. The **Media Arts Studies major (or minor)** is a limited enrollment program. Students are required to fulfill the pre-major requirement of TMA 102. See the media arts program description for details. Application must be made for entrance into the program.
2. The **Theatre Arts Studies major (or minor)** is an open enrollment program. Students interested in general theatre studies, dramaturgy, playwriting, directing, stage management, critical studies, or design and technology (costume, lighting, makeup, scenic, or sound), should declare the theatre arts studies major (or minor), using the theatre arts studies declaration form. See program description for details on declaring this major.
3. Students interested in the **Theatre Arts Education major** should also declare a pre-theatre arts education major using the theatre arts education pre-major declaration form. Declaring the pre-major doesn't guarantee entrance into the theatre arts education program. Students must fulfill particular requirements. See program description for details.
4. Students interested in **BFA acting** should declare the acting pre-major, using the acting pre-major declaration form. Declaring the pre-major doesn't guarantee entrance into the BFA program. The BFA acting program is a limited enrollment program, and students must fulfill particular requirements. See program description for details.
5. The **Animation** and **Music Dance Theatre** (MDT) limited enrollment programs are administered out of other departments. Students interested in animation will need to contact the Design Department. Students interested in MDT need to declare a pre-music major.
6. Students who are majors, minors, or pre-majors of TMA affiliated programs are eligible to receive a TMA discount card that enables them to attend theatre season performances at a reduced price. TMA discount cards are available at the front desk of the TMA Office in D-581

HFAC.

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University Advisement

University Advisement Center

Department Information

Advisement Center

Programs

Open-Major (PRE)

For more information about University Advisement, see Advisement Resources.

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Women's Studies Program

Humanities Women's Studies Program

Department Information	**Advisement Center**
1065 JFSB	1041 JFSB
801-422- 2276	801-422-3541
womensstudies@byu.edu	liberalarts@byu.edu
http://womensstudies.byu.edu/	http://hac.byu.edu/

Programs

Women's Studies (Minor)

Subject Areas

WS

Discipline

The women's studies minor educates students in the findings, theories, and methodologies fundamental to the women's studies field, while fostering critical thinking and superior scholarship. Considering traditional academic discourse from the female perspective allows new insights into our historical and cultural traditions.

Career Opportunities

A women's studies minor enhances and broadens educational and employment opportunities in any discipline. The women's studies minor trains students to look at issues and questions from unique historical and contemporary perspectives both domestically and internationally. This training prepares students to be more successful in graduate and professional schools, business and industry, and government or community service.

Programs

↑Top

Accounting

BS

Hours	64 Credit Hours
LEP	Limited Enrollment Program of 265 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 5 courses

Prerequisite courses:

ACC 200 - Principles of Accounting	3.0
ACC 310 - Principles of Accounting 2	3.0
BUS M 241 - Marketing Management	3.0
FIN 201 - Principles of Finance	3.0
IS 201 - Introduction to Management Information Systems	3.0

✓ REQUIREMENT 2

Students must make formal application to the School of Accountancy.

A. A minimum of a B grade is required in Acc 200 and Acc 310 to apply.

B. Students can begin accounting major courses only Fall semester.

✓ REQUIREMENT 3 Complete 4 courses

Required courses: Note: It is recommended that Econ 110 and M Com 320 be taken before entering the junior core.

ACC 241 - Business Law in the Environment	3.0
ECON 110 - Economic Principles and Problems	3.0
IS 110 - Spreadsheet Skills and Business Analysis	1.0
M COM 320 - Communication in Organizational Settings	3.0

✓ REQUIREMENT 4 Complete 6 courses

Junior Core courses:

ACC 401 - Business and Accounting Information Systems	4.0
ACC 402 - Cost and Managerial Accounting	4.0
ACC 403 - Intermediate Financial Accounting 1	4.0
ACC 404 - Financial Accounting 2	4.0
ACC 405 - Fundamentals of Taxation	4.0
ACC 406 - Financial Statement Auditing	4.0

✓ **REQUIREMENT 5** Complete 1 option

Management Core courses:

✓ **OPTION 5.1** Complete 5 courses

BUS M 361 - Operations Management	3.0
BUS M 487 - Strategy and Economics	3.0
BUS M 582 - Ethics for Accounting Professionals	3.0
FIN 402 - Managerial Finance for Non-Finance Majors	3.0
ORG B 321 - Organizational Effectiveness	3.0

Note: If completing the MAcc, these courses will be replaced by MAcc courses.

✓ **REQUIREMENT 6**

Complete Marriott School exit survey online.

Program Outcomes

Develop Knowledge and Technical Proficiency in Accounting

Apply knowledge and demonstrate technical proficiency in accounting. Accounting includes, but is not limited to, financial and managerial accounting, financial statement auditing, accounting information systems, and taxation.

Working in Teams

Work effectively in teams to solve complex accounting problems.

Written and Oral Communication

Communicate the evidence, evaluation, and results associated with complex accounting issues orally and in writing.

Ethical Decision-making Processes

Apply high standards of ethical decision-making processes to complex accounting issues.

Global Mindset

Understand how individuals conduct business and be comfortable participating in cultures with people whose values, habits and practices are diverse.

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Acting

BFA

Hours	79.5 - 80.5 Credit Hours
LEP	Limited Enrollment Program of 32 Students. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 3 courses

Complete the following theatre courses:

TMA 101 - Introduction to the Theatre	3.0
TMA 102 - Introduction to Film	3.0
TMA 160 - Theatre Production 1	1.0

REQUIREMENT 2 Complete 3 courses

Foundation courses:

TMA 115 - Introduction to Performance Studies	3.0
TMA 128 - Acting 1: BFA or Pre-BFA	3.0
TMA 236 - Script Analysis for Production	2.0

REQUIREMENT 3 Complete 4 courses

Core courses:

TMA 201 - Dramatic Performance: Antiquity to Renaissance	3.0
TMA 202 - Dramatic Performance: Renaissance to the Present	3.0
TMA 260R - Theatre Production 2 *You may take this course up to 1 time.*	3.0v
TMA 360R - Theatre Production 3 *You may take this course up to 1 time.*	3.0v

REQUIREMENT 4 Complete 7 courses

Acting courses:

TMA 223 - Acting Improvisation	2.0
TMA 224 - Acting for Film and TV	3.0
TMA 228 - Acting 2	3.0
TMA 229 - Musical Scene Study	3.0
TMA 324 - Acting Classics	3.0
TMA 424 - Advanced Acting	3.0
TMA 427 - Auditions	3.0

✓ **REQUIREMENT 5** Complete 5 courses

Voice courses:

MUSIC 161 - Voice Technique	2.0
TMA 122 - Voice Production and Phonetics 1	2.0
TMA 222 - Voice Production and Phonetics 2	2.0
TMA 322 - Classical Voice	2.0
TMA 422 - Dialects	2.0

✓ **REQUIREMENT 6** Complete 2 options

Movement courses:

✓ **OPTION 6.1** Complete 1 course

DANCE 140 - Contemporary Modern Dance, Beginning	1.0
DANCE 240R - Contemporary Modern Dance, Technique and Theory 1 *You may take this course up to 1 time.*	1.5

✓ **OPTION 6.2** Complete 4 courses

TMA 125 - Yoga and Alexander Technique	1.0
TMA 127 - Beginning Stage Combat	1.0
TMA 225 - Neutral Mask	2.0
TMA 325 - Stage Combat	2.0

✓ **REQUIREMENT 7** Complete 1 course

Support skills course:

TMA 267 - Principles of Makeup	2.0

✓ **REQUIREMENT 8** Complete 2 options

Performance courses:

✓ **OPTION 8.1** Complete 3.0 hours from the following course(s)

TMA 410 - Acting Capstone	3.0v

✓ **OPTION 8.2** Complete 1 course

TMA 428 - Acting Practicum	4.0v

✓ **REQUIREMENT 9** Complete 2 courses

TMA 421 - The Business: Marketing Yourself as a Performer	1.0
TMA 491 - Ethics, Aesthetics, and Theology	1.0

✓ **REQUIREMENT 10** Complete 1 option

Complete 12 hours from the following or other approved courses:

✓ **OPTION 10.1** Complete 12.0 hours from the following course(s)

MUSIC 259 - Psychology of Performance	2.0
TMA 220R - Workshop 1: Acting *You may take this course up to 1 time.*	3.0v

TMA 241 - Screenwriting 1	3.0
TMA 251 - Playwriting 1	3.0
TMA 321 - Voice Over	2.0
TMA 323R - Kennedy Center American College Theatre Festival	1.0
TMA 329 - Theatre and Film Acting Conservatory	3.0
TMA 336 - Directing Principles and Practices	3.0
TMA 341R - Screenwriting 2 *You may take this course up to 1 time.*	3.0
TMA 351 - Playwriting 2	3.0
TMA 367 - Makeup Design	3.0
TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0
TMA 420R - Performance Workshop 2 *You may take this course up to 1 time.*	3.0v
TMA 425 - Character Mask	2.0
TMA 429 - Performance: Recital	3.0
TMA 436 - Theatre Directing Practicum	3.0
TMA 443R - Writer/Dramaturg/Actor Workshop *You may take this course up to 1 time.*	3.0
TMA 469 - Theatre Management	3.0

Program Outcomes

Performance

Students will demonstrate competitive performance skills and effective work habits through mastery of performance techniques in the discipline and by consistently representing themselves as professionals in audition, rehearsal and performance situations.

Historical and Social Impact of Theatre

Students will understand, interpret, explain, analyze and assess the historical, social, and spiritual impact of theatre as well as critically converse about theatrical literature.

Performance and Professional Growth

Students will demonstrate a commitment to intellectual inquiry, self-directed learning, and professional growth based on the values of the restored gospel of Jesus Christ.

Personal Growth

Students will develop business skills and compile personal resources to sustain a healthy self-image in order to pursue individual creativity and innovation in their craft while enduring the rigors of the entertainment industry.

↑Top

Actuarial Science

BS

Hours	47 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of credit below C- is allowed in major courses.

Students must pass one exam of the Society of Actuaries (SOA), usually Exam FM, before declaring an actuarial science major.

✓ **REQUIREMENT 1** Complete 2 courses

STAT 121 - Principles of Statistics	3.0
STAT 274 - Theory of Interest	3.0

✓ **REQUIREMENT 2** Complete 2 courses

Preparation core courses:

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0

✓ **REQUIREMENT 3** Complete 8 courses

Statistics core courses:

STAT 123 - Introduction to R Programming	1.5
STAT 124 - SAS Base Programming Skills	1.5
STAT 223 - Applied R Programming	1.5
STAT 224 - Applied SAS Programming	1.5
STAT 230 - Analysis of Variance	3.0
STAT 240 - Discrete Probability	3.0
STAT 330 - Introduction to Regression	3.0
STAT 340 - Inference	3.0

✓ **REQUIREMENT 4** Complete 6.0 hours from the following course(s)

Note: If all 3 courses are taken in requirement 4, one can be used as an elective. While it is best to take all three, students interested in life insurance or investments should take at least 377 and 475 and those interested in health and property/casualty insurance should take at least 475 and 477.

STAT 377 - Statistical Models for Financial Economics	3.0

STAT 475 - Life Contingencies	3.0
STAT 477 - Statistical Distributions for Actuarial Modeling and Data Analytics	3.0

✔ **REQUIREMENT 5** Complete 9.0 hours from the following course(s)

ACC 200 - Principles of Accounting	3.0
ECON 380 - Intermediate Price Theory 1	3.0
ECON 381 - Intermediate Macroeconomics	3.0
ECON 382 - Intermediate Price Theory 2	3.0
ECON 388 - Introduction to Econometrics	3.0
ECON 450 - Financial Economics	3.0
ECON 588 - Advanced Econometrics	3.0
FIN 201 - Principles of Finance	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
STAT 234 - Methods of Survey Sampling	3.0
STAT 251 - Introduction to Bayesian Statistics	3.0
STAT 377 - Statistical Models for Financial Economics	3.0
STAT 381 - Statistical Computing	3.0
STAT 420 - Big Data Science 1	3.0
STAT 421 - Big Data Science 2	3.0
STAT 435 - Nonparametric Statistical Methods	3.0
STAT 451 - Applied Bayesian Statistics	3.0
STAT 462 - Quality Control and Industrial Statistics	3.0
STAT 466 - Introduction to Reliability	3.0
STAT 469 - Applied Time Series and Forecasting	3.0
STAT 475 - Life Contingencies	3.0
STAT 477 - Statistical Distributions for Actuarial Modeling and Data Analytics	3.0
STAT 495R - Special Topics in Statistics *You may take up to 3 credit hours.*	3.0v
STAT 496R - Academic Internship: Statistics *You may take up to 3 credit hours.*	9.0v
STAT 497R - Introduction to Statistical Research *You may take up to 3 credit hours.*	3.0v
STAT 531 - Experimental Design	3.0

Recommended Courses: It is recommended that students take Econ 110 and Fin 201 to complete the Society of Actuaries Economics and Corporate Finance VEEs. Additionally, IS 515 and IS 520 are exceptionally valuable in the daily work of an actuary.

Program Outcomes

Actuarial Exams

Graduates will prepare for, take, and pass the exams required for employment in the actuarial science profession

Skills in Applied Statistics and Computing

Graduates of the program will apply statistical methods using relavent software to solve real world problems

Communication Skills

Graduates of the program will write technical reports and make technical presentations containing statistical and actuarial results.

↑Top

Advertising Design

Minor

Hours	18 Credit Hours
LEP	Limited Enrollment Program.
MAP	Major Academic Plan

Program Requirements

This minor is intended for advertising majors seeking a background in design.

✓ **REQUIREMENT 1** Complete 5 courses

DES 115 - Composition	3.0
DESGD 243 - Typography 1	3.0
DESGD 245 - Design 1	3.0
DESGD 280 - Media Design 1	3.0
DESGD 394R - Special Topics	3.0

✓ **REQUIREMENT 2** Complete 1 course

DES 117 - Design Thinking	3.0
DES 394R - Special Topics	3.0

Program Outcomes

Please contact the individual department for outcome information.

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Aerospace Studies

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 8 courses

AEROS 110 - The Air Force Today	1.0
AEROS 111 - Aerospace Defense, General Purpose, and Support Forces	1.0
AEROS 210 - The Developmental Growth of Air Power	1.0
AEROS 211 - The Developmental Growth of Air Power	1.0
AEROS 310 - Management and Leadership	3.0
AEROS 311 - Management and Leadership	3.0
AEROS 410 - National Security Affairs	3.0
AEROS 411 - National Security Affairs	3.0

Note: The requirements listed here are designed for university students interested in Aerospace Studies who are NOT in the Air Force ROTC or seeking a commission. Those who ARE in the Air Force ROTC and are seeking a commission should meet with advisors to discuss requirements.

Program Outcomes

Please contact the individual department for outcome information.

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Africana Studies

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

IAS 221 - Introduction to Africana Studies	3.0

✓ **REQUIREMENT 2** Complete 1 course

Humanities and Fine Arts courses:

ENGL 390R - Transnational/Transatlantic Literature	3.0
ENGL 397R - World Literatures in English	3.0
ENGL 495 - The Senior Course	3.0
FREN 456R - Francophone Studies	3.0
IHUM 390R - Junior Seminar in the Interdisciplinary Humanities: Movements, Periods, and Areas	3.0
IHUM 490R - Seminar in the Humanities	3.0
MUSIC 204 - Introduction to Jazz	3.0
PORT 461R - African Literature in Portuguese	3.0

✓ **REQUIREMENT 3** Complete 1 course

Social Sciences and Development courses:

ANTHR 330 - Peoples of Africa	3.0
EDLF 362 - Introduction to International Development Education	3.0
EDLF 363 - Education, Poverty, and Community Development	3.0
GEOG 285 - Africa South of the Sahara	3.0
HIST 261 - Modern Africa	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 339 - African Social Change	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 383 - African-American History, 1865 to Present	3.0
POLI 352 - African Politics	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 370 - Urban Sociology	3.0

✓ **REQUIREMENT 4** Complete 3 courses

Complete any three additional elective courses.

ANTHR 330 - Peoples of Africa	3.0
EDLF 362 - Introduction to International Development Education	3.0
EDLF 363 - Education, Poverty, and Community Development	3.0
ENGL 390R - Transnational/Transatlantic Literature	3.0
ENGL 397R - World Literatures in English	3.0
ENGL 495 - The Senior Course	3.0
FREN 456R - Francophone Studies	3.0
GEOG 285 - Africa South of the Sahara	3.0
HIST 261 - Modern Africa	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 339 - African Social Change	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 383 - African-American History, 1865 to Present	3.0
IHUM 390R - Junior Seminar in the Interdisciplinary Humanities: Movements, Periods, and Areas	3.0
IHUM 490R - Seminar in the Humanities	3.0
MUSIC 204 - Introduction to Jazz	3.0
POLI 352 - African Politics	3.0
PORT 461R - African Literature in Portuguese	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 370 - Urban Sociology	3.0

Note 1: All R courses must have African or African Diaspora content.

Note 2: All electives must be approved through the African Studies Coordinator.

Note 3: A maximum of two courses will be allowed to double-count toward the student's major.

Program Outcomes

Please contact the individual department for outcome information.

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American Indian Studies

Minor

Hours	21 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 2 courses

Core courses:

HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0

✓ **REQUIREMENT 2** Complete 1 option

Electives:

Complete 15 hours from at least three disciplines:

✓ **OPTION 2.1** Complete 15.0 hours from the following course(s)

ANTHR 317 - (Not currently offered)	
ANTHR 350 - Archaeological Cultures of North America	3.0
ANTHR 530 - Great Basin Archaeology	3.0
ANTHR 535 - Southwest Seminar	3.0
ENGL 358R - Ethnic Literatures *You may take this course up to 1 time.*	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 405 - (Not currently offered)	
HIST 495R - Directed Research *You may take this course up to 1 time.*	3.0
HIST 498R - Directed Readings *You may take this course up to 1 time.*	3.0v
HUM 425R - (Not currently offered)	
NAVAJ 102 - First-Year Language Study: Navajo	4.0
REL C 293R - Native American Family History *You may take this course up to 1 time.*	1.0
SOC 113 - Multicultural America	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 390R - Special Topics in Contemporary Sociology *You may take this course up to 1 time.*	3.0v

Please note:

Engl 358R must be in a Native American topic.

Hist 495R, 498R, and Soc 390R require approval by NAS coordinator.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

American Studies

BA

Hours	51 Credit Hours
MAP	Major Academic Plan

Program Requirements

The American Studies 304/490 sequence fulfills the Advanced Written and Oral Communications requirement.

Majors should begin course work in the major by taking Am St 303 fall semester of the sophomore or (at latest) junior year, followed by Am St 304.

✓ **REQUIREMENT 1** Complete 4 courses

Required courses:

ECON 110 - Economic Principles and Problems	3.0
IHUM 261 - Introduction to American Humanities 1: Colonial Era Through 1876	3.0
IHUM 262 - Introduction to American Humanities 2: 1877 to the Present	3.0
POLI 110 - American Government and Politics	3.0

✓ **REQUIREMENT 2** Complete 2 courses

AM ST 303 - American Studies History and Theory	3.0
AM ST 304 - American Studies Methodologies and Writing Practices	3.0

✓ **REQUIREMENT 3** Complete 30.0 hours from the following option(s)

✓ **OPTION 3.1** Complete 30.0 hours from the following course(s)

AM ST 300 - Literature and Cultures of the American West	3.0
AM ST 301 - Western American Studies Seminar	3.0
AM ST 360 - Film in American Culture	3.0
AM ST 390R - Topics in American Studies *You may take up to 6 credit hours.*	3.0
AM ST 392R - American Studies Lecture Series: Presentations on American Studies/Western American Studies	1.0
AM ST 399R - Academic Internship	6.0v
ANTHR 317 - (Not currently offered)	
ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 3 credit hours.*	3.0v
ARTHC 345 - American Art to 1876	3.0

ARTHC 353 - American Art 1876-1950	3.0
ARTHC 365 - American Architecture	3.0
COMMS 301 - Mass Media History and Philosophy	3.0
ECON 274 - American Economic History	3.0
ENGL 293 - American Literary History	3.0
ENGL 336 - The American Novel	3.0
ENGL 337R - Advanced Studies in Genre *You may take this course up to 1 time.*	3.0
ENGL 358R - Ethnic Literatures *You may take this course up to 1 time.*	3.0
ENGL 360 - American Literature to 1800	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
AM ST 300 - Literature and Cultures of the American West	3.0
ENGL 365 - American Literature 1960 to Present	3.0
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 384R - Major Authors *You may take this course up to 1 time.*	3.0
ENGL 392 - American Folklore	3.0
ENGL 395R - Studies in Literature *You may take this course up to 1 time.*	3.0
GEOG 250 - United States and Canada	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 362 - (Not currently offered)	
HIST 364 - Utah	3.0
HIST 365 - American South	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0
HIST 373 - Civil War Era, 1848-1877	3.0
HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 375 - Joseph Smith in Mormon History and Historiography	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 383 - African-American History, 1865 to Present	3.0
HIST 384 - United States Women's History	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 388 - (Not currently offered)	
HIST 390R - Special Topics in History *You may take this course up to 1 time.*	3.0v
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0
HIST 394 - Scripture in American History	3.0
HIST 395 - Technology in America	3.0
HIST 490 - Capstone Research Seminar	3.0
IHUM 490R - Seminar in the Humanities *You may take this course up to 1 time.*	3.0

MUSIC 204 - Introduction to Jazz	3.0
POLI 210 - Principles of American Politics	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 313 - Interest Groups	3.0
POLI 314 - The United States Presidency	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0
POLI 319R - Topics in American Government and Politics	3.0v
POLI 320 - (Not currently offered)	
POLI 321 - The Media in American Politics	3.0
POLI 336 - Government and Religion	3.0
POLI 365 - Early American Political Thought: 1620-1865	3.0
POLI 366 - Modern American Political Thought: 1865-Present	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 377 - National Security Affairs	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
REL C 341 - Joseph Smith and the Restoration, 1805-1845	2.0
REL C 342 - Pioneers and Persecution, 1846-1899	2.0
REL C 343 - The Global Church, 1900 to the Present	2.0
REL C 353 - American Christianity and the Restored Gospel	2.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 327 - Sociology of the LDS Church and Its People	3.0

Note 1: Engl 358R and 395R, as well as the humanities courses, must be topics in an American subject.

Note 2: Course substitutions may be made only with written, prior permission of the American Studies coordinator.

Note 3: Students may substitute up to six credit hours of approved internship credit for up to six hours of American Studies electives, including Washington, D.C. seminar credits.

✔ **REQUIREMENT 4** Complete 1 course

Complete the following during the senior year before graduation:

AM ST 490 - Senior Capstone	3.0

Program Outcomes

Work Independently

American Studies graduates will have created a coherent course of study matched to their interests and their post-graduate plans. This may include taking a suitable minor and creating for themselves relevant extracurricular experiences such as internships, editorships, travel study, ORCA grants, conference participation, and publication.

Engage Disciplinarily and Interdisciplinarily

American Studies graduates will understand that American studies is coherent as a discipline in and of itself and also engage their major both within and across the various other disciplines that constitute American Studies, mastering the theoretical and methodological approaches inherent in the American Studies curriculum.

Analyze Rigorously

American Studies graduates will be able to read critically and analyze cultural, economic, historical, literary, political, social, and religious texts and artifacts. They will identify, evaluate, and incorporate appropriate research sources in their work as they demonstrate awareness of the critical conversations they are entering. Their analyses will contribute to their understanding of the ways in which the American experience has been, and continues to be, constructed and transmitted.

Communicate Persuasively

American Studies graduates will be able to formulate both their oral and written arguments coherently, support them clearly, and communicate them effectively to their audiences using correct conventions of language and some stylistic flair–all according to the best practices of the variety of disciplines and situations in which they are engaged.

↑Top

Ancient Near Eastern Studies

Minor

Hours	21 - 23 Credit Hours
MAP	Major Academic Plan

Program Requirements

✔ **REQUIREMENT 1** Complete 2 courses

Core courses:

HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0

✔ **REQUIREMENT 2** Complete 1 option

✔ **OPTION 2.1** Complete 2 groups

A. Hebrew Bible and related literature:

✔ **GROUP 2.1.1** Complete 4 courses

HEB 131 - First-Year Biblical Hebrew	4.0
HEB 132 - First-Year Biblical Hebrew	4.0
REL A 301 - The Old Testament	2.0
REL A 302 - The Old Testament	2.0

✔ **GROUP 2.1.2** Complete 1 course

REL A 211 - The New Testament	2.0
REL A 212 - The New Testament	2.0

✔ **OPTION 2.2** Complete 2 groups

B. Greek New Testament and related literature:

✔ **GROUP 2.2.1** Complete 4 courses

GREEK 311 - New Testament in Greek: Gospels	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts *You may take this course up to 1 time.*	3.0
REL A 211 - The New Testament	2.0
REL A 212 - The New Testament	2.0

✔ **GROUP 2.2.2** Complete 1 course

REL A 301 - The Old Testament	2.0
REL A 302 - The Old Testament	2.0

✓ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

ANES 201 - Introduction to Ancient Near Eastern Studies	3.0
ANES 310 - History and Culture of Ancient Israel	3.0
ANES 331 - Readings in Ancient Near Eastern Texts to 330 B.C	3.0
ANES 332 - Readings in Classical Near Eastern Texts	3.0
ANES 392R - Topics in Ancient Near Eastern Studies *You may take this course up to 1 time.*	3.0v
ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 378 - Near Eastern Archaeology	3.0
ARTHC 310 - Early Christian and Byzantine Art	3.0
CL CV 363 - Judaism and Christianity in the Classical Near East	3.0
HIST 334 - History of Ancient Iraq	3.0
NE LG 340 - Ancient Near Eastern Mythology	3.0
NE LG 345 - Texts and Ancient Temples	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Ancient Near Eastern Studies: Greek New Testament

BA

Hours	65 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 8 courses

ANES 201 - Introduction to Ancient Near Eastern Studies	3.0
ANES 310 - History and Culture of Ancient Israel	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
REL A 211 - The New Testament	2.0
REL A 212 - The New Testament	2.0
REL A 301 - The Old Testament	2.0
REL A 302 - The Old Testament	2.0

✓ **REQUIREMENT 2** Complete 1 course

ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 378 - Near Eastern Archaeology	3.0

✓ **REQUIREMENT 3** Complete 1 course

ANES 495 - Senior Seminar in Ancient Near Eastern Studies	3.0

✓ **REQUIREMENT 4** Complete 5 courses

GREEK 101 - First-Year Greek (First Semester)	4.0
GREEK 102 - First-Year Greek (Second Semester)	4.0
GREEK 201 - Intermediate Greek	4.0
GREEK 302 - Classical Greek Prose	3.0
GREEK 311 - New Testament in Greek: Gospels	3.0

✓ **REQUIREMENT 5** Complete 2 courses

GREEK 411R - Greek New Testament and Early Christian Greek Texts	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts	3.0

✓ **REQUIREMENT 6** Complete 2 courses

ANES 332 - Readings in Classical Near Eastern Texts	3.0
CL CV 363 - Judaism and Christianity in the Classical Near East	3.0

✓ **REQUIREMENT 7** Complete 1 course

CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History	3.0

✓ **REQUIREMENT 8** Complete 6.0 hours from the following option(s)

✓ **OPTION 8.1** Complete 6.0 hours from the following course(s)

ANES 353R - Archaeological Fieldwork in the Near East	3.0v
ANES 392R - Topics in Ancient Near Eastern Studies	3.0v
ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 378 - Near Eastern Archaeology	3.0
ARTHC 310 - Early Christian and Byzantine Art	3.0
CL CV 241 - Greek and Roman Mythology	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
CL CV 310 - Classical Archaeology	3.0
CL CV 340R - Topics in Classical Literature and Civilization	3.0
HIST 334 - History of Ancient Iraq	3.0
NE LG 345 - Texts and Ancient Temples	3.0
NE LG 511R - Studies in Ancient Near Eastern Languages	4.0v
NES 336R - Ancient Near Eastern Studies	3.0v
REL A 304 - Writings of Isaiah	2.0
REL A 392R - Special Studies in Religion: Ancient Scripture	3.0v

Note 1: You may use one of Anthr 351, 375, or 378 if not taken in Requirement 2 above.

Note 2: Additional ANES, Greek, or Hebrew courses may be used here with the approval of the program coordinator.

Note 3: For Cl Cv 340R and Rel A 392R, the topic must be relevant to Ancient Near Eastern Studies. The Ancient Near Eastern Studies coordinator's approval is required.

Program Outcomes

Academics and Faith

Students are able to understand the relationship between academics and faith and are given models of academically sound but also faithful scholarshiop. They are encouraged to engage in a spiritually informed, lifelong pursuit of learning, scholarship, and service.

History and Culture of Ancient Near East

Students learn and are able to interpret the significant events and developments in the history and cultures of the ancient Near East, including the history and culture of ancient Israel surrounding civilizations, including in the Hellenistic, Roman, and early Christian.

Ancient Text Interpretation

Students are be able to translate and interpret major ancient Near East texts, especially the Greek New Testament, and analyze them within the contexts of Second Temple Judaism, the Hellenistic World, and the Roman Empire. They also learn proper hermeneutical skills and how to practice sound exegesis as well as how to do modern readings, including readings from an LDS perspective.

Language Proficiency

Students acquire and demonstrate functional capacity in the languages and textual interpretation of the Greek New Testament, being able to read, comprehend, analyze, and interpret these significant religious and historical texts with methodological soundness.

Critical Thinking

Students develop the capacity for informed, independent, critical thinking and be able to perform appropriate library and online scholarly research and utilize these skills in the professional study of the ancient Near East and early Christianity.

Analytical Writing

Students are able to write cogent and substantial research papers on a university level that utilize theoretical and methodological approaches from the Social Sciences and Humanities that integrate historical and artifactual analysis with the translation, analysis, and interpretation of ancient Near Eastern texts and topics.

Academic Integrity

Student participants are taught the ethical standards adhered to by professionals in the academic fields of textual analysis, archaeology, and historical research and encouraged to follow them.

Top

Ancient Near Eastern Studies: Hebrew Bible

BA

Hours	67 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 8 courses

ANES 201 - Introduction to Ancient Near Eastern Studies	3.0
ANES 310 - History and Culture of Ancient Israel	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
REL A 211 - The New Testament	2.0
REL A 212 - The New Testament	2.0
REL A 301 - The Old Testament	2.0
REL A 302 - The Old Testament	2.0

✓ **REQUIREMENT 2** Complete 1 course

ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 378 - Near Eastern Archaeology	3.0

✓ **REQUIREMENT 3** Complete 1 course

ANES 495 - Senior Seminar in Ancient Near Eastern Studies	3.0

✓ **REQUIREMENT 4** Complete 10 courses

ANES 331 - Readings in Ancient Near Eastern Texts to 330 B.C	3.0
ANES 363 - Hebrew Bible Studies	3.0
ANES 430R - Advanced Topics in Ancient Near Eastern Studies	3.0
HEB 131 - First-Year Biblical Hebrew	4.0
HEB 132 - First-Year Biblical Hebrew	4.0
HEB 231 - Second-Year Biblical Hebrew - Grammar and Narrative	4.0
HEB 232 - Second-Year Biblical Hebrew - Narrative 2	4.0
HEB 331 - Third-Year Biblical Hebrew - Prophecy and Poetry 1	4.0
HEB 332 - Third-Year Biblical Hebrew - Prophecy and Poetry 2	4.0
HEB 432R - Ancient Hebrew Texts	2.0

✓ **REQUIREMENT 5** Complete 6.0 hours from the following option(s)

✓ **OPTION 5.1** Complete 6.0 hours from the following course(s)

ANES 353R - Archaeological Fieldwork in the Near East	3.0v
ANES 392R - Topics in Ancient Near Eastern Studies	3.0v
ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 378 - Near Eastern Archaeology	3.0
ARTHC 310 - Early Christian and Byzantine Art	3.0
CL CV 310 - Classical Archaeology	3.0
CL CV 340R - Topics in Classical Literature and Civilization	3.0
HIST 334 - History of Ancient Iraq	3.0
NE LG 345 - Texts and Ancient Temples	3.0
NE LG 511R - Studies in Ancient Near Eastern Languages	4.0v
NES 336R - Ancient Near Eastern Studies	3.0v
REL A 304 - Writings of Isaiah	2.0
REL A 392R - Special Studies in Religion: Ancient Scripture	3.0v

Note 1: You may use one of Anthr 351, 375, or 378 if not taken in Requirement 2.

Note 2: Additional ANES, Greek, or Hebrew courses may be used here with the approval of the program coordinator.

Note 3: For Cl Cv 340R and Rel A 392R, the topic must be relevant to Ancient Near Eastern Studies. The Ancient Near Eastern Studies coordinator's approval is required.

Program Outcomes

History and Culture of Ancient Near East

Students learn and are able to interpret the significant events and developments in the history and cultures of the ancient Near East, including the history and culture of ancient Israel and surrounding civilizations (e.g., Egypt, Greater Syria, and Mesopotamia).

Ancient Text Interpretation

Students are able to translate and interpret major ancient Near East texts, including the Hebrew Bible, and analyze their significance for understanding the cultures that produced them. They will also learn proper hermeneutical skills and practice sound exegesis as well as learn how to do modern readings, including readings from an LDS perspective.

Language Proficiency

Acquire and demonstrate functional capacity in Hebrew and textual interpretation of the Hebrew Bible, being able to read, comprehend, analyze, and interpret these significant religious and historical texts with methodological soundness. Students are also encouraged to gain exposure to other pertinent ancient languages (e.g., Aramaic, Ugaritic, Syriac, Greek) and modern research languages (such as German, French, and Modern Hebrew).

Critical Thinking

Students develop the capacity for informed, independent, critical thinking and are able to perform appropriate library and online scholarly research and utilize these skills in the professional study of the ancient Near East.

Analytical Writing

Students are able to write cogent and substantial research papers on a university level that utilize theoretical and methodological approaches from the Social Sciences and Humanities that integrate historical and artifactual analysis with the translation, analysis and interpretation of ancient Near Eastern texts and topics.

Academic Integrity

Student participants will be taught the ethical standards adhered to by professionals in the academic fields of textual analysis, archaeology, and historical research and encouraged to follow them.

Academics and Faith

Students are able to understand the relationship between academics and faith and are given models of academically sound but also faithful scholarshiop. They are encouraged to engage in a spiritually informed, lifelong pursuit of learning, scholarship, and service.

Top

Animation

BFA

Hours	63.5 - 65.5 Credit Hours
LEP	Limited Enrollment Program of 100 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Premajor courses:

CSANM 150 - Introduction to Three-Dimensional Computer Graphics	1.5
DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DESAN 131 - Figure Drawing for Animators	3.0
DESAN 160 - Introduction to Two-Dimensional Animation Skills	1.5

Obtain acceptance into the animation BFA program.

Pass portfolio review during the sophomore year.

✓ **REQUIREMENT 2** Complete 13 courses

Foundation courses:

CSANM 250 - Intermediate Three-Dimensional Computer Graphics	2.0
CSANM 252 - Introduction to Three-Dimensional Animation	3.0
CSANM 258 - Scripting for Animation	3.0
CSANM 350 - Character Animation in 3D	3.0
CSANM 354 - Shader Programming	3.0
CSANM 450R - Advanced Senior Film Production 1	3.0
DESAN 250R - Gesture Drawing for Animators	3.0
DESAN 260 - Basic Storyboarding	3.0
DESAN 262 - Two-Dimensional Animation	3.0
DESAN 265 - Drawing for Animation	3.0
DESAN 363R - Two-Dimensional Animation Production	1.5
DESAN 460 - Business and Ethics in Animation	2.0
TMA 102 - Introduction to Film	3.0

✓ **REQUIREMENT 3** Complete 1 course

CSANM 452R - Advanced Senior Film Production 2	3.0
CSANM 497R - BFA Final Project	3.0v
DESAN 497R - BFA Independent Film Production	3.0v

✓ **REQUIREMENT 4** Complete 3 courses

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
TMA 294 - History of Animation	3.0

✓ **REQUIREMENT 5** Complete 1 course

DESIL 355 - History of American Illustration 1 (1860-1930)	3.0
DESIL 356 - History of American Illustration 2 (1930-Present)	3.0
DESPH 379 - History of Photography	3.0
TMA 291 - Media Arts History 1	3.0
TMA 292 - Media Arts History 2	3.0

✓ **REQUIREMENT 6** Complete 8.0 hours from the following course(s)

ART 104 - Introduction to Sculpture for Non-Majors	3.0
CSANM 351R - Lighting for Three-Dimensional Graphics	3.0
CSANM 352R - Senior Film Development	3.0
CSANM 454 - Advanced Shading	3.0
CSANM 458 - Three-Dimensional Visual Effects	3.0
CSANM 459R - Interactive Animation Technology	3.0
DES 385 - Issues in Contemporary Design	3.0
DESAN 263 - Writing for Animation	3.0
DESAN 360R - Advanced Storyboarding	3.0
DESAN 361R - Visual Development and Character Design	3.0
DESAN 362R - Two-Dimensional Character Animation	3.0
DESAN 364R - Digital Sculpting	3.0
DESAN 365R - Digital Painting	3.0
DESAN 494R - Special Problems in Animation	3.0v
DESAN 497R - BFA Independent Film Production	3.0v
DESAN 498R - Directed Studies in Animation	6.0v
DESIL 350R - Advanced Life Drawing	3.0
DESIL 453 - Illustration 4	3.0
DESPH 270 - Introduction to Black and White Photography and Darkroom Techniques	3.0
TMA 123 - Acting Fundamentals	2.0
TMA 185 - Basic Media Production	3.0
TMA 241 - Screenwriting 1	3.0
TMA 257 - Storytelling	2.0
TMA 475R - Media Arts Capstone	3.0v

Program Outcomes

Artistic Development and Proficiency

Animation graduates will be able to create quality work using fundamental animation, narrative, and design skills, and will be proficient in at least one of these areas.

Technological Development and Proficiency

Animation graduates will be able to solve problems in the technical processes of modeling, lighting, rigging, animation, and special effects, and will be proficient in at least one of these areas.

Collaboration and Professionalism

Animation graduates will become collaborative professionals and engage productively throughout all stages of an interdisciplinary creative project.

Spirituality, Ethics and Animation

Animation graduates will be able to critically examine ethical issues in the entertainment industry and apply spiritual values to the problems they face there.

History and Critical Thinking

Animation graduates will make their work stronger by incorporating principles and ideas from the histories of animation, film, and art.

Top

Anthropology

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 16.0 hours from the following course(s)

No more than two courses in addition to Anthr 108R can be taken from lower-division (100- or 200-level) course offerings.

ANTHR 101 - Social/Cultural Anthropology	3.0
ANTHR 103 - Archaeology Field Trip	1.0
ANTHR 108R - Anthropological Films *You may take this course up to 1 time.*	1.0
ANTHR 110 - Introduction to Archaeology	3.0
ANTHR 150 - Introduction to the Major	0.5
ANTHR 201 - Foundations of Social Theory	3.0
ANTHR 203 - Contemporary Theory	3.0
ANTHR 207 - Experiments in Ancient Technology	3.0
ANTHR 215 - Introduction to Archaeology: Method and Theory	3.0
ANTHR 280 - (Not currently offered)	
ANTHR 300 - Biological Anthropology	3.0
ANTHR 301 - Human Osteology	2.0
ANTHR 309 - Language, Culture, and Society	3.0
ANTHR 311 - Museums and Cultures	3.0
ANTHR 312 - Intercultural Communication	3.0
ANTHR 314 - Museum Registration and Legal/Ethical Issues	3.0
ANTHR 317 - (Not currently offered)	
ANTHR 320 - (Not currently offered)	
ANTHR 326 - (Not currently offered)	
ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 350 - Archaeological Cultures of North America	3.0
ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 355 - Mesoamerican Archaeology	3.0
ANTHR 365 - (Not currently offered)	
ANTHR 372 - (Not currently offered)	
ANTHR 374 - (Not currently offered)	

ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 376 - Archaeology of the Ancient Aegean and Greece	3.0
ANTHR 378 - Near Eastern Archaeology	3.0
ANTHR 380 - (Not currently offered)	
ANTHR 385 - Archaeology of Europe	3.0
ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 3 credit hours.*	3.0v
ANTHR 402 - Quantitative Methods for Anthropology	3.0
ANTHR 412 - Museum Collections Management	3.0
ANTHR 414 - Museum Projects	3.0
ANTHR 420 - (Not currently offered)	
ANTHR 430 - Moral and Ritual Institutions	3.0
ANTHR 431 - Kinship and Gender	3.0
ANTHR 432 - Economic and Political Institutions	3.0
ANTHR 434 - Medical Anthropology	3.0
ANTHR 436 - Symbolic Anthropology	3.0
ANTHR 437 - (Not currently offered)	
ANTHR 438 - (Not currently offered)	
ANTHR 440 - (Not currently offered)	
ANTHR 441 - (Not currently offered)	
ANTHR 442 - Ethnographic Research Design and Methods	3.0
ANTHR 447 - Applied Anthropology	3.0
ANTHR 450 - (Not currently offered)	
ANTHR 454 - Field School Preparation	2.0
ANTHR 455 - Field School of Archaeology	6.0
ANTHR 456 - Lab Skills for Anthropology	3.0
ANTHR 490R - Special Topics *You may take this course up to 1 time.*	3.0v
ANTHR 495R - Ethnographic Field Project *You may take this course up to 1 time.*	6.0v
ANTHR 496R - Academic Internship: Research *You may take this course up to 1 time.*	3.0v
ANTHR 497 - Directed Readings	3.0
ANTHR 499 - Senior Thesis	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Anthropology: Archaeology

BA

Hours	53.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 8 courses

ANTHR 101 - Social/Cultural Anthropology	3.0
ANTHR 110 - Introduction to Archaeology	3.0
ANTHR 150 - Introduction to the Major	0.5
ANTHR 201 - Foundations of Social Theory	3.0
ANTHR 202 - Foundations of Anthropological Theory	3.0
ANTHR 203 - Contemporary Theory	3.0
ANTHR 215 - Introduction to Archaeology: Method and Theory	3.0
ANTHR 402 - Quantitative Methods for Anthropology	3.0

✓ **REQUIREMENT 2** Complete 3.0 hours from the following course(s)

Old world archaeology courses (Note: Anthr 390R and 590R must be an old world topic. Only 6 hours may be taken in 390R courses to count in the major. They may be taken as electives beyond this point):

ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 376 - Archaeology of the Ancient Aegean and Greece	3.0
ANTHR 377 - Archaeology of Roman Civilization	3.0
ANTHR 378 - Near Eastern Archaeology	3.0
ANTHR 379 - Archaeology of Islam	3.0
ANTHR 385 - Archaeology of Europe	3.0
ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 3 credit hours.*	3.0v
ANTHR 580 - Near East Seminar	3.0
ANTHR 590R - Special Topics *You may take up to 3 credit hours.*	3.0

✓ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

New world archaeology courses (Note: Anthr 390R and 590R must be a new world topic. Only 6 hours may be taken in 390R courses to count in the major. They may be taken as electives beyond this point):

ANTHR 350 - Archaeological Cultures of North America	3.0
ANTHR 355 - Mesoamerican Archaeology	3.0

ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 3 credit hours.*	3.0v
ANTHR 530 - Great Basin Archaeology	3.0
ANTHR 535 - Southwest Seminar	3.0
ANTHR 562 - Formative Mesoamerica	3.0
ANTHR 590R - Special Topics *You may take up to 3 credit hours.*	3.0

✔ **REQUIREMENT 4** Complete 3.0 hours from the following course(s)

Ethnography courses:

ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ANTHR 343 - Chinese Culture and Society	3.0

✔ **REQUIREMENT 5** Complete 3.0 hours from the following course(s)

Systems and institutions courses:

ANTHR 300 - Biological Anthropology	3.0
ANTHR 309 - Language, Culture, and Society	3.0
ANTHR 430 - Moral and Ritual Institutions	3.0
ANTHR 431 - Kinship and Gender	3.0
ANTHR 432 - Economic and Political Institutions	3.0
ANTHR 436 - Symbolic Anthropology	3.0
ANTHR 490R - Special Topics *You may take up to 3 credit hours.*	3.0v

✔ **REQUIREMENT 6** Complete 6.0 hours from the following option(s)

A. Museum:

✔ **OPTION 6.1** Complete up to 6.0 hours from the following course(s)

ANTHR 311 - Museums and Cultures	3.0
ANTHR 314 - Museum Registration and Legal/Ethical Issues	3.0
ANTHR 412 - Museum Collections Management	3.0
ANTHR 414 - Museum Projects	3.0
ANTHR 511 - Museums and Cultures	3.0
ANTHR 512 - Heritage Resource Management	3.0

✔ **OPTION 6.2** Complete up to 6.0 hours from the following course(s)

B. Practicum, internship, applications:

ANTHR 441 - (Not currently offered)	
ANTHR 460 - Practical Applications in Contract Archaeology	3.0
ANTHR 496R - Academic Internship: Research *You may take up to 6 credit hours.*	3.0v

✔ **OPTION 6.3** Complete up to 6.0 hours from the following course(s)

c. Electives - additional (no double counting) courses selected from old world archaeology, new world archaeology, ethnography, or systems and institutions courses:

ANTHR 309 - Language, Culture, and Society	3.0
ANTHR 317 - (Not currently offered)	
ANTHR 320 - (Not currently offered)	
ANTHR 326 - (Not currently offered)	
ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 350 - Archaeological Cultures of North America	3.0
ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 355 - Mesoamerican Archaeology	3.0
ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 376 - Archaeology of the Ancient Aegean and Greece	3.0
ANTHR 377 - Archaeology of Roman Civilization	3.0
ANTHR 378 - Near Eastern Archaeology	3.0
ANTHR 379 - Archaeology of Islam	3.0
ANTHR 385 - Archaeology of Europe	3.0
ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 6 credit hours.*	3.0v
ANTHR 430 - Moral and Ritual Institutions	3.0
ANTHR 431 - Kinship and Gender	3.0
ANTHR 432 - Economic and Political Institutions	3.0
ANTHR 436 - Symbolic Anthropology	3.0
ANTHR 490R - Special Topics *You may take up to 6 credit hours.*	3.0v
ANTHR 530 - Great Basin Archaeology	3.0
ANTHR 535 - Southwest Seminar	3.0
ANTHR 562 - Formative Mesoamerica	3.0
ANTHR 564 - (Not currently offered)	
ANTHR 565 - (Not currently offered)	
ANTHR 566 - (Not currently offered)	
ANTHR 580 - Near East Seminar	3.0
ANTHR 590R - Special Topics *You may take up to 6 credit hours.*	3.0

✓ **REQUIREMENT 7** Complete 4 options

Complete the following in sequential order:

✓ **OPTION 7.1** Complete 1 course

ANTHR 454 - Field School Preparation	2.0

✓ **OPTION 7.2** Complete 6.0 hours from the following course(s)

ANTHR 455 - Field School of Archaeology	6.0

✓ **OPTION 7.3** Complete 1 course

ANTHR 456 - Lab Skills for Anthropology	3.0

✓ **OPTION 7.4** Complete 1 course

ANTHR 499 - Senior Thesis	3.0

Program Outcomes

Effective and Professional Communication

Graduates will be able to write clearly & precisely in all types of communication demanded by the discipline.

Human Cultural History and Diversity

Graduates will possess a solid knowledge of the diversity of past human cultures both in the New World and the Old World including World Prehistory, as well as how the theories and methodologies of Archaeology have contributed to that knowledge.

Research Skills and Methods

Graduates will gain experience with qualitative and quantitative methods used to gather, process, and interpret archaeological data.

Social Theory

Program graduates will understand and be able apply contemporary social theory in the analysis of archaeological sites and artifacts.

Archaeological Field Methods

Students will be competent in basic archaeological field methods.

↑Top

Anthropology: Sociocultural

BA

Hours	51.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 6 courses

ANTHR 101 - Social/Cultural Anthropology	3.0
ANTHR 110 - Introduction to Archaeology	3.0
ANTHR 150 - Introduction to the Major	0.5
ANTHR 201 - Foundations of Social Theory	3.0
ANTHR 202 - Foundations of Anthropological Theory	3.0
ANTHR 203 - Contemporary Theory	3.0

✓ **REQUIREMENT 2** Complete 9.0 hours from the following course(s)

Peoples courses (NOTE: Only 6 hours may be taken in 390R courses to count in the major. They may be taken as electives beyond this point):

ANTHR 327 - (Not currently offered)	
ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 9 credit hours.*	3.0v

✓ **REQUIREMENT 3** Complete 12.0 hours from the following option(s)

Systems/Institution courses:

✓ **OPTION 3.1** Complete up to 12.0 hours from the following course(s)

ANTHR 300 - Biological Anthropology	3.0
ANTHR 309 - Language, Culture, and Society	3.0
ANTHR 430 - Moral and Ritual Institutions	3.0
ANTHR 431 - Kinship and Gender	3.0
ANTHR 432 - Economic and Political Institutions	3.0
ANTHR 434 - Medical Anthropology	3.0
ANTHR 436 - Symbolic Anthropology	3.0

ANTHR 439 - Psychological Anthropology	3.0
ANTHR 447 - Applied Anthropology	3.0
ANTHR 450 - (Not currently offered)	
ANTHR 490R - Special Topics *You may take up to 15 credit hours.*	3.0v
ANTHR 496R - Academic Internship: Research	3.0v
LING 550 - Sociolinguistics	3.0
LING 551 - Anthropological Linguistics	3.0
PSYCH 311 - Critical Issues in Psychology	3.0

✓ **OPTION 3.2** Complete up to 3.0 hours from the following course(s)

Up to 3 hours of the following Museum Studies courses may be used to complete the 12 hour requirement.

ANTHR 311 - Museums and Cultures	3.0
ANTHR 314 - Museum Registration and Legal/Ethical Issues	3.0
ANTHR 412 - Museum Collections Management	3.0
ANTHR 414 - Museum Projects	3.0
ANTHR 511 - Museums and Cultures	3.0

✓ **REQUIREMENT 4** Complete 1 course

ANTHR 443 - Ethnographic Data Analysis	3.0

✓ **REQUIREMENT 5** Complete 3 options

Complete the following in sequential order:

✓ **OPTION 5.1** Complete 1 course

ANTHR 442 - Ethnographic Research Design and Methods	3.0

✓ **OPTION 5.2** Complete 6.0 hours from the following course(s)

Note: The major requires that a field project be completed in one of the recognized field schools conducted by a member of the BYU faculty. A local field work option is available in exceptional circumstances and must be approved by the entire faculty.

ANTHR 495R - Ethnographic Field Project *You may take up to 6 credit hours.*	6.0v

✓ **OPTION 5.3** Complete 1 course

ANTHR 499 - Senior Thesis	3.0

Program Outcomes

Critical Thinking and Analysis

By learning to think anthropologically, program graduates will be prepared to analyze and understand human activity, sociality, and thought. Graduates will be able to uncover and explain the real conditions and social contexts of human problems and social systems of organization including economy, kinship, law, religion.

Effective Writing

Graduates will be able to write clearly and precisely.

Social Theory

Program graduates will understand and apply essential frameworks of contemporary social theory to comprehend the nature of human agency and action, the relationship between actors and social structures, the role of meaning in human cognition, the relationship between people and things.

Research Skills and Methods

Graduates will gain experience with research methods used to gather, process, and interpret ethnographic data.

Original Research

Graduates will be able to apply their cultural, methodological, and theoretical knowledge in original research projects culminating in a high quality, theoretically informed senior thesis.

Human Cultural Diversity

Graduates will possess a solid knowledge of the diversity of human cultures.

↑Top

Anthropology (Sociocultrl Double Major)

BA

Hours	39.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is only available to students completing an additional major in another field.

Complete all requirements of a primary major. Double counting courses between primary major and anthropology will not be allowed.

✓ **REQUIREMENT 1** Complete 8 courses

ANTHR 101 - Social/Cultural Anthropology	3.0
ANTHR 150 - Introduction to the Major	0.5
ANTHR 201 - Foundations of Social Theory	3.0
ANTHR 202 - Foundations of Anthropological Theory	3.0
ANTHR 203 - Contemporary Theory	3.0
ANTHR 442 - Ethnographic Research Design and Methods	3.0
ANTHR 495R - Ethnographic Field Project *You may take this course up to 1 time.*	6.0v
ANTHR 499 - Senior Thesis	3.0

Note: The major requires that a field project be completed in one of the recognized field schools conducted by a member of the BYU faculty. A local field work option is available in exceptional circumstances and must be approved by the entire faculty.

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

ANTHR 317 - (Not currently offered)	
ANTHR 326 - (Not currently offered)	
ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 6 credit hours.*	3.0v

✓ **REQUIREMENT 3** Complete 6.0 hours from the following course(s)

ANTHR 309 - Language, Culture, and Society	3.0
ANTHR 402 - Quantitative Methods for Anthropology	3.0
ANTHR 430 - Moral and Ritual Institutions	3.0
ANTHR 431 - Kinship and Gender	3.0
ANTHR 432 - Economic and Political Institutions	3.0
ANTHR 434 - Medical Anthropology	3.0
ANTHR 436 - Symbolic Anthropology	3.0
ANTHR 439 - Psychological Anthropology	3.0
ANTHR 441 - (Not currently offered)	
ANTHR 443 - Ethnographic Data Analysis	3.0
ANTHR 450 - (Not currently offered)	
ANTHR 490R - Special Topics *You may take up to 6 credit hours.*	3.0v
ANTHR 511 - Museums and Cultures	3.0

✓ **REQUIREMENT 4** Complete 3.0 hours from the following course(s)

Additional electives not previously taken from above two lists:

ANTHR 309 - Language, Culture, and Society	3.0
ANTHR 317 - (Not currently offered)	
ANTHR 326 - (Not currently offered)	
ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 390R - Special Topics in Regional Anthropology *You may take up to 3 credit hours.*	3.0v
ANTHR 402 - Quantitative Methods for Anthropology	3.0
ANTHR 430 - Moral and Ritual Institutions	3.0
ANTHR 431 - Kinship and Gender	3.0
ANTHR 432 - Economic and Political Institutions	3.0
ANTHR 434 - Medical Anthropology	3.0
ANTHR 436 - Symbolic Anthropology	3.0
ANTHR 438 - (Not currently offered)	
ANTHR 439 - Psychological Anthropology	3.0
ANTHR 440 - (Not currently offered)	
ANTHR 441 - (Not currently offered)	
ANTHR 443 - Ethnographic Data Analysis	3.0
ANTHR 490R - Special Topics *You may take up to 3 credit hours.*	3.0v
ANTHR 511 - Museums and Cultures	3.0

Note: Only 6 hours may be taken in 390R courses to count in the major. They may be taken as electives beyond this point.

Program Outcomes

See Anthropology BA Sociocultural

See Anthropology BA Sociocultural

Top

Applied Physics

BS

Hours	61 - 65 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of D credit is allowed in major courses.

Consult with a faculty advisor as early as possible to choose electives.

✓ REQUIREMENT 1 Complete 17 courses

Note: Phscs 191 should be taken the first semester as a freshman. Phscs 291 should be taken the first semester as a sophomore.

C S 142 - Introduction to Computer Programming	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 140 - Electronics Lab	1.0
PHSCS 145 - Experimental Methods in Physics	1.0
PHSCS 191 - Introduction to Physics Careers and Research 1	0.5
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
PHSCS 222 - Modern Physics	3.0
PHSCS 230 - Computational Physics Lab 1	1.0
PHSCS 240 - Design, Fabrication, and Use of Scientific Apparatus	2.0
PHSCS 245 - Experiments in Contemporary Physics	2.0
PHSCS 291 - Introduction to Physics Careers and Research 2	0.5
PHSCS 318 - Introduction to Mathematical Physics	3.0
PHSCS 321 - Mechanics	3.0
PHSCS 330 - Computational Physics Lab 2	1.0
PHSCS 430 - Computational Physics Lab 3	1.0
PHSCS 441 - Electrostatics and Magnetism	3.0

✓ REQUIREMENT 2 Complete 1 course

EC EN 466 - Introduction to Optical Engineering	2.0
PHSCS 442 - Electrodynamics	3.0
PHSCS 471 - Principles of Optics	3.0

✓ REQUIREMENT 3

After gaining department advisor's approval of courses selected to define an option, complete an additional 12 hours of electives (cannot include any courses already taken above). These 12 hours must consist of a coherent set of upper-division courses with an identified educational goal. Nine hours must be upper division (300-level or above); three hours must be 200-level or above.

✓ **REQUIREMENT 4** Complete 1 option

✓ **OPTION 4.1** Complete 2 courses

MATH 113 - Calculus 2	4.0
MATH 302 - Mathematics for Engineering 1	4.0

✓ **OPTION 4.2** Complete 3 courses

MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 5** Complete 1 course

MATH 303 - Mathematics for Engineering 2	4.0
MATH 334 - Ordinary Differential Equations	3.0

✓ **REQUIREMENT 6** Complete 2.0 hours from the following option(s)

Complete a capstone project or senior thesis including the following:

A. Choose a research mentor and group as early as possible, starting with information in Phscs 191 and 291, and discussions with faculty, your advisor, and the capstone project coordinator or senior thesis coordinator. It is best to start as a freshman or sophomore. Interdisciplinary work in other departments or in internships is possible.

✓ **OPTION 6.1** Complete 2.0 hours from the following course(s)

B. Complete 2 hours of one of the following:

PHSCS 492R - Capstone Project in Applied Physics *You may take up to 2 credit hours.*	2.0
PHSCS 498R - Senior Thesis *You may take up to 2 credit hours.*	3.0v

✓ **REQUIREMENT 7**

Complete the Physics Major Field Test the last semester before graduation.

Note 1: Students planning careers in experimental, applied, or industrial physics should complete Stat 201.

Note 2: All students will benefit, through courses or individual study, by learning programming skills and numerical methods beyond what you are taught in C S 142 and our computational physics courses. Consider the following: CS courses, Math 410, Me En 373.

Program Outcomes

Physics Theory and Application

Apply principles to model and solve representative problems analytically and computationally, at an introductory level from the primary physical theories (classical mechanics, quantum mechanics, special relativity, thermodynamics, electromagnetism and optics), and at an advanced level in classical mechanics, electrostatics and optics/electrodynamics.

Experimental and Computational Skills

Design and conduct experiments, build scientific equipment, write scientific programs to simulate physical systems, and analyze data.

Effective Communication

Communicate professionally to a technical audience both orally and in writing. Be able to understand scientific ideas by reading books and journal articles.

Professional Ethics

Understand scientific ethical practices, and demonstrate them in the conduct of scientific research.

Research and Professional Preparation

Conduct experimental, theoretical or computational research under the direction of a mentor to contribute to the generation of new knowledge or technologies, and prepare to do this professionally.

↑Top

Arabic

Minor

Hours	18 - 35 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 option

Prerequisite courses:

✓ **OPTION 1.1** Complete 4 courses

ARAB 101 - First-Year Arabic	4.0
ARAB 102 - First-Year Arabic	4.0
ARAB 201 - Second-Year Arabic	4.0
ARAB 202 - Intermediate Arabic	4.0

Note: Prerequisite courses may be waived by previous language experience.

✓ **REQUIREMENT 2** Complete 2 options

✓ **OPTION 2.1** Complete 4 courses

Complete the following (normally as part of a BYU Semester Abroad program):

ARAB 211R - Second-Year Conversation	2.0
ARAB 300 - Advanced Modern Standard Arabic	4.0
ARAB 302 - Newspaper Arabic	4.0
ARAB 311R - Third-Year Conversation	2.0

✓ **OPTION 2.2** Complete 1 course

And complete one additional Arabic language course:

ARAB 331 - Spoken Arabic	4.0
ARAB 421R - Fourth-Year Arabic Writing Tutorial	2.0
ARAB 422R - Advanced Spoken Arabic	2.0
ARAB 423R - Current Events in Arabic	2.0
ARAB 424R - Modern Arabic Literature	2.0
ARAB 425R - Classical Arabic Texts	2.0
ARAB 426R - Advanced Arabic Grammar	2.0
ARAB 490R - Independent Readings	3.0v

✓ **REQUIREMENT 3** Complete 1 course

IHUM 242 - Introduction to the Humanities of the Islamic World 3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Arabic Language

BA

Hours	35 - 51 Credit Hours
MAP	Major Academic Plan

Program Requirements

This program is a 2nd-major program only. Students should be enrolled in a primary major program before beginning this program.

✓ **REQUIREMENT 1** Complete 4 courses

ARAB 101 - First-Year Arabic	4.0
ARAB 102 - First-Year Arabic	4.0
ARAB 201 - Second-Year Arabic	4.0
ARAB 202 - Intermediate Arabic	4.0

✓ **REQUIREMENT 2** Complete 1 course

IHUM 242 - Introduction to the Humanities of the Islamic World	3.0

✓ **REQUIREMENT 3** Complete 5 courses

Complete as part of a BYU Semester Abroad program:

ARAB 211R - Second-Year Conversation *You may take this course up to 1 time.*	2.0
ARAB 300 - Advanced Modern Standard Arabic	4.0
ARAB 302 - Newspaper Arabic	4.0
ARAB 311R - Third-Year Conversation *You may take this course up to 1 time.*	2.0
ARAB 331 - Spoken Arabic	4.0

✓ **REQUIREMENT 4** Complete 2 courses

Complete after consultation with a faculty advisor:

ARAB 421R - Fourth-Year Arabic Writing Tutorial *You may take this course up to 2 times.*	2.0
ARAB 422R - Advanced Spoken Arabic *You may take this course up to 2 times.*	2.0
ARAB 423R - Current Events in Arabic *You may take this course up to 2 times.*	2.0
ARAB 424R - Modern Arabic Literature *You may take this course up to 2 times.*	2.0
ARAB 425R - Classical Arabic Texts	2.0

You may take this course up to 2 times.

ARAB 426R - Advanced Arabic Grammar *You may take this course up to 2 times.*	2.0

✓ **REQUIREMENT 5** Complete 4 courses

Take each course twice (once in Winter Semester and once in Spring/Summer terms):

ARAB 411R - Advanced Formal Arabic Conversation and Rhetorical Skills *You may take this course up to 2 times.*	3.0v
ARAB 495R - Directed Studies in Arabic *You may take this course up to 2 times.*	3.0v

Take the ACTFL Speaking and Reading test during the last registration of Arab 495R and achieve a minimum score of ADVANCED-MID.

Program Outcomes

Advanced High Level Fluency

Speak, read, and write Arabic at the Advanced High Level (demonstrating an ability to support opinions, hypothesize, and deal with abstract topics in depth).

Integration

Students will develop expertise in an area of specialization and deliver a major oral presentation and a written paper (both in Arabic) on a topic in that area of specialization.

↑Top

Art

BA

Hours	50.5 Credit Hours
LEP	Limited Enrollment Program of 150 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 4 courses

ART 114 - Drawing	3.0
ART 115 - Two-Dimensional Design	3.0
ART 133 - Three-Dimensional Design	1.5
ART 226 - Theory, Methodology and Contemporary Practice	3.0

Obtain acceptance into the Art BA program.

✓ REQUIREMENT 2 Complete 7 courses

ART 210 - New Genres and Interdisciplinary Projects	3.0
ART 215 - Painting Fundamentals	3.0
ART 216 - Ceramics Fundamentals	1.5
ART 217 - Sculpture Fundamentals	1.5
ART 220 - Introduction to Drawing and Figure Drawing	3.0
ART 225 - Printmaking Fundamentals	3.0
ART 260 - Photography Fundamentals	1.5

✓ REQUIREMENT 3 Complete 2 courses

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0

✓ REQUIREMENT 4 Complete 1 course

History elective:

ART 320 - 20th Century Art and Theory	3.0

✓ REQUIREMENT 5 Complete 12.0 hours from the following course(s)

ART 310 - Installation	3.0
ART 321 - Drawing	3.0
ART 322R - Figure Drawing	3.0
ART 324 - Materials of Painting	3.0
ART 325 - Art Preparation and Presentation	1.5
ART 327 - Painting	3.0

ART 328R - Figure Painting	3.0
ART 330 - Bookbinding	3.0
ART 332 - Book Arts	1.5
ART 333 - Painting-Mixed Media	3.0
ART 350 - Printmaking: Intaglio	3.0
ART 351 - Printmaking: Lithography	3.0
ART 353 - Time-Based Art	3.0
ART 355 - Interdisciplinary Projects	3.0
ART 356R - Figure Sculpture	3.0
ART 358 - Sculpture	3.0
ART 359R - Ceramics	3.0
ART 360 - Advanced Photography	3.0
ART 394R - Special Problems in Art	3.0v
ART 480R - Advanced Studio	3.0v
ART 496R - Academic Internship: Professional Internship	6.0v

✔ **REQUIREMENT 6** Complete 1.5 hours from the following course(s)

ART 395R - Studio Seminar *You may take this course up to 3 times.*	0.5

✔ **REQUIREMENT 7** Complete 1 course

Complete Art 490 during the final semester.

ART 490 - BA Exit Portfolio	1.0

Program Outcomes

Visual Arts History, Concepts and Processes

Students will demonstrate a comprehension of fundamental concepts, processes, history and criticism of visual arts.

Aesthetic Development

Students will develop a personal sensitivity to the aesthetics of visual art.

Spirituality, Ethics and the Visual Arts

Students will critically examine spiritual values and ethical issues relevant to art.

Career Development

Students will demonstrate an awareness of and preparation for traditional and interdisciplinary career opportunities.

Skill Development

Students will demonstrate competency in traditional, experimental and/or cross-disciplinary approaches to art making.

Top

Art

BFA

Hours	68.5 Credit Hours
LEP	Limited Enrollment Program of 50 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

ART 114 - Drawing	3.0
ART 115 - Two-Dimensional Design	3.0
ART 133 - Three-Dimensional Design	1.5
ART 226 - Theory, Methodology and Contemporary Practice	3.0

Be admitted to the Art BA program.

✓ **REQUIREMENT 2** Complete 7 courses

ART 210 - New Genres and Interdisciplinary Projects	3.0
ART 215 - Painting Fundamentals	3.0
ART 216 - Ceramics Fundamentals	1.5
ART 217 - Sculpture Fundamentals	1.5
ART 220 - Introduction to Drawing and Figure Drawing	3.0
ART 225 - Printmaking Fundamentals	3.0
ART 260 - Photography Fundamentals	1.5

Be admitted to the BFA program. BFA application instructions are available at this website: http://art.byu.edu.

✓ **REQUIREMENT 3** Complete 4.0 hours from the following course(s)

ART 480R - Advanced Studio *You may take up to 4 credit hours.*	3.0v

✓ **REQUIREMENT 4** Complete 19.5 hours from the following course(s)

ART 310 - Installation	3.0
ART 321 - Drawing	3.0
ART 322R - Figure Drawing	3.0
ART 324 - Materials of Painting	3.0
ART 325 - Art Preparation and Presentation	1.5
ART 327 - Painting	3.0
ART 328R - Figure Painting	3.0
ART 332 - Book Arts	1.5
ART 333 - Painting-Mixed Media	3.0

ART 350 - Printmaking: Intaglio	3.0
ART 351 - Printmaking: Lithography	3.0
ART 353 - Time-Based Art	3.0
ART 355 - Interdisciplinary Projects	3.0
ART 356R - Figure Sculpture	3.0
ART 358 - Sculpture	3.0
ART 359R - Ceramics	3.0
ART 360 - Advanced Photography	3.0
ART 394R - Special Problems in Art *You may take this course up to 3 times.*	3.0v
ART 480R - Advanced Studio *You may take up to 9 credit hours.*	3.0v
ART 496R - Academic Internship: Professional Internship	6.0v

✓ **REQUIREMENT 5** Complete 2.0 hours from the following course(s)

ART 395R - Studio Seminar *You may take up to 2 credit hours.*	0.5

✓ **REQUIREMENT 6** Complete 2 courses

ART 340 - Application of Creative and Critical Thinking	3.0
ART 497 - BFA Final Project and Exit Portfolio	1.0

✓ **REQUIREMENT 7** Complete 4 courses

Art History and Criticism:

ART 320 - 20th Century Art and Theory	3.0
ART 326 - Current Art Practice	3.0
ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0

Note: It is recommended that students interested in pursuing interdisciplinary studies use university elective hours to complete a minor or courses that are relevant to and enhance their interdisciplinary focus and goals.

Program Outcomes

Art History and Context

Students will examine art past and present through required on and off-campus learning experiences and locate their work within this larger context.

BFA Final Project and Portfolio

Students will meet the requirements for the BFA program including the BFA final project and the BFA exit portfolio and will demonstrate artistic maturity as evidenced through their final project.

Skill Development and Proficiency

Students will exhibit fundamental knowledge and skill in painting, drawing, printmaking, ceramics, sculpture, photography, and new genres.

Spirituality, Ethics, and Art

Students will critically examine spiritual values and ethical issues relevant to art.

Professional Development

Students will demonstrate an awareness of and preparation for graduate studies, teaching opportunities, professional gallery work, or other art and non-art related opportunities that might incorporate collaboration in an interdisciplinary environment.

↑Top

Art

Minor

Hours	21 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

ART 101 - Introduction to Art and Drawing for Non-Majors	3.0
ART 114 - Drawing	3.0

✓ **REQUIREMENT 2** Complete 1 course

ART 102 - Two-Dimensional Design for Non-Majors	3.0
ART 115 - Two-Dimensional Design	3.0

✓ **REQUIREMENT 3** Complete 2 courses

ART 133 - Three-Dimensional Design	1.5
ART 226 - Theory, Methodology and Contemporary Practice	3.0

✓ **REQUIREMENT 4** Complete 7.5 hours from the following course(s)

Note: The following courses require a Permission-to-Add code from instructor on the first day of class: ART 114, ART 115, ART 210, ART 215, ART 216, ART 217, ART 220, ART 225.

ART 104 - Introduction to Sculpture for Non-Majors	3.0
ART 105 - Introduction to Ceramics for Non-Majors	3.0
ART 110 - Painting for Non-Majors	3.0
ART 120 - Watercolor for Non-Majors	3.0
ART 122 - Printmaking for Non-Majors	3.0
ART 210 - New Genres and Interdisciplinary Projects	3.0
ART 215 - Painting Fundamentals	3.0
ART 216 - Ceramics Fundamentals	1.5
ART 217 - Sculpture Fundamentals	1.5
ART 220 - Introduction to Drawing and Figure Drawing	3.0
ART 225 - Printmaking Fundamentals	3.0

✓ **REQUIREMENT 5** Complete 1 course

ARTED 397 - Issues in Contemporary Art, Aesthetics, and Criticism	3.0
ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Art Education

Minor

Hours	29.5 Credit Hours
LEP	Limited Enrollment Program of 20 Students. Application Website
MAP	Major Academic Plan

Program Requirements

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Programs (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 4 courses

Core courses:

ART 114 - Drawing	3.0
ART 115 - Two-Dimensional Design	3.0
ART 133 - Three-Dimensional Design	1.5
ART 226 - Theory, Methodology and Contemporary Practice	3.0

✓ **REQUIREMENT 2** Complete 3 courses

Art Education courses:

ARTED 378 - K-12 Classroom Management, 3D Methods, and Community Arts Practicum	3.0
ARTED 397 - Issues in Contemporary Art, Aesthetics, and Criticism	3.0
ARTED 450 - Advanced Secondary Studio Teaching Methods for Art Educators	3.0

✓ **REQUIREMENT 3** Complete 6.0 hours from the following course(s)

ART 210 - New Genres and Interdisciplinary Projects	3.0
ART 215 - Painting Fundamentals	3.0
ART 216 - Ceramics Fundamentals	1.5
ART 217 - Sculpture Fundamentals	1.5
ART 220 - Introduction to Drawing and Figure Drawing	3.0
ART 225 - Printmaking Fundamentals	3.0

✓ **REQUIREMENT 4** Complete 1 course

ARTED 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Art Education K-12

BA

Hours	78.0 Credit Hours
LEP	Limited Enrollment Program of 50 Students. Application Website
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 4 courses

Core courses:

ART 114 - Drawing	3.0
ART 115 - Two-Dimensional Design	3.0
ART 133 - Three-Dimensional Design	1.5
ART 226 - Theory, Methodology and Contemporary Practice	3.0

✓ **REQUIREMENT 2** Complete 5.0 hours from the following course(s)

Note: FBI fingerprint and background clearance must be completed before enrolling in ARTED 276.

ARTED 276 - Introduction to K-12 Art and Design Education: Studio Methods, Media, and Exploration of Teaching	5.0v

Obtain acceptance into the Art Education K-12 BA program.

✓ **REQUIREMENT 3** Complete 1 course

First-year foundation course:

DESPH 116 - Introduction to Photography and Digital Workflow	3.0

✓ **REQUIREMENT 4** Complete 1 course

First-year foundation courses:

ART 210 - New Genres and Interdisciplinary Projects	3.0
ART 220 - Introduction to Drawing and Figure Drawing	3.0
DESAN 131 - Figure Drawing for Animators	3.0
DESIL 131 - Figure Drawing for Illustrators	3.0

✔ **REQUIREMENT 5** Complete 2 courses

Second-year foundation courses:

ART 215 - Painting Fundamentals	3.0
ART 225 - Printmaking Fundamentals	3.0

✔ **REQUIREMENT 6** Complete 1 course

ART 216 - Ceramics Fundamentals	1.5
ART 217 - Sculpture Fundamentals	1.5

✔ **REQUIREMENT 7** Complete 6.0 hours from the following course(s)

ART 310 - Installation	3.0
ART 320 - 20th Century Art and Theory	3.0
ART 321 - Drawing	3.0
ART 322R - Figure Drawing	3.0
ART 324 - Materials of Painting	3.0
ART 325 - Art Preparation and Presentation	1.5
ART 326 - Current Art Practice	3.0
ART 327 - Painting	3.0
ART 328R - Figure Painting	3.0
ART 330 - Bookbinding	3.0
ART 332 - Book Arts	1.5
ART 333 - Painting-Mixed Media	3.0
ART 340 - Application of Creative and Critical Thinking	3.0
ART 350 - Printmaking: Intaglio	3.0
ART 351 - Printmaking: Lithography	3.0
ART 353 - Time-Based Art	3.0
ART 355 - Interdisciplinary Projects	3.0
ART 356R - Figure Sculpture	3.0
ART 358 - Sculpture	3.0
ART 359R - Ceramics	3.0
ART 360 - Advanced Photography	3.0
ART 394R - Special Problems in Art	3.0v
ART 480R - Advanced Studio	3.0v
ART 490 - BA Exit Portfolio	1.0

✔ **REQUIREMENT 8** Complete 2 courses

Advanced ARTED studio courses:

ARTED 339 - Computer Application in Art Education	3.0
ARTED 450 - Advanced Secondary Studio Teaching Methods for Art Educators	3.0

✔ **REQUIREMENT 9** Complete 1 course

ARTED 380 - Museum Art Education	3.0
ARTHC 350 - Modern Art	3.0
ARTHC 353 - American Art 1876-1950	3.0
ARTHC 355 - Contemporary Art	3.0

✓ **REQUIREMENT 10** Complete 3 courses

ARTED 378 - K-12 Classroom Management, 3D Methods, and Community Arts Practicum	3.0
ARTED 397 - Issues in Contemporary Art, Aesthetics, and Criticism	3.0
ARTED 478 - Art Curriculum Assessment and Methods for K-12 Educators	3.0

✓ **REQUIREMENT 11** Complete 5 courses

Additional licensure requirements:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SFL 210 - Human Development	3.0

Complete an interview with advisor.

Complete a teaching assistant experience. Must be approved by Tara Carpenter. Complete prior to student teaching. See Sharon Heelis for hiring. See Art Department secretary for finalization.

Contact Education Student Services, 350 MCKB, 801-422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **REQUIREMENT 12** Complete 12.0 hours from the following course(s)

ARTED 476R - Art Secondary and Elementary Student Teaching *You may take up to 12 credit hours.*	12.0v
ARTED 496R - Academic Internship: Secondary Education *You may take up to 12 credit hours.*	12.0

Student teachers/interns must complete three forms in their MyLink accounts (PIBS, CDS, FED) and attach their TWS to the MyLink account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Community, Research, Lifelong Learning, and Service

Students will actively engage in communities of learning through collaborative inquiry, research, and service.

Curriculum Theory

Students will construct curricula and other professional materials that reflect current practices and theories in art and education.

Studio Practice

Students will develop a studio practice that connects to their identity as an art educator and that includes the breadth of media and skills required of art educators in schools.

Teaching Experience

Students will demonstrate sound teaching practices in a variety of contexts.

Professional Licensure

Students will fulfill all professional licensure requirements and standards as required by the Art Education Program, the McKay School of Education, and University Standards for Educational Preparation Programs.

Spiritual Dimension of Art Education

Students will demonstrate their ability to consider complex questions and personal responsibilities associated with art and education in the light of gospel principles.

Top

Art History & Curatorial Studies

BA

Hours	52 - 53 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 5 courses

ART 200 - Studio Techniques for Art History	3.0
ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
ARTHC 300 - Theory, Methodology, and Historiography of Art History	3.0
HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 1 course

Ancient art:

ARTHC 304 - Greek Art	3.0
ARTHC 306 - Roman Art	3.0

✓ **REQUIREMENT 3** Complete 1 course

Medieval art:

ARTHC 310 - Early Christian and Byzantine Art	3.0
ARTHC 316 - Art of the Medieval West	3.0

✓ **REQUIREMENT 4** Complete 1 course

Renaissance art:

ARTHC 320 - Italian Renaissance	3.0
ARTHC 325 - Northern Renaissance Art	3.0

✓ **REQUIREMENT 5** Complete 1 course

Baroque art:

ARTHC 330 - Southern Baroque Art History: 1600-1700	3.0
ARTHC 335 - Northern European Art: 1600-1700	3.0

✓ **REQUIREMENT 6** Complete 1 course

Nineteenth-century art:

ARTHC 337 - Eighteenth-Century European Art and Architecture	3.0
ARTHC 340 - Nineteenth-Century European Art	3.0
ARTHC 345 - American Art to 1876	3.0
ARTHC 365 - American Architecture	3.0

✔ **REQUIREMENT 7** Complete 1 course

Modern art:

ARTHC 350 - Modern Art	3.0
ARTHC 353 - American Art 1876-1950	3.0
ARTHC 355 - Contemporary Art	3.0
ARTHC 367 - Modern Architecture	3.0
ARTHC 379 - History of Photography	3.0

✔ **REQUIREMENT 8** Complete 1 course

Non-Western art:

ARTHC 380 - Northern Mesoamerican Art	3.0
ARTHC 382 - Southern Mesoamerican Art	3.0
JAPAN 345 - Japanese Culture	3.0

✔ **REQUIREMENT 9** Complete 1 option

Language requirement:

✔ **OPTION 9.1** Complete 1 course

ARTHC 595R - Foreign Language Readings for Art Historians *You may take this course up to 1 time.*	3.0
FREN 201 - Intermediate French, Part 1	4.0
FREN 321 - Advanced French Part 1	3.0
GERM 201 - Second-Year German	4.0
GERM 345R - Field Studies in German	6.0v
ITAL 201 - Intermediate Italian 1	4.0
ITAL 321 - Advanced Grammar	3.0
PORT 201 - Third-Semester Portuguese	4.0
PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
RUSS 201 - Second-Year Russian, Part 1	5.0
SPAN 205 - University Spanish 3	4.0
SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0

✔ **REQUIREMENT 10** Complete 1 option

Complete one of the following tracks:

✔ **OPTION 10.1** Complete 2 groups

Academic Track:

✔ **GROUP 10.1.1** Complete 3.0 hours from the following course(s)

Complete three hours from one of the following capstone courses:

ARTHC 498 - Senior Thesis/Capstone Experiences	3.0

ARTHC 499R - Honors Thesis	6.0v

GROUP 10.1.2 Complete 4 courses

Complete four courses from any of the following upper-division core courses not already taken:

ARTHC 301 - Women in Art	3.0
ARTHC 304 - Greek Art	3.0
ARTHC 306 - Roman Art	3.0
ARTHC 310 - Early Christian and Byzantine Art	3.0
ARTHC 316 - Art of the Medieval West	3.0
ARTHC 320 - Italian Renaissance	3.0
ARTHC 325 - Northern Renaissance Art	3.0
ARTHC 329 - Renaissance and Baroque Architecture	3.0
ARTHC 330 - Southern Baroque Art History: 1600-1700	3.0
ARTHC 335 - Northern European Art: 1600-1700	3.0
ARTHC 340 - Nineteenth-Century European Art	3.0
ARTHC 345 - American Art to 1876	3.0
ARTHC 350 - Modern Art	3.0
ARTHC 353 - American Art 1876-1950	3.0
ARTHC 355 - Contemporary Art	3.0
ARTHC 360 - Introduction to Museum and Curatorial Studies	3.0
ARTHC 365 - American Architecture	3.0
ARTHC 367 - Modern Architecture	3.0
ARTHC 375 - Japanese Art and Architecture	3.0
ARTHC 379 - History of Photography	3.0
ARTHC 380 - Northern Mesoamerican Art	3.0
ARTHC 382 - Southern Mesoamerican Art	3.0
ARTHC 490R - Special Topics and Readings in Art History *You may take this course up to 2 times.*	6.0v
ARTHC 492R - Special Art History Studies On Site *You may take this course up to 2 times.*	6.0v
ARTHC 496R - Academic Internship: Museum Internship	3.0

OPTION 10.2 Complete 4 groups

Professional Track:

GROUP 10.2.1 Complete 1 course

Complete the following capstone course:

ARTHC 497 - Art History Business Capstone	3.0

GROUP 10.2.2 Complete 1 course

Complete one of the following courses:

BUS M 201 - Financial Management	3.0
FIN 201 - Principles of Finance	3.0

GROUP 10.2.3 Complete 2 courses

Complete the following two courses:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0

✔ **GROUP 10.2.4** Complete 1 course

Complete one course from any of the upper-division core courses not already taken:

ARTHC 301 - Women in Art	3.0
ARTHC 304 - Greek Art	3.0
ARTHC 306 - Roman Art	3.0
ARTHC 310 - Early Christian and Byzantine Art	3.0
ARTHC 316 - Art of the Medieval West	3.0
ARTHC 320 - Italian Renaissance	3.0
ARTHC 325 - Northern Renaissance Art	3.0
ARTHC 329 - Renaissance and Baroque Architecture	3.0
ARTHC 330 - Southern Baroque Art History: 1600-1700	3.0
ARTHC 335 - Northern European Art: 1600-1700	3.0
ARTHC 340 - Nineteenth-Century European Art	3.0
ARTHC 345 - American Art to 1876	3.0
ARTHC 350 - Modern Art	3.0
ARTHC 353 - American Art 1876-1950	3.0
ARTHC 355 - Contemporary Art	3.0
ARTHC 360 - Introduction to Museum and Curatorial Studies	3.0
ARTHC 365 - American Architecture	3.0
ARTHC 367 - Modern Architecture	3.0
ARTHC 375 - Japanese Art and Architecture	3.0
ARTHC 379 - History of Photography	3.0
ARTHC 380 - Northern Mesoamerican Art	3.0
ARTHC 382 - Southern Mesoamerican Art	3.0
ARTHC 490R - Special Topics and Readings in Art History	6.0v
ARTHC 492R - Special Art History Studies On Site	6.0v
ARTHC 496R - Academic Internship: Museum Internship	3.0

Program Outcomes

Art History in the Western World

Students will acquire a solid foundation in the discipline of art history of the Western world.

Research Skills

Students will develop advanced art historical research skills.

Effective Writing

Students will write engaging and sophisticated art historical research papers that demonstrate original thought.

Effective Communication and Presentation

Students will demonstrate their ability to effectively present their ideas through verbal expression.

Cultural and Professional Experience

Students will visit and experience important works of art, as well as the institutions and/or professional venues where art history is practiced.

↑Top

Art History & Curatorial Studies

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 18.0 hours from the following course(s)

Complete 18 elective hours from the following:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
ARTHC 300 - Theory, Methodology, and Historiography of Art History	3.0
ARTHC 301 - Women in Art	3.0
ARTHC 304 - Greek Art	3.0
ARTHC 306 - Roman Art	3.0
ARTHC 310 - Early Christian and Byzantine Art	3.0
ARTHC 316 - Art of the Medieval West	3.0
ARTHC 320 - Italian Renaissance	3.0
ARTHC 325 - Northern Renaissance Art	3.0
ARTHC 329 - Renaissance and Baroque Architecture	3.0
ARTHC 330 - Southern Baroque Art History: 1600-1700	3.0
ARTHC 335 - Northern European Art: 1600-1700	3.0
ARTHC 337 - Eighteenth-Century European Art and Architecture	3.0
ARTHC 340 - Nineteenth-Century European Art	3.0
ARTHC 345 - American Art to 1876	3.0
ARTHC 350 - Modern Art	3.0
ARTHC 353 - American Art 1876-1950	3.0
ARTHC 355 - Contemporary Art	3.0
ARTHC 365 - American Architecture	3.0
ARTHC 367 - Modern Architecture	3.0
ARTHC 379 - History of Photography	3.0
ARTHC 380 - Northern Mesoamerican Art	3.0
ARTHC 382 - Southern Mesoamerican Art	3.0
ARTHC 490R - Special Topics and Readings in Art History *You may take this course up to 2 times.*	6.0v
ARTHC 492R - Special Art History Studies On Site *You may take this course up to 2 times.*	6.0v

Note: No substitutions permitted.

Program Outcomes

Art History in the Western World

Students will acquire a solid foundation in the discipline of art history of the Western world.

Research Skills

Students will develop advanced art historical research skills.

Effective Writing

Students will write engaging and sophisticated art historical research papers.

Effective Communication and Presentation

Students will demonstrate their ability to effectively present their ideas through verbal expression.

Cultural and Professional Experience

Students will visit and experience important works of art, as well as the institutions and/or professional venues where art history is practiced.

Top

Asian Studies

Minor

Hours	12 - 28 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 1 course

HIST 231 - Introduction to East Asian History	3.0

REQUIREMENT 2 Complete 1 option

OPTION 2.1 Complete 2 groups

A. China track:

GROUP 2.1.1 Complete 4 courses

Complete the following courses (or equivalent experience):

CHIN 101 - Beginning Mandarin	4.0
CHIN 102 - Beginning Mandarin	4.0
CHIN 201 - Intermediate Mandarin	4.0
CHIN 202 - Intermediate Mandarin	4.0

GROUP 2.1.2 Complete 1 selection

Electives:

Complete three courses from the following electives (Note: Only one course per discipline area allowed.):

SELECTION 2.1.2.1 Complete 3 courses

ANTHR 343 - Chinese Culture and Society	3.0
CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
CHIN 345R - Chinese Culture *You may take this course up to 1 time.*	3.0
CHIN 346 - Introduction to Chinese Philosophy	3.0
CHIN 441 - Classical and Literary Chinese	3.0
CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0

CHIN 445R - Chinese Poetry *You may take this course up to 1 time.*	3.0
GEOG 272 - East Asia	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 347 - Chinese Cultural History	3.0
POLI 353 - China: Government and Politics	3.0
POLI 388 - Chinese Foreign Policy	3.0
REL C 358 - Survey of Eastern Religions	2.0

Note: Study Abroad / Internship credit is also applicable.

✔ **OPTION 2.2** Complete 2 groups

B. Japan track:

✔ **GROUP 2.2.1** Complete 4 courses

Complete the following courses (or equivalent experience):

JAPAN 101 - First-Year Japanese	4.0
JAPAN 102 - First-Year Japanese	4.0
JAPAN 201 - Second-Year Japanese	4.0
JAPAN 202 - Second-Year Japanese	4.0

✔ **GROUP 2.2.2** Complete 1 selection

Electives:

Complete three courses from the following electives (Note: Only one course per discipline area allowed.):

✔ **SELECTION 2.2.2.1** Complete 3 courses

ANTHR 348 - Contemporary Japan	3.0
ARTHC 375 - Japanese Art and Architecture	3.0
GEOG 272 - East Asia	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
JAPAN 345 - Japanese Culture	3.0
JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0
JAPAN 441 - Introduction to Classical Japanese	3.0
JAPAN 444 - Modern Japanese Literature	3.0
JAPAN 445 - Christianity in Japanese Literature	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 386 - Japanese Foreign Policy	3.0
REL C 358 - Survey of Eastern Religions	2.0

Note: Study Abroad / Internship credit is also applicable.

✔ **OPTION 2.3** Complete 2 groups

C. Korea Track:

✓ **GROUP 2.3.1** Complete 4 courses

Complete the following courses (may be waived with equivalent experience):

KOREA 101 - First-Year Korean 1	4.0
KOREA 102 - First-Year Korean 2	4.0
KOREA 201 - Second-Year Korean 1	4.0
KOREA 202 - Second-Year Korean 2	4.0

✓ **GROUP 2.3.2** Complete 1 selection

Electives:

Complete three courses from the following electives (Note: Only one course per discipline area allowed):

✓ **SELECTION 2.3.2.1** Complete 3 courses

GEOG 272 - East Asia	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
KOREA 340 - Korean Literature to 1900	3.0
KOREA 345 - Korean Culture	3.0
KOREA 441 - Classical Korean (Hanmun)	3.0
KOREA 443 - Korean Literature after 1900	3.0
POLI 348 - Government and Politics of Asia	3.0
REL C 358 - Survey of Eastern Religions	2.0

Note: Study Abroad / Internship credit is also applicable.

✓ **OPTION 2.4** Complete 2 groups

D. Pan Asia Track:

✓ **GROUP 2.4.1**
Complete 8 hours of a single Asian language (excluding Mandarin, Japanese, and Korean).

✓ **GROUP 2.4.2** Complete 1 selection

Electives:

Complete three courses from the following electives (Note: Only one course per discipline area allowed, and it should coincide with the language choice if possible):

✓ **SELECTION 2.4.2.1** Complete 3 courses

ANTHR 335 - Peoples of India	3.0
ANTHR 336 - Cinema and Culture in India	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ARTHC 203 - Survey of Oriental Art and Architecture	3.0
ASIAN 342 - Asian Literary Traditions	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0

HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
IHUM 240 - Introduction to the Humanities of Asia	3.0
MUSIC 203 - World Music Cultures	3.0
MUSIC 336R - Balinese Gamelan *You may take this course up to 1 time.*	1.0
POLI 346 - Southeast Asian Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 385 - International Relations of Asia	3.0
REL C 358 - Survey of Eastern Religions	2.0

Note: Study Abroad / Internship credit is also applicable.

Program Outcomes

Please contact the individual department for outcome information.

Top

Asian Studies: China Studies

BA

Hours	50 - 70 Credit Hours
MAP	Major Academic Plan

Program Requirements

Courses cannot be double counted between the different requirement sections in the major.

✓ **REQUIREMENT 1** Complete 4 courses

ASIAN 200 - Introduction to Asian Studies: Methods and Materials	3.0
ASIAN 342 - Asian Literary Traditions	3.0
HIST 231 - Introduction to East Asian History	3.0
IHUM 240 - Introduction to the Humanities of Asia	3.0

✓ **REQUIREMENT 2** Complete 1 course

Complete one of the following political science core courses (cannot be double counted as an elective):

POLI 348 - Government and Politics of Asia	3.0
POLI 385 - International Relations of Asia	3.0

✓ **REQUIREMENT 3** Complete 2 courses

History Core Courses:

HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0

✓ **REQUIREMENT 4** Complete 1 course

ASIAN 495 - Senior Seminar	1.0

✓ **REQUIREMENT 5** Complete 2 options

Complete the required courses for the Language Certificate in Chinese and take the OPI and WPT assessments. These assessments must be done on the BYU campus, and must be completed before graduation. See http://languagecertificate.byu.edu/program-requirements for complete details.

✓ **OPTION 5.1** Complete 2 courses

CHIN 302 - Third-Year Mandarin	4.0
CHIN 345R - Chinese Culture	3.0

✔ **OPTION 5.2** Complete 1 course

CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0

✔ **REQUIREMENT 6** Complete 1 option

✔ **OPTION 6.1** Complete 6 courses

No more than 2 courses may be selected from any one department.

ANTHR 335 - Peoples of India	3.0
ANTHR 336 - Cinema and Culture in India	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 348 - Contemporary Japan	3.0
ARTHC 203 - Survey of Oriental Art and Architecture	3.0
ARTHC 375 - Japanese Art and Architecture	3.0
CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
CHIN 346 - Introduction to Chinese Philosophy	3.0
CHIN 441 - Classical and Literary Chinese	3.0
CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0
CHIN 445R - Chinese Poetry	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 322 - Reading Modern Short Fiction	3.0
JAPAN 345 - Japanese Culture	3.0
JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0
JAPAN 441 - Introduction to Classical Japanese	3.0
JAPAN 444 - Modern Japanese Literature	3.0
JAPAN 445 - Christianity in Japanese Literature	3.0
KOREA 321 - Selected Readings of Modern Korean	3.0
KOREA 340 - Korean Literature to 1900	3.0
KOREA 345 - Korean Culture	3.0
KOREA 441 - Classical Korean (Hanmun)	3.0
KOREA 443 - Korean Literature after 1900	3.0
MUSIC 203 - World Music Cultures	3.0
MUSIC 336R - Balinese Gamelan	1.0
POLI 346 - Southeast Asian Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 353 - China: Government and Politics	3.0

POLI 354 - Japan: Government and Politics	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 388 - Chinese Foreign Policy	3.0
REL C 358 - Survey of Eastern Religions	2.0
SOC 345 - World Populations	3.0

Note: If approved beforehand, up to 9 hours of credit may be counted for overseas work done under one of the following: Study Abroad, internships, mentored research, or independent field studies.

Program Outcomes

Factual Knowledge

Demonstrate general factual knowledge of the literature, humanities, history, politics, economics, geography, and social conditions of East Asia. The courses that are the foundation for this knowledge are the core coures in the major: Asian 200, Intro to Asin Studies: Methods and Materials; Asin 342, Asian Literary Traditions; History 231, Introduction to East Asian History; IHum 240, Introduction to the Humanities of Asia; and either Poli 348, Government and Politics of Asia or Poli 385, International Relations of Asia.

Language Proficiency

Communicate in Chinese (Mandarine) at the "intermediate" level according to ACTFL proficiency guidelines-i.e. "handle successfully a variety of uncomplicated communicative tasks in straightforward social situations . . . limited to those predictable and concrete exchanges necessary for survival." Comprehend "simple, sentence-length speech . . . in a variety of basic personal and social contexts." Read "short, non-complex texts that convey basic information and deal with basic personal and social topics."

Effective Writing

Demonstrate effective writing skills by completing a research paper on a major East Asian topic.

Research Philosophies and Methodologies

Understanding basic research philosophies and methodologies associated with research in the social science and humanities.

↑Top

Asian Studies: Japan Studies

BA

Hours	50 - 70 Credit Hours
MAP	Major Academic Plan

Program Requirements

Courses cannot be double counted between the different requirement sections in the major.

✓ REQUIREMENT 1 Complete 4 courses

ASIAN 200 - Introduction to Asian Studies: Methods and Materials	3.0
ASIAN 342 - Asian Literary Traditions	3.0
HIST 231 - Introduction to East Asian History	3.0
IHUM 240 - Introduction to the Humanities of Asia	3.0

✓ REQUIREMENT 2 Complete 1 course

Complete one of the following political science core courses (cannot be double counted as an elective):

POLI 348 - Government and Politics of Asia	3.0
POLI 385 - International Relations of Asia	3.0

✓ REQUIREMENT 3 Complete 2 courses

History Core Courses:

HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0

✓ REQUIREMENT 4 Complete 1 course

ASIAN 495 - Senior Seminar	1.0

✓ REQUIREMENT 5 Complete 2 options

Complete the requirements for the Language Certificate in Japanese and take the OPI and WPT assessments. These assessments must be done on the BYU campus, and must be completed before graduation. See http://languagecertificate.byu.edu/program-requirements for complete details:

✓ OPTION 5.1 Complete 2 courses

JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 345 - Japanese Culture	3.0

OPTION 5.2 Complete 1 course

JAPAN 322 - Reading Modern Short Fiction	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0

Note: Only Japan 321 can be double counted as an elective.

REQUIREMENT 6 Complete 1 option

OPTION 6.1 Complete 6 courses

No more than 2 courses may be selected from any one department.

ANTHR 335 - Peoples of India	3.0
ANTHR 336 - Cinema and Culture in India	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 348 - Contemporary Japan	3.0
ARTHC 203 - Survey of Oriental Art and Architecture	3.0
ARTHC 375 - Japanese Art and Architecture	3.0
CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
CHIN 345R - Chinese Culture	3.0
CHIN 346 - Introduction to Chinese Philosophy	3.0
CHIN 441 - Classical and Literary Chinese	3.0
CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0
CHIN 445R - Chinese Poetry	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 322 - Reading Modern Short Fiction	3.0
JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0
JAPAN 441 - Introduction to Classical Japanese	3.0
JAPAN 444 - Modern Japanese Literature	3.0
JAPAN 445 - Christianity in Japanese Literature	3.0
KOREA 321 - Selected Readings of Modern Korean	3.0
KOREA 340 - Korean Literature to 1900	3.0
KOREA 345 - Korean Culture	3.0
KOREA 441 - Classical Korean (Hanmun)	3.0
KOREA 443 - Korean Literature after 1900	3.0
MUSIC 203 - World Music Cultures	3.0
MUSIC 336R - Balinese Gamelan	1.0

POLI 346 - Southeast Asian Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 388 - Chinese Foreign Policy	3.0
REL C 358 - Survey of Eastern Religions	2.0
SOC 345 - World Populations	3.0

Note: If approved beforehand, up to 9 hours of 330R or 399R credit may be counted for overseas work done under one of the following: Study Abroad, internships, mentored research, or independent field studies.

Program Outcomes

Factual Knowledge

Demonstrate general factual knowledge of the literature, humanities, history, politics, economics, geography, and social conditions of East Asia. The courses that are the foundation for this knowledge are the core coures in the major: Asian 200, Intro to Asin Studies: Methods and Materials; Asin 342, Asian Literary Traditions; History 231, Introduction to East Asian History; IHum 240, Introduction to the Humanities of Asia; and either Poli 348, Government and Politics of Asia or Poli 385, International Relations of Asia.

Language Proficiency

Communicate in Japanese at the "intermediate" level according to ACTFL proficiency guidelines-i.e. "handle successfully a variety of uncomplicated communicative tasks in straightforward social situations . . . limited to those predictable and concrete exchanges necessary for survival." Comprehend "simple, sentence-length speech . . . in a variety of basic personal and social contexts." Read "short, non-complex texts that convey basic information and deal with basic personal and social topics."

Effective Writing

Demonstrate effective writing skills by completing a research paper on a major East Asian topic.

Research Philosophies and Methodologies

Understanding basic research philosophies and methodologies associated with research in the social science and humanities.

Top

Asian Studies: Korea Studies

BA

Hours	50 - 70 Credit Hours
MAP	Major Academic Plan

Program Requirements

Courses cannot be double counted between the different requirement sections in the major.

✓ REQUIREMENT 1 Complete 4 courses

ASIAN 200 - Introduction to Asian Studies: Methods and Materials	3.0
ASIAN 342 - Asian Literary Traditions	3.0
HIST 231 - Introduction to East Asian History	3.0
IHUM 240 - Introduction to the Humanities of Asia	3.0

✓ REQUIREMENT 2 Complete 1 course

Complete one of the following political science courses (cannot be double counted as an elective):

POLI 348 - Government and Politics of Asia	3.0
POLI 385 - International Relations of Asia	3.0

✓ REQUIREMENT 3 Complete 2 courses

History Core Courses:

HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0

✓ REQUIREMENT 4 Complete 1 course

ASIAN 495 - Senior Seminar	1.0

✓ REQUIREMENT 5 Complete 2 options

Complete the requirements for the Language Certificate in Korean and take the OPI and WPT assessments. These assessments must be done on the BYU campus, and must be completed before graduation. See http://languagecertificate.byu.edu/program-requirements for complete details:

✓ OPTION 5.1 Complete 2 courses

KOREA 302 - Third-Year Korean 2	4.0
KOREA 345 - Korean Culture	3.0

✔ **OPTION 5.2** Complete 1 course

KOREA 321 - Selected Readings of Modern Korean	3.0
KOREA 340 - Korean Literature to 1900	3.0
KOREA 441 - Classical Korean (Hanmun)	3.0

✔ **REQUIREMENT 6** Complete 1 option

✔ **OPTION 6.1** Complete 6 courses

No more than 2 courses may be selected from any one department.

ANTHR 335 - Peoples of India	3.0
ANTHR 336 - Cinema and Culture in India	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 348 - Contemporary Japan	3.0
ARTHC 203 - Survey of Oriental Art and Architecture	3.0
ARTHC 375 - Japanese Art and Architecture	3.0
CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
CHIN 345R - Chinese Culture	3.0
CHIN 346 - Introduction to Chinese Philosophy	3.0
CHIN 441 - Classical and Literary Chinese	3.0
CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0
CHIN 445R - Chinese Poetry	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 322 - Reading Modern Short Fiction	3.0
JAPAN 345 - Japanese Culture	3.0
JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0
JAPAN 441 - Introduction to Classical Japanese	3.0
JAPAN 444 - Modern Japanese Literature	3.0
JAPAN 445 - Christianity in Japanese Literature	3.0
KOREA 321 - Selected Readings of Modern Korean	3.0
KOREA 340 - Korean Literature to 1900	3.0
KOREA 441 - Classical Korean (Hanmun)	3.0
KOREA 443 - Korean Literature after 1900	3.0
MUSIC 203 - World Music Cultures	3.0
MUSIC 336R - Balinese Gamelan	1.0
POLI 346 - Southeast Asian Politics	3.0
POLI 348 - Government and Politics of Asia	3.0

POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 388 - Chinese Foreign Policy	3.0
REL C 358 - Survey of Eastern Religions	2.0
SOC 345 - World Populations	3.0

Note: If approved beforehand, up to 9 hours of credit may be counted for overseas work done under one of the following: Study Abroad, internships, mentored research, or independent field studies.

Program Outcomes

Factual Knowledge

Demonstrate general factual knowledge of the literature, humanities, history, politics, economics, geography, and social conditions of East Asia. The courses that are the foundation for this knowledge are the core coures in the major: Asian 200, Intro to Asin Studies: Methods and Materials; Asin 342, Asian Literary Traditions; History 231, Introduction to East Asian History; IHum 240, Introduction to the Humanities of Asia; and either Poli 348, Government and Politics of Asia or Poli 385, International Relations of Asia.

Language Proficiency

Communicate in Korean at the "intermediate" level according to ACTFL proficiency guidelines-i.e. "handle successfully a variety of uncomplicated communicative tasks in straightforward social situations . . . limited to those predictable and concrete exchanges necessary for survival." Comprehend "simple, sentence-length speech . . . in a variety of basic personal and social contexts." Read "short, non-complex texts that convey basic information and deal with basic personal and social topics."

Effective Writing

Demonstrate effective writing skills by completing a research paper on a major East Asian topic.

Research Philosophies and Methodologies

Understanding basic research philosophies and methodologies associated with research in the social science and humanities.

Top

Astronomy

Minor

Hours	23 Credit Hours
MAP	Major Academic Plan

Program Requirements

No D credit may count toward this minor.

✓ **REQUIREMENT 1** Complete 7 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 127 - Descriptive Astronomy	3.0
PHSCS 227 - Solar System Astronomy	3.0
PHSCS 228 - Stellar and Extragalactic Astronomy	3.0
PHSCS 329 - Observational Astronomy	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Athletic Training

BS

Hours	64 Credit Hours
MAP	Major Academic Plan

Program Requirements

The Exercise Sciences Department requires a minimum of 45 major hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ REQUIREMENT 1

Complete application into the athletic training program during semester of enrollment in ExSc 320. See the program director or ExSc 320 instructor for an application packet.

a. Have a physical examination and provide an immunization record to verify technical standards.

b. Submit one letter of recommendation.

c. Interview with the athletic training staff.

d. Complete 30 hours of directed clinical observation in BYU and affiliated high school athletic training settings and associated objectives.

Complete the senior exit interview.

Maintain CPR/AED certification for the professional rescuer.

Meet the technical standards associated with the athletic training education program.

✓ REQUIREMENT 2 Complete 22 courses

EXSC 302 - Philosophical and Ethical Issues in Exercise Sciences	1.0
EXSC 320 - Basic Athletic Training	3.0
EXSC 321 - Basic Athletic Training Lab	0.5
EXSC 362 - Kinesiology and Biomechanics	3.0
EXSC 414 - Advanced Athletic Training Lab	1.0
EXSC 415 - Therapeutic Modalities	3.0
EXSC 416 - Injury Evaluation: Lower Extremities	3.0
EXSC 417 - Injury Evaluation: Upper Extremities and Trunk	3.0
EXSC 418 - Rehabilitation of Orthopedic Injuries	3.0
EXSC 419 - Medical Issues in Athletic Training	1.0
EXSC 423 - Administration of Athletic Training Programs	2.0

EXSC 440 - Advanced Musculoskeletal Human Anatomy (includes lab)	4.0
EXSC 460 - Orthopaedic Impairments and Therapeutic Exercise	3.0
EXSC 463 - Exercise Physiology	3.0
EXSC 464 - Exercise Physiology Lab	0.5
EXSC 468 - Problems in Exercise Prescription	2.0
EXSC 501 - Sports Medicine Pathology and Pharmacology	3.0
NDFS 310 - Nutrition and Metabolism in Sports and Exercise	2.0
PDBIO 220 - Human Anatomy (with lab)	3.0
PDBIO 305 - Human Physiology	4.0
PSYCH 111 - Introduction to Psychological Science	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 3** Complete 1 course

To be taken last semester prior to graduation.

EXSC 498 - Capstone Experience in Athletic Training	2.0

✓ **REQUIREMENT 4** Complete 4 courses

Note: The clinical internship must be completed over a two-calendar-year period. The athletic training clinical education courses require field experience hours as part of the athletic training curriculum.

EXSC 394 - Athletic Training Clinical Education 1	2.0
EXSC 395 - Athletic Training Clinical Education 2	2.0
EXSC 494 - Athletic Training Clinical Education 3	2.0
EXSC 495 - Athletic Training Clinical Education 4	2.0

✓ **RECOMMENDED**

Recommended Courses

HLTH 320 - Advanced First Aid and Safety	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
STDEV 170 - Introduction to Health Professions	1.0

Program Outcomes

Athletic Training Knowledge, Skills and Ability

Demonstrate acquisition and application of Athletic Training (AT) knowledge, skills and abilities. The competencies and proficiencies are listed as objectives and outcomes in required Athletic Training courses. See matrix. http://www.nata.org/sites/default/files/5th_Edition_Competencies.pdf

Athletic Training Professional Preparation

Students will be prepared for Athletic Training professional practice by demonstrating professional behaviors and dispositions in level-specific practice "internships" at affiliated clinical sites with the mentoring support of qualified clinical instructors (preceptors).

Professional/Ethical Behavior in Classroom, Clinic and Work

Students will demonstrate professional, ethical, and moral behavior as students and clinicians in classroom, laboratory, and clinical settings. As professionals, graduated students will synthesize what they learned at BYU to work as ethical, and moral people in their communities.

Top

Ballroom Dance

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 2 courses

Complete the following with a grade of B- or better.

DANCE 284 - Ballroom Dance, International Technique 1	1.0
DANCE 285 - Latin Dance, International Technique 1	1.0

The Dance Department requies a minimum of 10 hours to be completed in residency at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 2** Complete 2 courses

Core courses:

DANCE 260 - Introduction to Dance	3.0
DANCE 280 - Social Dance, Technique 1	1.0

✓ **REQUIREMENT 3** Complete 1 course

DANCE 386 - Methods of Teaching Social Dance	2.0
DANCE 486 - Theory and Notation of International Ballroom Dance	2.0
DANCE 487 - Theory and Notation of International Latin Dance	2.0

✓ **REQUIREMENT 4** Complete 1 option

✓ **OPTION 4.1** Complete 5.0 hours from the following course(s)

DANCE 380R - Social Dance, Technique 2 *You may take up to 2 credit hours.*	1.0
DANCE 382R - Ballroom Dance, International Technique 2 *You may take up to 2 credit hours.*	1.0
DANCE 383R - Latin Dance, International Technique 2 *You may take up to 2 credit hours.*	1.0
DANCE 384R - Ballroom Dance, International Technique 3 *You may take up to 2 credit hours.*	1.0
DANCE 385R - Latin Dance, International Technique 3 *You may take up to 2 credit hours.*	1.0
DANCE 480R - Social Dance, Technique 3	1.0

DANCE 484R - Ballroom Dance, International Technique 4 *You may take up to 2 credit hours.*	1.0
DANCE 485R - Latin Dance, International Technique 4 *You may take up to 2 credit hours.*	1.0

Note: No more than 2 hours may be completed from each of the listed R technique courses.

✓ **REQUIREMENT 5** Complete 2.0 hours from the following course(s)

DANCE 387 - Ballroom Dance Choreography	2.0
DANCE 388R - Ballroom Dance Performance, Intermediate *You may take up to 2 credit hours.*	1.0
DANCE 399R - (Not currently offered)	
DANCE 488R - Ballroom Dance Performance Company *You may take up to 2 credit hours.*	2.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Biblical Hebrew

Minor

Hours	22 - 30 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 2 courses

HEB 131 - First-Year Biblical Hebrew	4.0
HEB 132 - First-Year Biblical Hebrew	4.0

REQUIREMENT 2 Complete 4 courses

HEB 101 - First-Year Modern Hebrew 1	4.0
HEB 231 - Second-Year Biblical Hebrew - Grammar and Narrative	4.0
HEB 232 - Second-Year Biblical Hebrew - Narrative 2	4.0
HEB 432R - Ancient Hebrew Texts	2.0

REQUIREMENT 3 Complete 8.0 hours from the following course(s)

Note: For Ne Lg 511R, choose one or more of the following--Akkadian, Aramaic, Coptic, Dead Sea Scroll, Egyptian, Syriac, Ugaritic.

ANES 363 - Hebrew Bible Studies	3.0
HEB 102 - First-Year Modern Hebrew 2	4.0
HEB 313 - Readings in the Old Testament	3.0
HEB 421 - Readings in the Hebrew Translation of the New Testament	3.0
HEB 432R - Ancient Hebrew Texts	2.0
HEB 441 - Postbiblical Hebrew: Mishnah	2.0
NE LG 511R - Studies in Ancient Near Eastern Languages	4.0v

Program Outcomes

Biblical Translation

Read and translate Biblical historical narrative texts with limited use of a lexicon. (Direct 1; Indirect 1, 2, 3)

Verbal System Analysis

Analyze and categorize the verbal system: *pa'al*, *piel*, *hiphil*, *hophal*, *niphal*, *pual*, and *hithpael*. (Direct 1, 2; Indirect 1, 2, 3)

Biblical Hebrew Grammar

Comprehend Biblical Hebrew grammatical concepts based on standard first year grammars. (Direct 1, 2; Indirect 1, 2, 3)

↑Top

Biochemistry

BS

Hours	77 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of D credit is allowed in major courses.

The Chemistry and Biochemistry Department requires the final 10 hours of required chemistry credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ REQUIREMENT 1 Complete 17 courses

Note: With department approval Chem 105 may substitute for Chem 111; and Chem 106 for Chem 112.

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0
CHEM 113 - Introductory General Chemistry Laboratory	2.0
CHEM 201 - Chemical Handling and Safe Laboratory Practices	0.5
CHEM 227 - Principles of Chemical Analysis	4.0
CHEM 351M - Organic Chemistry 1 - Majors	3.0
CHEM 352M - Organic Chemistry 2 - Majors	3.0
CHEM 354 - Organic Chemistry Laboratory--Majors	2.0
CHEM 391 - Technical Writing Using Chemical Literature	3.0
CHEM 468 - Biophysical Chemistry	3.0
CHEM 481M - Biochemistry--Majors	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
CHEM 489 - Structural Biochemistry	3.0
CHEM 495 - Senior Seminar	1.0
CHEM 584 - Advanced Biochemistry Methods 1	3.0
CHEM 586 - Advanced Biochemistry Methods 2	3.0
CHEM 594R - General Seminar *You may take this course up to 1 time.*	0.5

✓ REQUIREMENT 2 Complete 8 courses

BIO 130 - Biology	4.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0

PHSCS 220 - Introduction to Electricity and Magnetism	3.0
PWS 340 - Genetics	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 3** Complete 1 course

MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0
MMBIO 468 - (MMBio-Bio-PWS) Genomics	3.0
PDBIO 360 - Cell Biology	3.0
PDBIO 362 - Advanced Physiology	3.0

✓ **REQUIREMENT 4** Complete 3.0 hours from the following course(s)

After consulting with an advisor, complete 3 hours from the following. NOTE: With prior approval, many 300-level and above courses in biology, integrative biology, microbiology and molecular biology, and physiology and developmental biology will fill this requirement. Chem 500 does not count toward fulfilling this requirement.

CHEM 455 - Synthesis and Qualitative Organic Analysis	3.0
CHEM 496R - Academic Internship: Chemistry and Biochemistry *You may take up to 4 credit hours.*	6.0v
CHEM 497R - Undergraduate Special Problems *You may take up to 4 credit hours.*	6.0v
CHEM 499R - Honors Thesis *You may take up to 4 credit hours.*	6.0v
CHEM 514 - Inorganic Chemistry	3.0
CHEM 518 - Advanced Inorganic Laboratory	2.0
CHEM 521 - Instrumental Analysis Lecture	2.0
CHEM 523 - Instrumental Analysis Laboratory	2.0
CHEM 552 - Advanced Organic Chemistry	3.0
CHEM 553 - Advanced Organic Chemistry	3.0
CHEM 563 - Reaction Kinetics	3.0
CHEM 565 - Introduction to Quantum Chemistry	3.0
CHEM 567 - Statistical Mechanics	3.0
CHEM 569 - Fundamentals of Spectroscopy	3.0
CHEM 581 - Advanced Biochemical Methodology 1	3.0
CHEM 583 - Advanced Biochemical Methodology 2	3.0
CHEM 596R - Special Topics in Chemistry *You may take up to 4 credit hours.*	3.0v

Recommended Courses: Chem 195; Math 302 or Math 313.

Note: Supporting courses suggested by most medical and dental schools are found by visiting the Preprofessional Advisement Office. The more rigorous chemistry, mathematics, and physics courses required for the chemistry majors will satisfy the minimum requirements listed there. Elective courses in biochemistry and in biological science are especially pertinent to these preprofessional programs.

Program Outcomes

Chemistry and Biochemistry Fundamentals

Program graduates will have demonstrated a mastery of core concepts and principles in the five chemistry sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. They will demonstrate an indepth mastery of biochemistry.

Laboratory Procedures and Practice

Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, organic synthesis, and the protein and nucleic acids biochemistry laboratory classes, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments and critically analyze data.

Research

Program graduates will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.

Effective Communication

Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics. They will also be able to search, read, and understand technical literature in the chemical sciences related to their area of interest.

Career Research and Preparation

Students approaching the end of their course of study will be able to make informed choices among post-graduate opportunities for work or further education.

↑Top

Biodiversity & Conservation

BS

Hours	60 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 11 courses

BIO 130 - Biology	4.0
BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0
BIO 350 - Ecology	3.0
BIO 420 - Evolutionary Biology	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
MMBIO 240 - Molecular Biology	3.0
PHSCS 105 - General Physics 1	3.0
PWS 340 - Genetics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 2.0 hours from the following course(s)

Complete at least 2.0 credit hours. More may be taken if desired but will not count toward the major credits.

BIO 494R - Mentored Research *You may take up to 2 credit hours.*	6.0v

✓ **REQUIREMENT 3** Complete 12.0 hours from the following course(s)

Biodiversity and conservation courses:

BIO 235 - Field Botany	3.0
BIO 430 - Plant Classification and Identification	4.0
BIO 441 - Entomology	3.0
BIO 443 - Ichthyology	3.0
BIO 445 - Herpetology	4.0
BIO 446 - (Bio - PWS) Ornithology	3.0
BIO 447 - Mammalogy	3.0
BIO 450 - Conservation Biology	3.0
BIO 452 - Marine Biology	4.0
BIO 455 - Plant Ecology	3.0

REQUIREMENT 4 Complete 12.0 hours from the following course(s)

Elective courses - complete AT LEAST 12.0 hours:

BIO 165 - Introduction to Bioinformatics	3.0
BIO 370 - Bioethics	2.0
BIO 380 - Comparative Animal Physiology and Anatomy	4.0
BIO 470 - History and Philosophy of Biology	3.0
BIO 510 - Biological Systematics and Curation	3.0
BIO 511 - Lichenology	3.0
BIO 555 - Evolutionary and Ecological Modeling	2.0
BIO 557 - Stream and Wetland Ecology	4.0
BIO 560 - Population Genetics	4.0
ECON 440 - Natural Resources and Environmental Economics	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 303 - Biogeography	3.0
MATH 112 - Calculus 1	4.0
PWS 282 - Soil Science	3.0
PWS 411 - Watershed Management	3.0
PWS 419 - Forest Management and Ecology	3.0
PWS 440 - Plant Physiology	3.0

REQUIREMENT 5

Complete an exit interview.

Program Outcomes

Broad Understanding of Biology

Students will use basic biological concepts, grounded in the foundational theories, to interpret relationships among living things and to analyze and solve biological problems, from the molecular to ecosystem level.

Tools and Skill Development

Students will be able to conduct basic conservation biology research.

Professional and Career Development

Students will demonstrate professionalism (e.g., scientific integrity, intellectual honesty) and competency (effective verbal and written communication, accurate knowledge base) required by employers or graduate school.

↑Top

Bioinformatics

BS

Hours	60 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 6 courses

BIO 130 - Biology	4.0
BIO 165 - Introduction to Bioinformatics	3.0
BIO 420 - Evolutionary Biology	2.0
BIO 465 - Bioinformatics	3.0
MMBIO 240 - Molecular Biology	3.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 2** Complete 1 course

BIO 365 - Computational Biology	3.0
C S 418 - Bioinformatics	3.0

✓ **REQUIREMENT 3** Complete 9 courses

C S 142 - Introduction to Computer Programming	3.0
C S 235 - Data Structures and Algorithms	3.0
C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0
C S 312 - Algorithm Design and Analysis	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
MATH 112 - Calculus 1	4.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 4** Complete 9.0 hours from the following course(s)

BIO 370 - Bioethics	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
BIO 450 - Conservation Biology	3.0
BIO 463 - Genetics of Human Disease	3.0
MMBIO 468 - (MMBio-Bio-PWS) Genomics	3.0
BIO 494R - Mentored Research *You may take up to 2 credit hours.*	6.0v
BIO 555 - Evolutionary and Ecological Modeling	2.0
BIO 560 - Population Genetics	4.0

C S 340 - Software Design and Testing	3.0
C S 450 - Introduction to Digital Signal and Image Processing	3.0
C S 452 - Database Modeling Concepts	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
C S 484 - Parallel Processing	3.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
CHEM 489 - Structural Biochemistry	3.0
CHEM 584 - Advanced Biochemistry Methods 1	3.0
CHEM 586 - Advanced Biochemistry Methods 2	3.0
MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 334 - Ordinary Differential Equations	3.0
MATH 410 - Introduction to Numerical Methods	3.0
MATH 411 - Numerical Methods	3.0
MATH 431 - Probability Theory	3.0
MATH 450 - Combinatorics	3.0
MMBIO 360 - Microbial Genetics	4.0
MMBIO 465 - Virology	3.0
PDBIO 360 - Cell Biology	3.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 382 - Developmental Biology	3.0
PDBIO 582 - Developmental Genetics	3.0
STAT 381 - Statistical Computing	3.0
STAT 435 - Nonparametric Statistical Methods	3.0
STAT 531 - Experimental Design	3.0

Program Outcomes

Broad Understanding of Biology

Students will interpret relationships among living things and analyze and solve biological problems, from the molecular to ecosystem level using basic biological concepts, grounded in foundational theories."

Computer Programming

Students will Create computer programs that facilitate biological data analysis. (BYU AIMS 1,2,3)

Research and Inquiry

Students will be able to conduct basic bioinformatics research.(BYU AIMS 2,3,4)

Top

Biological Science Education

BS

Hours	79 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 120 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the Undergraduate Catalog.

Students wishing to enter the Biological Science Education (BSE) program must declare the premajor, complete Bio 130, Bio 220, Chem 105, and Bio 276, and meet and maintain minimum GPA requirements of 2.85 in the major and 3.0 cumulative, prior to making application via myLink. Students obtaining a teaching minor must also student teach at least one period in the minor, when available.

✓ **REQUIREMENT 1** Complete 8 courses

Biology core. NOTE: Bio 420, 421 must be taken at BYU.

BIO 130 - Biology	4.0
BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0
BIO 350 - Ecology	3.0
BIO 420 - Evolutionary Biology	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
MMBIO 240 - Molecular Biology	3.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 2** Complete 7 courses

BIO 235 - Field Botany	3.0
BIO 380 - Comparative Animal Physiology and Anatomy	4.0
BIO 441 - Entomology	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
GEOL 101 - Introduction to Geology	3.0

PHSCS 105 - General Physics 1	3.0
STAT 121 - Principles of Statistics	3.0

✔ **REQUIREMENT 3** Complete 1 course

BIO 470 - History and Philosophy of Biology	3.0
PHIL 423R - History and Philosophy of Science	3.0

✔ **REQUIREMENT 4** Complete 2 options

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 120 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✔ **OPTION 4.1** Complete 10 courses

BIO 276 - Exploration of Teaching in Biological Sciences	3.0
BIO 377 - Teaching Methods and Instruction in Biology	3.0
BIO 378 - Practicum in Biology Teaching	1.0
BIO 379 - Classroom Management and Laboratory Safety	1.0
CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

Note 1: Application on mylink.byu.edu, including FBI fingerprint and background clearance, must be completed prior to enrollment in Bio 276.

Note 2: Bio 377, 378, and 379 should be taken concurrently in the semester prior to taking Bio 476.

Note 3: Most states require the Biology Praxis Exam for employment in High School and the Middle Level Praxis Exam for teaching in grades 6-8.

✔ **OPTION 4.2** Complete 12.0 hours from the following course(s)

BIO 476 - Biology Student Teaching	12.0

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

✔ **RECOMMENDED** Complete 12 courses

Although not required, these courses are recommended.

BIO 430 - Plant Classification and Identification	4.0
BIO 443 - Ichthyology	3.0
BIO 445 - Herpetology	4.0
BIO 446 - (Bio - PWS) Ornithology	3.0
BIO 447 - Mammalogy	3.0
BIO 452 - Marine Biology	4.0
BIO 463 - Genetics of Human Disease	3.0

GEOL 103 - Life of the Past	3.0
GEOL 112 - Historical Geology	4.0
MATH 112 - Calculus 1	4.0
PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	

Program Outcomes

Broad Understanding of Biology

Students will use basic biological concepts, grounded in the foundational theories, to interpret relationships among living things and to analyze and solve biological problems, from the molecular to ecosystem level. (BYU AIMS 1,2,3)

INTASC Standards

Students will apply theory to practice through learning, experimentation, critical analysis, practice, and reflection, as outlined in the Interstate New Teacher Assessment and Support Consortium (INTASC) in a classroom setting. (BYU AIMS 1-4)

Link to INTASC standards: http://education.byu.edu/epp/INTASC_standards.html

Instructional Design

Students will design and produce a written instructional unit that incorporates all ten principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). (BYU AIMS 1-4)

Preparation for Licensure

Students will meet the entry level standards for teacher licensure.

↑Top

Biology

BS

Hours	60 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 6 courses

BIO 130 - Biology	4.0
BIO 350 - Ecology	3.0
BIO 420 - Evolutionary Biology	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
MMBIO 240 - Molecular Biology	3.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 2** Complete 1 course

BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0

✓ **REQUIREMENT 3** Complete 8 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
MATH 112 - Calculus 1	4.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0

✓ **REQUIREMENT 4** Complete 20.0 hours from the following course(s)

Electives (Note: Bio 220 and Bio 230, if taken for requirement 2, do not double count here):

BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0
BIO 370 - Bioethics	2.0
BIO 380 - Comparative Animal Physiology and Anatomy	4.0
BIO 430 - Plant Classification and Identification	4.0
BIO 441 - Entomology	3.0
BIO 443 - Ichthyology	3.0
BIO 445 - Herpetology	4.0

BIO 446 - (Bio - PWS) Ornithology	3.0
BIO 447 - Mammalogy	3.0
BIO 450 - Conservation Biology	3.0
BIO 452 - Marine Biology	4.0
BIO 455 - Plant Ecology	3.0
BIO 463 - Genetics of Human Disease	3.0
BIO 465 - Bioinformatics	3.0
BIO 470 - History and Philosophy of Biology	3.0
BIO 475 - Plant Developmental Biology	3.0
BIO 494R - Mentored Research *You may take up to 2 credit hours.*	6.0v
BIO 510 - Biological Systematics and Curation	3.0
BIO 511 - Lichenology	3.0
BIO 512 - Angiosperm Phylogeny	3.0
BIO 525 - Animal Disease, Biosecurity, and Zoonoses	3.0
BIO 541 - Aquatic Entomology	4.0
BIO 556 - Limnology	3.0
BIO 557 - Stream and Wetland Ecology	4.0
BIO 560 - Population Genetics	4.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
MMBIO 461 - Advanced Bacterial Physiology	3.0
MMBIO 465 - Virology	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0
PDBIO 305 - Human Physiology	4.0
PDBIO 360 - Cell Biology	3.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PWS 440 - Plant Physiology	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ REQUIREMENT 5

Complete an exit interview.

See catalog for recommended courses for career options in Botany, Preveterinary Medicine, and/or Premedical and Predental.

Program Outcomes

Broad Understanding of Biology

Students will use basic biological concepts, grounded in the foundational theories, to interpret relationships among living things and to analyze and solve biological problems, from the molecular to ecosystem level.

Skills and Tools for Discovery

Students will be able to conduct basic biology research.

Meet standards of professionalism

Students will demonstrate professionalism (e.g., scientific integrity, intellectual honesty) and competency (effective verbal and written communication, accurate knowledge base) required by employers or graduate school.

Top

Biophysics

BS

Hours	70.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 6 courses

Life sciences core courses:

BIO 420 - Evolutionary Biology	2.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
PDBIO 120 - Science of Biology	3.0
PDBIO 360 - Cell Biology	3.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 2** Complete 8 courses

Chemistry courses:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 468 - Biophysical Chemistry	3.0
CHEM 481 - Biochemistry	3.0

✓ **REQUIREMENT 3** Complete 6 courses

Math and physics courses:

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 140 - Electronics Lab	1.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0

✓ **REQUIREMENT 4** Complete 4 courses

Major core courses:

PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 455R - Physiology and Developmental Biology Seminar *You may take this course up to 1 time.*	0.5
PDBIO 568 - Cellular Electrophysiology and Biophysics	3.0

✓ **REQUIREMENT 5** Complete 11.0 hours from the following option(s)

Complete 11 hours from the following. At least 4 hours must come from the mentored experience and at least 5 hours from electives.

✓ **OPTION 5.1** Complete up to 6.0 hours from the following course(s)

A. Mentored laboratory experience (must be in an approved biophysics lab) (at least 4 hours required):

PDBIO 295R - Introductory Undergraduate Research in Physiology and Developmental Biology *You may take up to 6 credit hours.*	4.0v
PDBIO 494R - (Not currently offered)	
PDBIO 495R - Advanced Undergraduate Research in Physiology and Developmental Biology *You may take up to 6 credit hours.*	4.0v
PDBIO 498 - Advanced Senior Research Project	3.0

✓ **OPTION 5.2** Complete up to 7.0 hours from the following course(s)

B. Electives (at least 5 hours required):

CHEM 223 - Quantitative and Qualitative Analysis	4.0
CHEM 227 - Principles of Chemical Analysis	4.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
CHEM 489 - Structural Biochemistry	3.0
CHEM 581 - Advanced Biochemical Methodology 1	3.0
CHEM 583 - Advanced Biochemical Methodology 2	3.0
CHEM 584 - Advanced Biochemistry Methods 1	3.0
CHEM 586 - Advanced Biochemistry Methods 2	3.0
EC EN 301 - Elements of Electrical Engineering	3.0
MATH 302 - Mathematics for Engineering 1	4.0
MATH 303 - Mathematics for Engineering 2	4.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
NEURO 480 - Advanced Neuroscience	3.0
PDBIO 365 - Pathophysiology	4.0
PDBIO 450R - Readings and Discussion in Physiology and Developmental Biology *You may take this course up to 1 time.*	2.0v
PDBIO 498 - Advanced Senior Research Project	3.0
PDBIO 561 - Physiology of Drug Mechanisms	3.0
PDBIO 565 - Endocrinology	3.0
PHSCS 145 - Experimental Methods in Physics	1.0
PHSCS 230 - Computational Physics Lab 1	1.0
PHSCS 240 - Design, Fabrication, and Use of Scientific Apparatus	2.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Biophysics, Physiology, and Biochemistry Fundamentals

Apply key principles of biophysics toward evaluating and analyzing primary literature in the field. Be able to explain key concepts in physiology and biophysics (and supporting disciplines).

Effective Analysis and Writing

Critically evaluate current scientific literature and demonstrate the ability to write reports that synthesize and integrate data and hypotheses.

Laboratory Techniques

Demonstrate competency in carrying out standard laboratory techniques used in the discipline.

Forming Informed Decisions

Formulate informed decisions concerning personal and public health issues.

↑Top

Business Management

BS

Hours	60 - 73 Credit Hours
LEP	Limited Enrollment Program of 10 Students. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 4 courses

Prerequisites:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0

Apply and be formally accepted into the program.

REQUIREMENT 2 Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 116 - Essentials of Calculus	1.0

REQUIREMENT 3 Complete 5 courses

IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0
MATH 118 - Finite Mathematics	3.0
STAT 121 - Principles of Statistics	3.0

REQUIREMENT 4 Complete 1 course

BUS M 380 - Executive Lectures	1.0
BUS M 371R - Entrepreneurship Lecture Series	1.0

REQUIREMENT 5 Complete 1 course

ACC 241 - Business Law in the Environment	3.0
BUS M 277 - Legal Issues in Entrepreneurship	3.0

REQUIREMENT 6 Complete 1 option

Management Core courses:

✔ **OPTION 6.1** Complete 6 courses

BUS M 200 - Introduction to Global Supply Chain Management	1.5
BUS M 300 - Introduction to Operations Management	1.5
BUS M 326 - Career Development and Student Mentoring	1.0
BUS M 390 - Ethics for Management	3.0
BUS M 487 - Strategy and Economics	3.0
ORG B 321 - Organizational Effectiveness	3.0

✔ **REQUIREMENT 7** Complete 7 courses

ACC 310 - Principles of Accounting 2	3.0
BUS M 372 - Basic Entrepreneurship Skills	3.0
BUS M 375 - Social Innovation: Do Good Better	3.0
BUS M 430 - Introduction to International Business	3.0
BUS M 431 - International Marketing	3.0
BUS M 450 - Global Business Negotiations	3.0
BUS M 454 - Professional Selling and Sales Management	3.0
BUS M 456 - Retailing Management	3.0
BUS M 457 - Internet Marketing of Products and Services	3.0
BUS M 459 - Marketing Strategy	3.0
BUS M 461 - Operations Analytics	3.0
BUS M 462 - Customer Relationship Management	3.0
BUS M 468 - Supply Chain Logistics	3.0
BUS M 469 - Global Supply Chain Strategy	3.0
BUS M 470 - Entrepreneurial Innovation	3.0
BUS M 471 - Creating New Ventures	3.0
BUS M 472 - Entrepreneurial Marketing	3.0
BUS M 474 - Managing New Ventures and Family Business	3.0
BUS M 475 - Financing New Ventures	3.0
BUS M 476 - New Venture LaunchPad	3.0
BUS M 478A - Innovation Practicum	3.0
BUS M 478B - Advanced Innovation Practicum	3.0
BUS M 488 - Agribusiness Management 1	3.0
BUS M 489 - Agribusiness Management 2	3.0
BUS M 491R - Social Innovation Projects	3.0v
BUS M 494R - On-Campus Experiential Projects	3.0
BUS M 498 - Strategy and Organization	3.0
FIN 402 - Managerial Finance for Non-Finance Majors	3.0
FIN 412 - Investments Academy	3.0
FIN 418 - Financial Planning	3.0
FIN 425 - Private Equity and Venture Capital	3.0
IS 303 - Introduction to Computer Programming	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
ORG B 327 - Human Resource Management	3.0
ORG B 330 - Organizational Development and Change	3.0
ORG B 347 - Managerial Leadership Development	3.0
ORG B 429 - Compensation, Benefits, and Performance Management	3.0

✔ **REQUIREMENT 8**

Complete Marriott School exit survey online.

Program Outcomes

Critical Thinking: Applying Strategic Frameworks

When confronted with a business situation or problem, use appropriate strategic thinking frameworks to analyze information and make decisions that will maximize organizational performance.

Critical Thinking: Adapting to Change

Assess and adapt to new information and changing environments

Critical Thinking: Drawing Conclusions from Business Reports

Accurately interpret evidence, reports, and graphical depictions of business data from a variety of sources to assess business performance and identify key issues.

Communication: Composing Texts

Students compose a variety of commonly occurring business texts such as emails, letters, memos, PowerPoint presentations, SlideDocs, reports, and newsletter articles. Students must demonstrate effectiveness in the design, organization, content, and style of these documents.

Communication: Oral Presentations

Give effective oral presentations with appropriate visual support, achieving effectiveness in three categories: message, media, and messenger.

Communication: Grammar

Demonstrate knowledge of generally accepted grammar standards and typical business style (from Writing & Speaking for Business).

Communication: Graphics (visualizing information)

Communicate information through effective visuals, including charts, graphs, pictures, and other graphics

Ethical Reasoning:

Applying Frameworks to Resolve Ethical Dilemmas: Apply contemporary and classic frameworks in analyzing ethical dilemmas and suggest appropriate courses of action for resolving them.

Ethical Reasoning

Understanding Cognitive influence on ethical judgments: Recognize how individual differences and cognitive barriers influence ethical judgment;

Ethical Reasoning

Applying Personal Values in Ethical Decisions: Identify and prioritize personal values and apply them in making ethical decisions.

Ethical Reasoning

Discussing Moral Dilemmas Effectively:Engage in logically sound discussion about moral dilemmas using the language of business ethics.

IT Literacy: Generating/Analyzing Data to Support Decisions

Manipulate and analyze data to make appropriate recommendations for managerial decision-making.

IT Literacy: Data Storage and Extraction

Design, build, and query a database to apply correct principles of data storage and extraction.

IT Literacy: Computer Skills

Develop effective computer skills and literacy concerning computer hardware, networking, security, organizational information systems

↑Top

Chemical Engineering

BS

Hours	102.5 - 104.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

Due to the complex prerequisite relationships and limited scheduling of these courses, students should consult with the department about their course scheduling.

✓ **REQUIREMENT 1** Complete 3 options

Preprofessional courses:

✓ **OPTION 1.1** Complete 8 courses

CH EN 170 - Introduction to Chemical Engineering	2.0
CH EN 191 - Preprofessional Seminar	0.5
CH EN 263 - Computational Tools for Chemical Engineers	2.0
CH EN 273 - Chemical Process Principles	3.0
EC EN 301 - Elements of Electrical Engineering	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0

✓ **OPTION 1.2** Complete 1 group

✓ **GROUP 1.2.1** Complete 2 courses

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0

✓ **GROUP 1.2.2** Complete 3 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0

✓ **OPTION 1.3** Complete 1 group

✓ **GROUP 1.3.1** Complete 2 courses

MATH 302 - Mathematics for Engineering 1	4.0
MATH 303 - Mathematics for Engineering 2	4.0

✓ **GROUP 1.3.2** Complete 3 courses

MATH 313 - Elementary Linear Algebra	3.0

MATH 314 - Calculus of Several Variables	3.0
MATH 334 - Ordinary Differential Equations	3.0

✓ **REQUIREMENT 2** Complete 12 courses

Professional courses:

CH EN 311 - Chemical Engineering and Society-Health, Safety, and the Environment	3.0
CH EN 373 - Chemical Engineering Thermodynamics	3.0
CH EN 374 - Fluid Mechanics	3.0
CH EN 376 - Heat and Mass Transfer	3.0
CH EN 378 - Science of Engineering Materials	3.0
CH EN 386 - Chemical Reaction Engineering	3.0
CH EN 391 - Career Skills	1.0
CH EN 436 - Process Control and Dynamics	3.0
CH EN 451 - Chemical Engineering Plant Design and Process Synthesis	4.0
CH EN 475 - Unit Operations Laboratory 1	2.0
CH EN 476 - Separations	3.0
CH EN 477 - Unit Operations Laboratory 2	2.0

✓ **REQUIREMENT 3** Complete 7 courses

Supporting courses:

BIO 100 - Principles of Biology	3.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 467 - Physical Chemistry for Engineers	3.0
ECON 110 - Economic Principles and Problems	3.0
ENGL 316 - Technical Communication	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 4** Complete 4 options

Complete technical electives (12 hours minimum) satisfying the following requirements:

✓ **OPTION 4.1** Complete 2.0 hours from the following course(s)

A. Chemistry laboratory:

CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 464 - Physical Chemistry Laboratory 1	1.0
CHEM 465 - Physical Chemistry Laboratory 2	1.0

✓ **OPTION 4.2**

B. Complete 6 hours of approved advanced engineering course work. In general, these courses are 300-level or above from any of the following departments: Chemical Engineering; Civil & Environmental Engineering; Electrical & Computer Engineering; Mechanical Engineering; or the School of Technology. For details and exceptions, see the department webpage.

✓ **OPTION 4.3**

C. Complete 4 hours of approved advanced course work from an engineering, math, science, or business (EMSB) department. In general, these courses are 300-level or above from any of the following colleges: College of Engineering & Technology, College of Physical & Mathematical Sciences, College of Life Sciences, and the Marriott School of Management. For details and exceptions, see the department webpage.

✓ **OPTION 4.4**
D. At least 1 hour, but no more than 4 hours, of the technical electives must be from a course or courses that provide significant experiential or project-centered learning, or focus on creativity and innovation skills. Applicable courses include Ch En 199R (Internship), Ch En 400 (Creativity), Ch En 498R (Mentored Research), and Eng T 497R (Global Engineering Outreach). For a full list of approved courses, see the department webpage. A course taken under this requirement will count toward either the advanced engineering or EMSB requirement above, depending on the department in which it is listed.

✓ **REQUIREMENT 5**

Pass a basic competency exam (L3 exam) administered by the Chemical Engineering Department. All students in the chemical engineering program must pass a competency exam based on the foundational principles of chemical engineering that are taught in the program courses. The exam will be administered during the senior year with the specific dates announced each year by the Chemical Engineering Department. Each fall, the department will supply written rules, guidelines, and reference material to help students prepare to take the exam.

Program Outcomes

Chemical Engineering Design

Graduates will have experience and demonstrated competency in applying chemical engineering fundamentals and "higher-level" problem solving skills (see Outcome 6) to the design of process units and multiple-unit, multiple-operation processes within given constraints.

Profession

Students should gain an understanding of the chemical engineering field, including the types of jobs, challenges, and opportunities that they will experience as chemical engineers. Students should understand the specific curricular requirements to graduate with a B.S. in Chemical Engineering. Students will also be familiar with technical, political, and social issues that may have an impact on professional activities.

Chemical Engineering Fundamentals

Graduates will have developed competency in the core subjects in Chemical Engineering including: material and energy balances; heat, mass, and momentum transfer; thermodynamics; chemical reaction kinetics; process control; and properties of materials.

Ethical, Professional, and Personal Responsibilities

Graduates will practice sound ethical principles in engineering problem solving. They will act with integrity, consideration for the welfare of community and society, and loyalty to institutional missions. Graduates will value differences and diversity and exhibit appropriate professional behavior when interacting with others.

Problem Solving

Students should be familiar with problem solving strategies and have experience applying those strategies to a wide variety of engineering problems. In doing so, students should be able to think critically, creatively, and innovatively.

Practical Experience

Students/graduates will gain experience handling chemicals, performing simple chemical analyses, making process measurements, and operating process equipment. They will also be able to conduct experiments and analyze and interpret data.

Continuing Pursuit of Excellence

Graduates will understand the importance of the pursuit of all truth and the balanced development of the total person. Graduates will be capable of meeting personal challenge and change and of bringing strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.

Effective Communication

Students should be able to express ideas clearly and concisely in an organized manner both orally and in writing. They should be familiar with the current elements of written and oral presentations such as effective visual aids. Students should be proficient readers and listeners.

Mathematics and Science

Graduates will have a strong foundation in mathematics, chemistry, and physics.

The Impact of Engineering

Graduates will demonstrate an understanding of the impact of engineering solutions in both a societal (within a group of people) and global (across global boundaries) context. Graduates will also be dedicated to safety and environmental responsibility.

Engineering Tools

When faced with an engineering problem, students/graduates should be able to select and use appropriate tools needed to solve the problem. These tools include spreadsheets, advanced math packages, process simulators, and computer-based information tools.

Working with others

Graduates will possess the capabilities and understand the benefits of working with other people and their differing cultures, skills, and knowledge to help accomplish tasks.

Top

Chemistry

BA

Hours	57.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of D credit is allowed in major courses.

The Chemistry and Biochemistry Department requires the final 10 hours of required chemistry credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 10 courses

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0
CHEM 113 - Introductory General Chemistry Laboratory	2.0
CHEM 201 - Chemical Handling and Safe Laboratory Practices	0.5
CHEM 227 - Principles of Chemical Analysis	4.0
CHEM 351M - Organic Chemistry 1 - Majors	3.0
CHEM 352M - Organic Chemistry 2 - Majors	3.0
CHEM 354 - Organic Chemistry Laboratory--Majors	2.0
CHEM 391 - Technical Writing Using Chemical Literature	3.0
CHEM 495 - Senior Seminar	1.0

Note: With departmental approval, Chem 105 may substitute for Chem 111, and Chem 106 for Chem 112.

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 2 groups

✓ **GROUP 2.1.1** Complete 3 courses

CHEM 468 - Biophysical Chemistry	3.0
CHEM 481M - Biochemistry--Majors	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **GROUP 2.1.2** Complete 1 course

CHEM 584 - Advanced Biochemistry Methods 1	3.0
CHEM 586 - Advanced Biochemistry Methods 2	3.0

✓ **OPTION 2.2** Complete 5 courses

CHEM 462 - Physical Chemistry 1	3.0
CHEM 463 - Physical Chemistry 2	3.0
CHEM 464 - Physical Chemistry Laboratory 1	1.0
CHEM 465 - Physical Chemistry Laboratory 2	1.0
MATH 302 - Mathematics for Engineering 1	4.0

✓ **REQUIREMENT 3** Complete 5 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0

✓ **REQUIREMENT 4** Complete 3.0 hours from the following option(s)

After consulting with an advisor, complete 3 hours from the following:

✓ **OPTION 4.1** Complete 3.0 hours from the following course(s)

CHEM 455 - Synthesis and Qualitative Organic Analysis	3.0
CHEM 462 - Physical Chemistry 1	3.0
CHEM 463 - Physical Chemistry 2	3.0
CHEM 464 - Physical Chemistry Laboratory 1	1.0
CHEM 465 - Physical Chemistry Laboratory 2	1.0
CHEM 481M - Biochemistry--Majors	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
CHEM 489 - Structural Biochemistry	3.0
CHEM 496R - Academic Internship: Chemistry and Biochemistry *You may take up to 4 credit hours.*	6.0v
CHEM 497R - Undergraduate Special Problems *You may take up to 4 credit hours.*	6.0v
CHEM 499R - Honors Thesis *You may take up to 4 credit hours.*	6.0v
CHEM 514 - Inorganic Chemistry	3.0
CHEM 518 - Advanced Inorganic Laboratory	2.0
CHEM 521 - Instrumental Analysis Lecture	2.0
CHEM 523 - Instrumental Analysis Laboratory	2.0
CHEM 552 - Advanced Organic Chemistry	3.0
CHEM 553 - Advanced Organic Chemistry	3.0
CHEM 563 - Reaction Kinetics	3.0
CHEM 565 - Introduction to Quantum Chemistry	3.0
CHEM 567 - Statistical Mechanics	3.0
CHEM 569 - Fundamentals of Spectroscopy	3.0
CHEM 581 - Advanced Biochemical Methodology 1	3.0
CHEM 583 - Advanced Biochemical Methodology 2	3.0
CHEM 594R - General Seminar *You may take up to 4 credit hours.*	0.5
CHEM 596R - Special Topics in Chemistry *You may take up to 4 credit hours.*	3.0v
PDBIO 360 - Cell Biology	3.0

Note 1: Chem 500 does not count toward filling this requirement.

Note 2: Elective courses must be different from required courses.

Note 3: With prior approval, certain 300-level and above courses in biology, engineering, physics, and statistics may be taken to satisfy this requirement.

Recommended Courses: Chem 195; Math 302, 303; PDBio 120; Phscs 140, 145.

Note: Supporting courses suggested by most medical and dental schools are found by visiting the Preprofessional Advisement Office. The more rigorous chemistry, mathematics, and physics courses required for the chemistry majors will satisfy the minimum requirements listed there. Elective courses in biochemistry and in biological science are especially pertinent to these preprofessional programs.

Program Outcomes

Chemistry Fundamentals

Program graduates will have demonstrated a mastery of core concepts and principles in the five chemistry sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.

Laboratory Procedures and Practice

Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, organic synthesis, and physical chemistry, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments and critically analyze data.

Research

Program graduates, who choose the research option, will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.

Effective Communication

Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics. They will also be able to search, read, and understand technical literature in the chemical sciences related to their area of interest.

Career Research and Preparation

Students approaching the end of their course of study will be able to make informed choices among post-graduate opportunities for work or further education.

↑Top

Chemistry

BS

Hours	75.0 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of D credit is allowed in major courses.

The Chemistry and Biochemistry Department requires the final 10 hours of required chemistry credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 21 courses

Note: With department approval, Chem 105 may substitute for Chem 111; and Chem 106 for Chem 112.

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0
CHEM 113 - Introductory General Chemistry Laboratory	2.0
CHEM 201 - Chemical Handling and Safe Laboratory Practices	0.5
CHEM 227 - Principles of Chemical Analysis	4.0
CHEM 351M - Organic Chemistry 1 - Majors	3.0
CHEM 352M - Organic Chemistry 2 - Majors	3.0
CHEM 354 - Organic Chemistry Laboratory--Majors	2.0
CHEM 391 - Technical Writing Using Chemical Literature	3.0
CHEM 455 - Synthesis and Qualitative Organic Analysis	3.0
CHEM 462 - Physical Chemistry 1	3.0
CHEM 463 - Physical Chemistry 2	3.0
CHEM 464 - Physical Chemistry Laboratory 1	1.0
CHEM 465 - Physical Chemistry Laboratory 2	1.0
CHEM 481M - Biochemistry--Majors	3.0
CHEM 495 - Senior Seminar	1.0
CHEM 514 - Inorganic Chemistry	3.0
CHEM 518 - Advanced Inorganic Laboratory	2.0
CHEM 521 - Instrumental Analysis Lecture	2.0
CHEM 523 - Instrumental Analysis Laboratory	2.0
CHEM 594R - General Seminar *You may take this course up to 1 time.*	0.5

✓ **REQUIREMENT 2** Complete 7 courses

Note: Math 313 and Math 314 may substitute for Math 302.

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 302 - Mathematics for Engineering 1	4.0
PDBIO 120 - Science of Biology	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0

✔ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

After consulting with an advisor, complete 3 hours from the following. NOTE: With approval, certain other 300-level and above courses in the allied fields of physics, statistics, engineering, and biology may be taken to satisfy this requirement. Chem 500 does not count toward fulfilling this requirement.

CHEM 482 - Mechanisms of Molecular Biology	3.0
CHEM 496R - Academic Internship: Chemistry and Biochemistry *You may take up to 3 credit hours.*	6.0v
CHEM 497R - Undergraduate Special Problems *You may take up to 3 credit hours.*	6.0v
CHEM 499R - Honors Thesis *You may take up to 3 credit hours.*	6.0v
CHEM 552 - Advanced Organic Chemistry	3.0
CHEM 553 - Advanced Organic Chemistry	3.0
CHEM 563 - Reaction Kinetics	3.0
CHEM 565 - Introduction to Quantum Chemistry	3.0
CHEM 567 - Statistical Mechanics	3.0
CHEM 569 - Fundamentals of Spectroscopy	3.0
CHEM 584 - Advanced Biochemistry Methods 1	3.0
CHEM 586 - Advanced Biochemistry Methods 2	3.0
CHEM 596R - Special Topics in Chemistry *You may take up to 3 credit hours.*	3.0v

Recommended Courses: Chem 195; Math 303; Phscs 140, 145; Stat 201.

Note: Elective courses, beyond the requirements above, should be selected in consultation with an advisor. The following should be given consideration: advanced chemistry, foreign languages (especially French, German, Japanese, and Russian), biological sciences, computer science, engineering, mathematics, physics, statistics.

Program Outcomes

Chemistry Fundamentals

Program graduates will have demonstrated a mastery of core concepts and principles in the five chemistry sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.

Laboratory Procedures and Practice

Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, organic synthesis, physical chemistry, and instrumental analysis, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments, critically analyze data, and be able carry out an independent project in a laboratory setting.

Research

Program graduates who choose the reserach option, will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.

Effective Communication

Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics. They will also be able to search, read, and understand technical literature in the chemical sciences related to their area of interest.

Career Research and Preparation

Students approaching the end of their course of study will be able to make informed choices among post-graduate opportunities for work or further education.

Top

Chemistry

Minor

Hours	20 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 1 option

✓ **OPTION 1.1** Complete 2 groups

✓ **GROUP 1.1.1** Complete 3 courses

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0
CHEM 113 - Introductory General Chemistry Laboratory	2.0

✓ **GROUP 1.1.2** Complete 1 course

CHEM 223 - Quantitative and Qualitative Analysis	4.0
CHEM 227 - Principles of Chemical Analysis	4.0

✓ **OPTION 1.2** Complete 4 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 223 - Quantitative and Qualitative Analysis	4.0

✓ REQUIREMENT 2 Complete 1 option

✓ **OPTION 2.1** Complete 2 groups

✓ **GROUP 2.1.1** Complete 2 courses

CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0

✓ **GROUP 2.1.2** Complete 2.0 hours from the following course(s)

CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 354 - Organic Chemistry Laboratory--Majors	2.0

✓ **OPTION 2.2** Complete 4 courses

CHEM 462 - Physical Chemistry 1	3.0
CHEM 463 - Physical Chemistry 2	3.0

CHEM 464 - Physical Chemistry Laboratory 1	1.0
CHEM 465 - Physical Chemistry Laboratory 2	1.0

Note: When all of the chemistry credit required for a minor is transferred from another school, at least one course in chemistry must be taken at BYU with a grade of C or better - or the student may request to take a standardized national exam covering advanced material required for the minor. Chemistry programs at some schools have been evaluated, and their credit is acceptable for the minor. No more than one course with a grade in the D range will be allowed.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Chemistry Education

BS

Hours	82.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

The Chemistry and Biochemistry Department requires the final 10 hours of required chemistry credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Contact Education Student Services for entrance requirements into the licensure program.

A teaching minor is not required for licensure. However, it is strongly recommended.

✓ **REQUIREMENT 1** Complete 11 courses

Note: With department approval Chem 105 may substitute for Chem 111; and Chem 106 for Chem 112.

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0
CHEM 113 - Introductory General Chemistry Laboratory	2.0
CHEM 201 - Chemical Handling and Safe Laboratory Practices	0.5
CHEM 227 - Principles of Chemical Analysis	4.0
CHEM 331 - Guided Learning for Chemistry Instruction	3.0
CHEM 351M - Organic Chemistry 1 - Majors	3.0
CHEM 352M - Organic Chemistry 2 - Majors	3.0
CHEM 391 - Technical Writing Using Chemical Literature	3.0
CHEM 462 - Physical Chemistry 1	3.0
CHEM 495 - Senior Seminar	1.0

✓ **REQUIREMENT 2** Complete 4 courses

MATH 112 - Calculus 1	4.0

MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0

✓ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

CHEM 354 - Organic Chemistry Laboratory--Majors	2.0
CHEM 464 - Physical Chemistry Laboratory 1	1.0
CHEM 465 - Physical Chemistry Laboratory 2	1.0
CHEM 497R - Undergraduate Special Problems *You may take up to 3 credit hours.*	6.0v

✓ **REQUIREMENT 4** Complete 6.0 hours from the following option(s)

Only ONE of Geol 101 or 111 can be taken. With approval, certain other courses in physics, geology, mathematics, and biology may be taken to satisfy this requirement.

✓ **OPTION 4.1** Complete 6.0 hours from the following course(s)

BIO 100 - Principles of Biology	3.0
CHEM 463 - Physical Chemistry 2	3.0
CHEM 481M - Biochemistry--Majors	3.0
GEOL 101 - Introduction to Geology	3.0
GEOL 111 - Physical Geology	4.0
MATH 290 - Fundamentals of Mathematics	3.0
MATH 302 - Mathematics for Engineering 1	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 334 - Ordinary Differential Equations	3.0
PHIL 423R - History and Philosophy of Science	3.0
PHSCS 127 - Descriptive Astronomy	3.0
PHSCS 137 - Energy, Ecology, Weather, and the Environment	3.0
PHSCS 140 - Electronics Lab	1.0
PHSCS 145 - Experimental Methods in Physics	1.0
PWS 150 - Environmental Biology	3.0

✓ **REQUIREMENT 5** Complete 2 options

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 120 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 5.1** Complete 9 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
PHY S 276 - Exploration of Teaching	4.0
PHY S 377 - Teaching Methods and Instruction	3.0
PHY S 378 - Practicum in Secondary Education	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

Note: FBI fingerprint and background clearance must be completed before enrollment into Phy S 276.

✓ **OPTION 5.2** Complete 12.0 hours from the following course(s)

PHY S 476 - Secondary Student Teaching	12.0v
PHY S 496 - Academic Internship: Secondary Education	12.0v

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Chemistry Fundamentals

Program graduates will have demonstrate a solid conceptual understanding of the structure and reactivity of matter and will firmly grasp the key ideas and practices in analytical, organic and physical chemistry.

Laboratory Procedures and Practice

Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, and organic synthesis, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments and critically analyze data.

Research

Program graduates who choose the research option, will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.

Communication, Pedagogy and Classroom Management

Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics as well as, be able to search, read, and understand technical and pedagogical literature related to the chemical sciences.

Graduates of this program will be able to apply an understanding of chemistry and methods of pedagogy to teaching concepts and problem solving in chemistry at the high school and advanced placement level. Graduates will be able to manage the typical range of challenges in the classroom, lab, and field trips, and they will have developed skills in teaching high school students with different cultural backgrounds.

Graduates of this program will be proficient in designing three-dimensional instruction that simultaneously addresses disciplinary core ideas, scientific practices, and crosscutting concepts.

Professional Ethics

Graduates will understand professional and scientific ethics. They will apply the Moral Dimensions of Teaching embraced by the McKay School of Education.

Career Preparation

Graduates will be prepared to be effective educators at the secondary level and be able to effectively communicate the range of career opportunities in the chemical sciences open to their students.

Top

Chemistry Education

Minor

Hours	25.5 - 27.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

✓ **REQUIREMENT 1** Complete 1 option

✓ **OPTION 1.1** Complete 3 courses

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0
CHEM 113 - Introductory General Chemistry Laboratory	2.0

✓ **OPTION 1.2** Complete 3 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0

✓ **REQUIREMENT 2** Complete 4 courses

Chem 353 must be taken for 2.0 credit hours.

CHEM 201 - Chemical Handling and Safe Laboratory Practices	0.5
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v

✓ **REQUIREMENT 3** Complete 1 course

CHEM 223 - Quantitative and Qualitative Analysis	4.0

CHEM 227 - Principles of Chemical Analysis	4.0
CHEM 462 - Physical Chemistry 1	3.0
CHEM 463 - Physical Chemistry 2	3.0
CHEM 481 - Biochemistry	3.0

✓ **REQUIREMENT 4** Complete 1 course

PHY S 377 - Teaching Methods and Instruction	3.0

✓ **REQUIREMENT 5** Complete 1 course

CHEM 477R - Secondary Minor Student Teaching	4.0

Note: When all of the chemistry credit required for a minor is transferred from another school, at least one course in chemistry must be taken at BYU with a grade of C or better -- or the student may request to take a standardized national exam covering advanced material required for the minor. Chemistry programs at some schools have been evaluated, and their credit is acceptable for the minor.

Program Outcomes

Please contact the individual department for outcome information.

Top

Chinese

BA

Hours	48 - 60 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

Complete the following prerequisite courses: Chin 101, 102, 201. (May be waived for students with previous language experience.)

✓ **REQUIREMENT 2** Complete 7 courses

CHIN 202 - Intermediate Mandarin	4.0
CHIN 301 - Third-Year Mandarin	4.0
CHIN 302 - Third-Year Mandarin	4.0
CHIN 321 - Selected Readings of Modern Chinese	3.0
CHIN 322 - Selected Readings of Modern Chinese	3.0
CHIN 345R - Chinese Culture *You may take this course up to 1 time.*	3.0
CHIN 495 - Senior Seminar for Majors	2.0

✓ **REQUIREMENT 3** Complete 1 course

CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0

✓ **REQUIREMENT 4** Complete 1 course

CHIN 325 - Structure of Chinese	3.0
CHIN 326 - Introduction to Chinese Linguistics	3.0

✔ **REQUIREMENT 5** Complete 3 courses

CHIN 441 - Classical and Literary Chinese	3.0
CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0

✔ **REQUIREMENT 6** Complete 1 option

Complete 9 additional hours required from upper-division Chinese.

It is mandatory that students consult with their advisor to determine supporting courses appropriate to professional goals.

✔ **OPTION 6.1** Complete 9.0 hours from the following course(s)

CHIN 311R - Advanced Conversation	2.0
CHIN 325 - Structure of Chinese	3.0
CHIN 326 - Introduction to Chinese Linguistics	3.0
CHIN 327 - Chinese Translation and Interpretation	3.0
CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
CHIN 346 - Introduction to Chinese Philosophy	3.0
CHIN 347 - Business Chinese	3.0
CHIN 377 - Chinese Language Teaching Procedures	3.0
CHIN 399R - Academic Internship	9.0v
CHIN 441 - Classical and Literary Chinese	3.0
CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0
CHIN 445R - Chinese Poetry	3.0
CHIN 477R - Secondary Minor Student Teaching	4.0
CHIN 490R - Individual Study in Chinese	3.0v
CHIN 599R - Academic Internship	9.0v

Program Outcomes

Oral Proficiency (Speaking and Listening)

Speak and comprehend Mandarin Chinese at the ACTFL (American Council on the Teaching of Foreign Languages) Advanced-Mid level, demonstrating both an ability to negotiate face-to-face interactions in linguistically, socially, and culturally appropriate ways (direct measures 1 and 7) and an ability to listen to and comprehend the main points of spoken Chinese including television and radio news broadcasts at an advanced level (direct measures 2 and 7).

Reading and Writing Proficiency

Read a variety of formal and informal genres of writing at the ACTFL advanced-mid level (direct measure 3) and write notes, correspondence, and short essays at the ACTFL intermediate high level while demonstrating an awareness of literary Chinese writing conventions (direct measure 4).

Analyze Chinese Culture, Literature and Language

Be able to analyze and discuss core aspects of Chinese civilization including classical Chinese language and literature, modern and contemporary Chinese literature and film, Chinese culture, and the Chinese language. (Direct Measures 5 and 6 and Indirect Measure 2)

Top

Chinese

Minor

Hours	19 - 36 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete the following prerequisite courses: Chin 101, 102, 201, 202. (May be waived for students with previous language experience.)

✓ REQUIREMENT 1 Complete 3 courses

CHIN 301 - Third-Year Mandarin	4.0
CHIN 302 - Third-Year Mandarin	4.0
CHIN 345R - Chinese Culture *You may take this course up to 1 time.*	3.0

✓ REQUIREMENT 2 Complete 1 course

CHIN 321 - Selected Readings of Modern Chinese	3.0
CHIN 322 - Selected Readings of Modern Chinese	3.0

✓ REQUIREMENT 3 Complete 1 course

CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0

✓ REQUIREMENT 4 Complete 1 course

CHIN 311R - Advanced Conversation	2.0
CHIN 321 - Selected Readings of Modern Chinese	3.0
CHIN 322 - Selected Readings of Modern Chinese	3.0
CHIN 325 - Structure of Chinese	3.0
CHIN 326 - Introduction to Chinese Linguistics	3.0
CHIN 327 - Chinese Translation and Interpretation	3.0
CHIN 342 - Chinese Film in Translation	3.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
CHIN 346 - Introduction to Chinese Philosophy	3.0
CHIN 347 - Business Chinese	3.0
CHIN 377 - Chinese Language Teaching Procedures	3.0
CHIN 399R - Academic Internship	9.0v
CHIN 441 - Classical and Literary Chinese	3.0

CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0
CHIN 445R - Chinese Poetry	3.0
CHIN 477R - Secondary Minor Student Teaching	4.0
CHIN 490R - Individual Study in Chinese	3.0v
CHIN 495 - Senior Seminar for Majors	2.0
CHIN 599R - Academic Internship	9.0v

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Chinese Teaching

Minor

Hours	27 - 43 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

Complete the following prerequisite courses: Chin 101, 102, 201, 202. (May be waived for students with previous language experience.)

✓ **REQUIREMENT 1** Complete 5 courses

CHIN 301 - Third-Year Mandarin	4.0
CHIN 302 - Third-Year Mandarin	4.0
CHIN 326 - Introduction to Chinese Linguistics	3.0
CHIN 345R - Chinese Culture *You may take this course up to 1 time.*	3.0
CHIN 377 - Chinese Language Teaching Procedures	3.0

✓ **REQUIREMENT 2** Complete 1 course

CHIN 321 - Selected Readings of Modern Chinese	3.0
CHIN 322 - Selected Readings of Modern Chinese	3.0

✓ **REQUIREMENT 3** Complete 1 course

CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0

✓ **REQUIREMENT 4** Complete 1 course

CHIN 477R - Secondary Minor Student Teaching	4.0

✓ REQUIREMENT 5

Before applying to student teach in the major, complete the Oral Proficiency Interview (OPI) examination with a minimum level of "Advanced-Low" in order to be granted Utah state licensure.

Program Outcomes

Please contact the individual department for outcome information.

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Civic Engagement Leadership

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 2 courses

FHSS 300 - Leadership Projects	2.0
FHSS 400 - Civic Engagement Leadership	3.0

✓ **REQUIREMENT 2** Complete 13.0 hours from the following course(s)

Complete 13 credit hours from the following (3.0 credit hours must be outside your major). Note: Only 3 credit hours of internship may be used toward fulfilling this requirement:

AM ST 399R - Academic Internship *You may take up to 3 credit hours.*	6.0v
BUS M 375 - Social Innovation: Do Good Better	3.0
COMMS 336 - Strategic Planning and Problem Solving	3.0
COMMS 399R - Academic Internship	1.0
COMMS 416 - Media Advocacy and Social Change	3.0
COMMS 485 - Strategic Public Relations Campaigns	3.0
FHSS 200 - Introduction to Civic Engagement Leadership	1.0
GEOG 310 - Introduction to Urban and Regional Planning	3.0
GEOG 341 - Political Geography	3.0
GEOG 399R - Academic Internship *You may take up to 3 credit hours.*	6.0v
GEOG 410 - Urban Planning Methods	3.0
GEOG 510 - Professional Planning Studio	3.0
HCOLL 399R - Academic Internship *You may take up to 3 credit hours.*	9.0v
HIST 309 - European Revolutions Since 1500	3.0
HIST 336 - South African Liberation Movements	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0
POLI 391 - Advanced Seminar on Current Issues	3.0
POLI 397 - Utah Legislative Politics	2.0
POLI 399R - Academic Internship *You may take up to 3 credit hours.*	9.0v
PSYCH 399R - Academic Internship	9.0v

You may take up to 3 credit hours.

PSYCH 420R - Senior Practicum: Community Projects	3.0v
RECM 306 - Introduction to Nonprofit Organizations	3.0
RECM 326 - Nonprofit Resource Development	3.0
RECM 336 - Nonprofit Management	3.0
RECM 453 - Grant Writing	2.0
SFL 399R - Academic Internship *You may take up to 3 credit hours.*	9.0v
SFL 489 - The Family and Public Policy	3.0
SFL 498 - Family Life Education: Integrating Theory, Research, and Practice	3.0
SOC 399R - Academic Internship *You may take up to 3 credit hours.*	6.0v
SOC 528 - Sociology of Rural Communities	3.0
SOC W 200 - Introduction to Social Work	3.0
SOC W 331 - Social Welfare Policy	3.0
SOC W 360 - Social Work Practice with Individuals	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Civil Engineering

BS

Hours	95 - 96 Credit Hours
MAP	Major Academic Plan

Program Requirements

Review records with department a minimum of one year before anticipated graduation date.

No more than 9 credit hours of grades below C- in major courses may be applied toward graduation.

✓ **REQUIREMENT 1** Complete 20 courses

CE EN 101 - Introduction to Civil and Environmental Engineering	1.0
CE EN 103 - Engineering Mechanics--Statics	3.0
CE EN 112 - Engineering Drafting with CAD Applications	3.0
CE EN 114 - Geomatics	2.0
CE EN 200A - Civil and Environmental Engineering Seminar	0.5
CE EN 200B - Civil and Environmental Engineering Seminar	0.5
CE EN 201 - Sustainable Infrastructure	2.0
CE EN 203 - Engineering Mechanics--Mechanics of Materials	3.0
CE EN 204 - Engineering Mechanic--Dynamics	3.0
CE EN 270 - Computational Methods	3.0
CE EN 300A - Civil and Environmental Engineering Seminar	0.5
CE EN 300B - Civil and Environmental Engineering Seminar	0.5
CE EN 304 - Civil Engineering Materials: Metals, Woods, and Composites	1.5
CE EN 306 - Civil Engineering Materials: Concrete, Masonry, and Asphalt	1.5
CE EN 321 - Structural Analysis	3.0
CE EN 332 - Hydraulics and Fluid Flow Theory	3.0
CE EN 341 - Elementary Soil Mechanics	3.0
CE EN 361 - Introduction to Transportation Engineering	3.0
CE EN 400A - Civil and Environmental Engineering Seminar	0.5
CE EN 400B - Civil and Environmental Engineering Seminar	0.5

Note: Students must be enrolled in seminar each semester from the time the major is declared until graduation, beginning with 200A/B and continuing through 400A/B. Transfer students, or students joining the major from another department, should start with 200 A/B and then see the Dept. Undergraduate Advisor for future placement.

✓ **REQUIREMENT 2** Complete 1 course

CE EN 471A - Civil Engineering Practice	1.0
CE EN 471B - Civil Engineering Practice	1.0

✔ **REQUIREMENT 3** Complete 1 option

✔ **OPTION 3.1** Complete 2 courses

MATH 302 - Mathematics for Engineering 1	4.0
MATH 303 - Mathematics for Engineering 2	4.0

✔ **OPTION 3.2** Complete 3 courses

MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0
MATH 334 - Ordinary Differential Equations	3.0

✔ **REQUIREMENT 4** Complete 8 courses

Supporting courses:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
ENG T 231 - Foundations of Global Leadership	3.0
ENGL 316 - Technical Communication	3.0
GEOL 330 - Geology for Engineers	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✔ **REQUIREMENT 5** Complete 1 course

Culminating design courses (technical elective):

CE EN 427 - International Megastructures	3.0
CE EN 439 - Water Resources Study Abroad	3.0
CE EN 472 - Civil Engineering Design	3.0

✔ **REQUIREMENT 6** Complete 4 courses

Technical Electives: Complete 4 additional technical elective courses from the following (NOTE: a course taken as a major requirement course may not double count as a technical elective course):

CE EN 414 - Engineering Applications of GIS	3.0
CE EN 421 - Structural Steel Design	3.0
CE EN 424 - Reinforced Concrete Design	3.0
CE EN 427 - International Megastructures	3.0
CE EN 431 - Hydrology	3.0
CE EN 433 - Hydraulic Engineering	3.0
CE EN 439 - Water Resources Study Abroad	3.0
CE EN 442 - Foundation Engineering	3.0
CE EN 451 - Environmental Engineering Processes	3.0
CE EN 461 - Geometric Design of Highways	3.0
CE EN 467 - International Megacities	3.0
CE EN 472 - Civil Engineering Design	3.0
ME EN 500 - (MeEn-CEEn) Design and Materials Applications	3.0
ME EN 501 - (MeEn-CEEn) Stress Analysis and Design of Mechanical Structures	3.0
ME EN 503 - (MeEn-CEEn) Plasticity and Fracture	3.0
CE EN 504 - (CE En-Me En) Computer Structural Analysis and Optimization	3.0

CE EN 505 - Portland Cement Concrete Mixture Design and Analysis	3.0
CE EN 507 - (CE En-Me En) Linear Finite Element Methods	3.0
CE EN 508 - (CE En-Me En) Structural Vibrations	3.0
CE EN 514 - Geospatial Environmental Engineering	3.0
CE EN 521 - Seismic-Resistant Steel Buildings	3.0
CE EN 523 - (CE En-Me En) Aircraft Structures	3.0
CE EN 525 - Bridge Structures	3.0
CE EN 528 - Masonry Design	3.0
CE EN 529 - Timber Design	3.0
CE EN 531 - Principles of Hydrologic Modeling	3.0
CE EN 534 - Hydroinformatics	3.0
CE EN 535 - Hydraulic Design of Channels and Control Structures	3.0
CE EN 540 - Geo-Environmental Engineering	3.0
CE EN 544 - Seepage and Slope Stability Analysis	3.0
CE EN 545 - Geotechnical Analysis of Earthquake Phenomena	3.0
CE EN 547 - Groundwater Modeling	3.0
CE EN 551 - Water Treatment Facilities Design	3.0
CE EN 555 - Environmental Chemistry	3.0
CE EN 562 - Traffic Engineering: Characteristics and Operations	3.0
CE EN 563 - Pavement Design	3.0
CE EN 565 - Urban Transportation Planning	3.0
ME EN 570 - (Me En-CE En) Computer-Aided Engineering Software Development	3.0
CE EN 572 - Computer-Aided Geometric Design	3.0
ME EN 575 - (Me En-CE En) Optimization Techniques in Engineering	3.0
CE EN 594R - Selected Problems in Civil and Environmental Engineering *You may take up to 9 credit hours.*	3.0v

Note: 1 of the 4 technical elective courses may come from Eng T 497R or Me En 321.

Note: Only three credit hours of approved Study Abroad courses may be used to fill the technical electives.

✓ **REQUIREMENT 7** Complete 2 options

✓ **OPTION 7.1** Complete 1 course

CE EN 421 - Structural Steel Design	3.0
CE EN 424 - Reinforced Concrete Design	3.0

✓ **OPTION 7.2** Complete 1 course

CE EN 431 - Hydrology	3.0
CE EN 433 - Hydraulic Engineering	3.0

✓ **OPTION 7.3** Complete 1 course

CE EN 442 - Foundation Engineering	3.0

✓ **OPTION 7.4** Complete 1 course

CE EN 461 - Geometric Design of Highways	3.0

Program Outcomes

Math and Science

a) An ability to apply knowledge of mathematics, science, and engineering.

Experiments and Data

b) An ability to design and conduct experiments, as well as to analyze and interpret data.

Design

c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Teamwork

d) An ability to function on multidisciplinary teams.

Problem Solving

e) An ability to identify, formulate, and solve engineering problems.

Ethics and Faith

f) An understanding of professional and ethical responsibility.

Communication

g) An ability to communicate effectively.

Sustainability

h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Life-long Learning and Service

i) A recognition of the need for, and an ability to engage in life-long learning.

Contemporary Issues

j) A knowledge of contemporary issues.

Engineering Tools

k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Top

Classical Studies: Classical Civilization

BA

Hours	44 - 46 Credit Hours
MAP	Major Academic Plan

Program Requirements

Emphasizes Classical Civilization, with work in either Greek or Latin.

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 1 course

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0

✓ **REQUIREMENT 3** Complete 3 courses

CL CV 241 - Greek and Roman Mythology	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0

✓ **REQUIREMENT 4** Complete 1 course

CL CV 245 - Golden Age of Greece	3.0
CL CV 246 - Golden Age of Rome	3.0

✓ **REQUIREMENT 5** Complete 2 courses

CLSCS 297 - Pro-Seminar in Classical Studies	2.0
CLSCS 497 - Exit Examination in Classical Literature	1.0

REQUIREMENT 6 Complete 1 option

Complete one of the following options:

OPTION 6.1 Complete 5 courses

Greek option:

GREEK 101 - First-Year Greek (First Semester)	4.0
GREEK 102 - First-Year Greek (Second Semester)	4.0
GREEK 201 - Intermediate Greek	4.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0

OPTION 6.2 Complete 2 groups

Latin option:

GROUP 6.2.1 Complete 1 selection

SELECTION 6.2.1.1 Complete 2 courses

LATIN 101 - First-Year Latin (First Semester)	4.0
LATIN 102 - First-Year Latin (Second Semester)	4.0

SELECTION 6.2.1.2 Complete 1 course

LATIN 111 - Beginning Latin Accelerated	5.0

GROUP 6.2.2 Complete 3 courses

LATIN 201 - Intermediate Latin	4.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0

Note: Greek 101, 102 and Latin 101, 102, 111 may be waived with equivalent language experience.

Complete IHum 311: Advanced Writing in Comparative Arts and Humanities or another GE-approved Advanced Written and Oral Communication course.

REQUIREMENT 7 Complete 1 option

Complete 6 hours from the following in the same language as above. In both languages the 302 course is the prerequisite for all 400-level prose courses in the same language and the 301 course is the prerequisite for all 400-level poetry courses in the same language. Concurrent enrollment will be permitted only in rare and special cases and must have the approval both of the classics section head and of the instructor of the 400-level course concerned.

OPTION 7.1 Complete 6.0 hours from the following course(s)

GREEK 411R - Greek New Testament and Early Christian Greek Texts	3.0
GREEK 430 - Herodotus	3.0
GREEK 431 - Homer's Odyssey	3.0
GREEK 433 - Thucydides	3.0

GREEK 434 - Sophocles and Euripides	3.0
GREEK 435 - Greek Lyric Poetry	3.0
GREEK 436 - Plato	3.0
GREEK 437 - Attic Orators	3.0
GREEK 490R - Topics in Greek Literature	3.0v

✓ **OPTION 7.2** Complete 6.0 hours from the following course(s)

LATIN 411R - Latin Vulgate and Early Christian Latin Texts	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 432 - Ovid	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 490R - Topics in Latin Literature	3.0v

Note: Greek 411R and Latin 411R may be taken only once.

✓ **REQUIREMENT 8** Complete 1 course

CL CV 261 - Greek and Roman Civilization and Literature in Film	3.0
CL CV 310 - Classical Archaeology	3.0
CL CV 340R - Topics in Classical Literature and Civilization	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0
CLSCS 420 - Ancient Literary Criticism	3.0
CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History	3.0
CLSCS 490R - Seminar in Classics	3.0

Program Outcomes

Mechanics of the Greek or Latin language

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek and Latin authors. For example, they will be able to read and comprehend the writings of Caesar, Xenophon, Cicero, Plato, Homer, Vergil, and other Greek and Latin authors of comparable difficulty.

Interpretation and analysis of Greek or Latin texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing Classical cultures

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from the Mycenaean civilization through the Hellenistic Age, and of Rome from the Regal Period to the decline of the Empire.

Top

Classical Studies: Classics

BA

Hours	51 - 67 Credit Hours
MAP	Major Academic Plan

Program Requirements

Emphasizes Greek and Latin literature and language, with some work in Classical Civilization.

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 1 course

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0
CL CV 241 - Greek and Roman Mythology	3.0

✓ **REQUIREMENT 3** Complete 5 courses

Greek courses (note: Greek 101, 102 may be waived with equivalent language experience):

GREEK 101 - First-Year Greek (First Semester)	4.0
GREEK 102 - First-Year Greek (Second Semester)	4.0
GREEK 201 - Intermediate Greek	4.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0

✓ **REQUIREMENT 4** Complete 1 option

Latin courses (note: Latin 101, 102 or 111 may be waived with equivalent language experience):

✓ **OPTION 4.1** Complete 2 courses

LATIN 101 - First-Year Latin (First Semester)	4.0
LATIN 102 - First-Year Latin (Second Semester)	4.0

✓ **OPTION 4.2** Complete 1 course

LATIN 111 - Beginning Latin Accelerated	5.0

✓ **REQUIREMENT 5** Complete 3 courses

LATIN 201 - Intermediate Latin	4.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0

In both languages the 302 course is the prerequisite for all 400-level prose courses in the same language and the 301 course is the prerequisite for all 400-level poetry courses in the same language. Concurrent enrollment will be permitted only in rare and special cases and must have the approval both of the classics section head and of the instructor of the 400-level course concerned.

✓ **REQUIREMENT 6** Complete 1 course

CL CV 245 - Golden Age of Greece	3.0
CL CV 246 - Golden Age of Rome	3.0

Complete IHum 311: Advanced Writing in Comparative Arts and Humanities or another GE-approved Advanced Written and Oral Communication course.

✓ **REQUIREMENT 7** Complete 4 courses

HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
CLSCS 297 - Pro-Seminar in Classical Studies	2.0
CLSCS 497 - Exit Examination in Classical Literature	1.0

✓ **REQUIREMENT 8** Complete 1 course

GREEK 401 - Greek Prose Composition	3.0
LATIN 401 - Latin Prose Composition	3.0

✓ **REQUIREMENT 9** Complete 9.0 hours from the following option(s)

Complete three additional courses (at least one Greek and one Latin) from the following:

✓ **OPTION 9.1** Complete up to 9.0 hours from the following course(s)

GREEK 401 - Greek Prose Composition	3.0
GREEK 411R - Luke-Acts	3.0
GREEK 411R - Johannine Writings	3.0
GREEK 411R - Apostolic Fathers	3.0
GREEK 411R - Pauline Epistles	3.0
GREEK 411R - New Testament Apocrypha	3.0
GREEK 411R - Pre-Nicene Fathers	3.0
GREEK 411R - Synoptic Gospels	3.0
GREEK 411R - Apocalypse	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts	3.0
GREEK 411R - Post-Nicene Fathers	3.0

GREEK 430 - Herodotus	3.0
GREEK 431 - Homer's Odyssey	3.0
GREEK 433 - Thucydides	3.0
GREEK 434 - Sophocles and Euripides	3.0
GREEK 435 - Greek Lyric Poetry	3.0
GREEK 436 - Plato	3.0
GREEK 437 - Attic Orators	3.0
GREEK 490R - Topics in Greek Literature	3.0v
LATIN 401 - Latin Prose Composition	3.0
LATIN 411R - Latin Vulgate and Early Christian Latin Texts	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 432 - Ovid	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 477R - Secondary Minor Student Teaching	4.0
LATIN 490R - Topics in Latin Literature	3.0v

✓ **OPTION 9.2** Complete up to 9.0 hours from the following course(s)

CL CV 340R - Topics in Classical Literature and Civilization	3.0
CLSCS 420 - Ancient Literary Criticism	3.0
CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History *You may take up to 6 credit hours.*	3.0
CLSCS 490R - Seminar in Classics *You may take up to 6 credit hours.*	3.0

Note: Greek 411R, Latin 411R, and Cl Cv 340R may be counted only once each toward major requirements.

Program Outcomes

Mechanics of the Greek and Latin languages

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek and Latin authors. For example, they will be able to read and comprehend the writings of Caesar, Xenophon, Cicero, Plato, Homer, Vergil, and other Greek and Latin authors of comparable difficulty. Students will be able to compose Greek and/or Latin sentences and paragraphs in imitation of the style of Classical Greek and Latin masters.

Interpretation and analysis of Greek and Latin texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing Classical cultures

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from the Mycenaean civilization through the Hellenistic Age, and of Rome from the Regal Period to the decline of the Empire.

↑Top

Classical Studies: Greek Emphasis

BA

Hours	38 - 46 Credit Hours
MAP	Major Academic Plan

Program Requirements

Emphasizes Greek language and literature, with some work in Greek civilization.

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 1 course

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0
CL CV 241 - Greek and Roman Mythology	3.0

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 10 courses

CL CV 245 - Golden Age of Greece	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0
CLSCS 297 - Pro-Seminar in Classical Studies	2.0
CLSCS 497 - Exit Examination in Classical Literature	1.0
GREEK 101 - First-Year Greek (First Semester)	4.0
GREEK 102 - First-Year Greek (Second Semester)	4.0
GREEK 201 - Intermediate Greek	4.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0

GREEK 302 - Classical Greek Prose	3.0
GREEK 401 - Greek Prose Composition	3.0

Note 1: Greek 101, 102 may be waived with equivalent language experience.

Note 2: The Greek 302 course is the prerequisite for all 400-level prose courses and the Greek 301 course is the prerequisite for all 400-level poetry courses. Concurrent enrollment will be permitted only in rare and special cases and must have the approval both of the classics section head and the instructor of the 400-level course concerned.

Complete IHum 311: Advanced Writing in Comparative Arts and Humanities or another GE-approved Advanced Written and Oral Communication course.

✓ **REQUIREMENT 4** Complete 1 option

✓ **OPTION 4.1** Complete 12.0 hours from the following course(s)

CL CV 340R - Topics in Classical Literature and Civilization	3.0
CLSCS 420 - Ancient Literary Criticism	3.0
CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History	3.0
CLSCS 490R - Seminar in Classics	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts	3.0
GREEK 430 - Herodotus	3.0
GREEK 431 - Homer's Odyssey	3.0
GREEK 433 - Thucydides	3.0
GREEK 434 - Sophocles and Euripides	3.0
GREEK 435 - Greek Lyric Poetry	3.0
GREEK 436 - Plato	3.0
GREEK 437 - Attic Orators	3.0
GREEK 490R - Topics in Greek Literature	3.0v

Note: Greek 411R or Cl Cv 340R may be taken only once each.

Program Outcomes

Mechanics of the Greek language

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek authors. Specifically, they will be able to read and comprehend the writings of Xenophon, Homer, Plato, Euripides, and other Greek authors of comparable difficulty. Students will be able to compose Greek sentences and paragraphs in imitation of the style of Classical Greek masters.

Interpretation and analysis of Greek texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing ancient Greek culture

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from Mycenaean civilization through the Hellenistic Age.

Top

Classical Studies: Latin Emphasis

BA

Hours	38 - 46 Credit Hours
MAP	Major Academic Plan

Program Requirements

Emphasizes Latin language and literature, with some work in Roman civilization.

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 1 course

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0
CL CV 241 - Greek and Roman Mythology	3.0

✓ **REQUIREMENT 3** Complete 2 courses

CL CV 246 - Golden Age of Rome	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0

✓ **REQUIREMENT 4** Complete 1 option

Note: Latin 101, 102, 111 may be waived with equivalent language experience.

✓ **OPTION 4.1** Complete 2 courses

LATIN 101 - First-Year Latin (First Semester)	4.0
LATIN 102 - First-Year Latin (Second Semester)	4.0

✓ **OPTION 4.2** Complete 1 course

LATIN 111 - Beginning Latin Accelerated	5.0

✓ **REQUIREMENT 5** Complete 6 courses

Note: The Latin 302 course is the prerequisite for all 400-level prose courses and the Latin 301 course is the prerequisite for all 400-level poetry courses. Concurrent enrollment will be permitted only in rare and special cases and must have the approval both of the classics section head and the instructor of the 400-level course concerned.

CLSCS 297 - Pro-Seminar in Classical Studies	2.0
CLSCS 497 - Exit Examination in Classical Literature	1.0
LATIN 201 - Intermediate Latin	4.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATIN 401 - Latin Prose Composition	3.0

Complete IHum 311: Advanced Writing in Comparative Arts and Humanities or another GE-approved Advanced Written and Oral Communication course.

✓ **REQUIREMENT 6** Complete 1 option

✓ **OPTION 6.1** Complete 12.0 hours from the following course(s)

CL CV 340R - Topics in Classical Literature and Civilization *You may take this course up to 1 time.*	3.0
CLSCS 420 - Ancient Literary Criticism	3.0
CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History *You may take this course up to 1 time.*	3.0
CLSCS 490R - Seminar in Classics *You may take this course up to 1 time.*	3.0
LATIN 411R - Latin Vulgate and Early Christian Latin Texts *You may take this course up to 1 time.*	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 432 - Ovid	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 490R - Topics in Latin Literature *You may take this course up to 1 time.*	3.0v

Note: Latin 411R and Cl Cv 340R may be taken only once each.

Program Outcomes

Mechanics of the Latin language

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose

Latin sentences and paragraphs in imitation of the style of Classical Roman masters.

Interpretation and analysis of Latin texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing the culture of Rome

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.

Top

Classical Studies (Greek option)

Minor

Hours	22 - 30 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 16.0 hours from the following course(s)

GREEK 201 - Intermediate Greek	4.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0
GREEK 311 - New Testament in Greek: Gospels	3.0
GREEK 401 - Greek Prose Composition	3.0
GREEK 411R - Luke-Acts	3.0
GREEK 411R - Johannine Writings	3.0
GREEK 411R - Apostolic Fathers	3.0
GREEK 411R - Pauline Epistles	3.0
GREEK 411R - New Testament Apocrypha	3.0
GREEK 411R - Pre-Nicene Fathers	3.0
GREEK 411R - Synoptic Gospels	3.0
GREEK 411R - Apocalypse	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts	3.0
GREEK 411R - Post-Nicene Fathers	3.0
GREEK 430 - Herodotus	3.0
GREEK 431 - Homer's Odyssey	3.0
GREEK 433 - Thucydides	3.0
GREEK 434 - Sophocles and Euripides	3.0
GREEK 435 - Greek Lyric Poetry	3.0
GREEK 436 - Plato	3.0
GREEK 437 - Attic Orators	3.0
GREEK 490R - Topics in Greek Literature	3.0v

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 110 - Honors Introduction to Greek and Roman Literature	3.0
CL CV 201 - Honors Classical Tradition 1: Antiquity to Renaissance	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0
CL CV 202 - The Classical Tradition 2: Reformation to Modern	3.0
CL CV 202 - Honors Classical Tradition 2: Reformation to Modern	3.0
CL CV 241 - Honors Greek and Roman Mythology	3.0
CL CV 241 - Greek and Roman Mythology	3.0

CL CV 245 - Golden Age of Greece	3.0
CL CV 246 - Golden Age of Rome	3.0
CL CV 261 - Greek and Roman Civilization and Literature in Film	3.0
CL CV 304 - (Cl Cv-Hist 247) Greek History	3.0
CL CV 307 - (ClCv-Hist 248) Roman History	3.0
CL CV 310 - Classical Archaeology	3.0
CL CV 340R - Topics in Classical Literature and Civilization	3.0
CL CV 340R - Latin Literature in Middle America	3.0
CL CV 340R - Classic Historiography	3.0
CL CV 340R - Women in Antiquity	3.0
CL CV 340R - The Etruscans	3.0
CL CV 340R - Augustan Rome	3.0
CL CV 340R - Greek Historians	3.0
CL CV 340R - Troy in Art and Literature	3.0
CL CV 340R - Greek Tragedy	3.0
CL CV 340R - Greek Ethical Thought	3.0
CL CV 340R - Greek Art and Culture	3.0
CL CV 340R - Christianity and the Empire	3.0
CL CV 340R - Roman Historians	3.0
CL CV 340R - Early Rome	3.0
CL CV 340R - Greek Political Thought	3.0
CL CV 340R - Roman Religion	3.0
CL CV 340R - Roman Art and Culture	3.0
CL CV 355 - (ClCv-Engl) Greek and Roman Classics and the English Tradition	3.0
CL CV 363 - Judaism and Christianity in the Classical Near East	3.0
CL CV 399R - Library Internship - Classics	9.0v
CL CV 399R - Acadmic Internship in Classics	9.0v
CL CV 399R - Scholarly Internship - Classics	9.0v
CL CV 399R - Museum Internship - Classics	9.0v
CLSCS 297 - Pro-Seminar in Classical Studies	2.0
CLSCS 420 - Ancient Literary Criticism	3.0
CLSCS 430R - Classical Historiography	3.0
CLSCS 430R - Rise of Rome	3.0
CLSCS 430R - Roman Politics	3.0
CLSCS 430R - Archaic Greece	3.0
CLSCS 430R - Late Roman Empire	3.0
CLSCS 430R - Julio-Claudians	3.0
CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History	3.0
CLSCS 430R - Hellenistic World	3.0
CLSCS 430R - Roman Revolution	3.0
CLSCS 430R - Roman Religion	3.0
CLSCS 430R - Athens: Rise and Fall	3.0
CLSCS 430R - World of New Testament	3.0
CLSCS 430R - Greek City-State	3.0
CLSCS 430R - Rome and Etruscans	3.0
CLSCS 430R - Imperial Rome	3.0
CLSCS 430R - Augustan Rome	3.0
CLSCS 430R - 4th Century Greece	3.0
CLSCS 430R - Early Christianity	3.0
CLSCS 490R - Classical Tradition in Criticism	3.0
CLSCS 490R - Classics and Early America	3.0
CLSCS 490R - Clscs and Antebel Sth	3.0
CLSCS 490R - Rhetoric and Poetics	3.0
CLSCS 490R - Montaigne & Classical Tradition	3.0

CLSCS 490R - Seminar in Classics	3.0
CLSCS 490R - Historiography	3.0
CLSCS 490R - Classicism and Neoclassicism	3.0
CLSCS 495R - Directed Readings	3.0v
CLSCS 497 - Exit Examination in Classical Literature	1.0
GREEK 101 - First-Year Greek (First Semester)	4.0
GREEK 102 - First-Year Greek (Second Semester)	4.0
GREEK 201 - Intermediate Greek	4.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0
GREEK 311 - New Testament in Greek: Gospels	3.0
GREEK 401 - Greek Prose Composition	3.0
GREEK 411R - Pauline Epistles	3.0
GREEK 411R - New Testament Apocrypha	3.0
GREEK 411R - Pre-Nicene Fathers	3.0
GREEK 411R - Synoptic Gospels	3.0
GREEK 411R - Apocalypse	3.0
GREEK 411R - Greek New Testament and Early Christian Greek Texts	3.0
GREEK 411R - Post-Nicene Fathers	3.0
GREEK 411R - Luke-Acts	3.0
GREEK 411R - Johannine Writings	3.0
GREEK 411R - Apostolic Fathers	3.0
GREEK 430 - Herodotus	3.0
GREEK 431 - Homer's Odyssey	3.0
GREEK 433 - Thucydides	3.0
GREEK 434 - Sophocles and Euripides	3.0
GREEK 435 - Greek Lyric Poetry	3.0
GREEK 436 - Plato	3.0
GREEK 437 - Attic Orators	3.0
GREEK 490R - Topics in Greek Literature	3.0v

Note: Greek 411R may be taken only once.

Program Outcomes

Mechanics of the Greek language

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek authors. Specifically, they will be able to read and comprehend the writings of Xenophon, Homer, Plato, Euripides, and other Greek authors of comparable difficulty. Students will be able to compose Greek sentences and paragraphs in imitation of the style of Classical Greek masters.

Interpretation and analysis of Greek texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing ancient Greek culture

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from Mycenaean civilization through the Hellenistic Age.

Top

Classical Studies (Latin option)

Minor

Hours	22 - 30 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 16.0 hours from the following course(s)

LATIN 201 - Intermediate Latin	4.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATIN 377 - Secondary Teaching Procedures	3.0
LATIN 378 - Practicum in Teaching Latin	1.0
LATIN 401 - Latin Prose Composition	3.0
LATIN 411R - Latin Vulgate and Early Christian Latin Texts	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 432 - Ovid	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 477R - Secondary Minor Student Teaching	4.0
LATIN 490R - Topics in Latin Literature	3.0v

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 110 - Honors Introduction to Greek and Roman Literature	3.0
CL CV 201 - Honors Classical Tradition 1: Antiquity to Renaissance	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0
CL CV 202 - The Classical Tradition 2: Reformation to Modern	3.0
CL CV 202 - Honors Classical Tradition 2: Reformation to Modern	3.0
CL CV 241 - Honors Greek and Roman Mythology	3.0
CL CV 241 - Greek and Roman Mythology	3.0
CL CV 245 - Golden Age of Greece	3.0
CL CV 246 - Golden Age of Rome	3.0

CL CV 261 - Greek and Roman Civilization and Literature in Film	3.0
CL CV 304 - (Cl Cv-Hist 247) Greek History	3.0
CL CV 307 - (ClCv-Hist 248) Roman History	3.0
CL CV 310 - Classical Archaeology	3.0
CL CV 340R - Topics in Classical Literature and Civilization	3.0
CL CV 340R - Latin Literature in Middle America	3.0
CL CV 340R - Classic Historiography	3.0
CL CV 340R - Women in Antiquity	3.0
CL CV 340R - The Etruscans	3.0
CL CV 340R - Augustan Rome	3.0
CL CV 340R - Greek Historians	3.0
CL CV 340R - Troy in Art and Literature	3.0
CL CV 340R - Greek Tragedy	3.0
CL CV 340R - Greek Ethical Thought	3.0
CL CV 340R - Greek Art and Culture	3.0
CL CV 340R - Christianity and the Empire	3.0
CL CV 340R - Roman Historians	3.0
CL CV 340R - Early Rome	3.0
CL CV 340R - Greek Political Thought	3.0
CL CV 340R - Roman Religion	3.0
CL CV 340R - Roman Art and Culture	3.0
CL CV 355 - (ClCv-Engl) Greek and Roman Classics and the English Tradition	3.0
CL CV 363 - Judaism and Christianity in the Classical Near East	3.0
CL CV 399R - Library Internship - Classics	9.0v
CL CV 399R - Acadmic Internship in Classics	9.0v
CL CV 399R - Scholarly Internship - Classics	9.0v
CL CV 399R - Museum Internship - Classics	9.0v
CLSCS 297 - Pro-Seminar in Classical Studies	2.0
CLSCS 420 - Ancient Literary Criticism	3.0
CLSCS 430R - Classical Historiography	3.0
CLSCS 430R - Rise of Rome	3.0
CLSCS 430R - Roman Politics	3.0
CLSCS 430R - Archaic Greece	3.0
CLSCS 430R - Late Roman Empire	3.0
CLSCS 430R - Julio-Claudians	3.0
CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History	3.0
CLSCS 430R - Hellenistic World	3.0
CLSCS 430R - Roman Revolution	3.0
CLSCS 430R - Roman Religion	3.0
CLSCS 430R - Athens: Rise and Fall	3.0
CLSCS 430R - World of New Testament	3.0
CLSCS 430R - Greek City-State	3.0
CLSCS 430R - Rome and Etruscans	3.0
CLSCS 430R - Imperial Rome	3.0
CLSCS 430R - Augustan Rome	3.0
CLSCS 430R - 4th Century Greece	3.0
CLSCS 430R - Early Christianity	3.0
CLSCS 490R - Classical Tradition in Criticism	3.0
CLSCS 490R - Classics and Early America	3.0
CLSCS 490R - Clscs and Antebel Sth	3.0
CLSCS 490R - Rhetoric and Poetics	3.0
CLSCS 490R - Montaigne & Classical Tradition	3.0
CLSCS 490R - Seminar in Classics	3.0
CLSCS 490R - Historiography	3.0

CLSCS 490R - Classicism and Neoclassicism	3.0
CLSCS 495R - Directed Readings	3.0v
CLSCS 497 - Exit Examination in Classical Literature	1.0
LATIN 121 - Latin for Genealogists	3.0
LATIN 123 - Premedical Latin and Greek	2.0
LATIN 201 - Intermediate Latin	4.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATIN 377 - Secondary Teaching Procedures	3.0
LATIN 378 - Practicum in Teaching Latin	1.0
LATIN 401 - Latin Prose Composition	3.0
LATIN 411R - Latin Vulgate and Early Christian Latin Texts	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 432 - Ovid	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 477R - Secondary Minor Student Teaching	4.0
LATIN 490R - Topics in Latin Literature	3.0v

Note: Latin 411R may be taken only once.

Program Outcomes

Mechanics of the Latin language

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.

Interpretation and analysis of Latin texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing the culture of Rome

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.

Top

Commercial Music

BM

Hours	75 - 76 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 14 courses

Complete the following lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 8.0 hours from the following course(s)

Instrumentalists and Classical Vocalists must complete the following:

MUSIC 260R - Performance Instruction *You may take this course up to 6 times.*	2.0v

✓ **OPTION 3.2** Complete 8.0 hours from the following course(s)

Contemporary Vocalists complete the following:

MUSIC 161 - Voice Technique	2.0
MUSIC 260R - Performance Instruction: Voice	2.0v

You may take this course up to 6 times.

MUSIC 260R - Performance Instruction: Contemporary Voice *You may take this course up to 6 times.*	2.0v

✓ **REQUIREMENT 4**

Complete one hour of ensemble each semester for four semesters, including 2-3 hours from Category 1: Approved Large Ensembles and 1-2 hours from Category 2 ensembles.

✓ **REQUIREMENT 5** Complete 5 courses

Complete the following upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 308 - History of Jazz	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 6** Complete 2 options

Complete the following Commercial Music core courses:

✓ **OPTION 6.1** Complete 5 courses

MUSIC 186 - Songwriting 1	2.0
MUSIC 251 - Music Technology 1	2.0
MUSIC 256 - Recording Studio 1	2.0
MUSIC 286 - Introduction to the Music Business	2.0
MUSIC 389 - Projects in Commercial Music	2.0

✓ **OPTION 6.2** Complete 2.0 hours from the following course(s)

MUSIC 399R - Academic Internship *You may take up to 2 credit hours.*	6.0v

✓ **REQUIREMENT 7** Complete 1 option

Complete the requirements, totaling 16 hours, in one of the elective tracks listed below.

✓ **OPTION 7.1** Complete 3 groups

JAZZ STUDIES

✓ **GROUP 7.1.1** Complete 3 courses

MUSIC 284 - Jazz Improvisation 1	2.0
MUSIC 384 - Jazz Improvisation 2	2.0
MUSIC 394 - Jazz Styles and Analysis	3.0

✓ **GROUP 7.1.2** Complete 2.0 hours from the following course(s)

MUSIC 360R - Performance Instruction	2.0v

✓ **GROUP 7.1.3** Complete 7.0 hours from the following course(s)

One credit hour of this requirement may be fulfilled by one of the jazz ensemble courses (Music 331R, 332R, 333R, 334R, 335R).

MUSIC 188 - Composition 1	2.0

MUSIC 257 - Recording Studio 2	2.0
MUSIC 331R - Jazz Combos	1.0
MUSIC 332R - Show Band	1.0
MUSIC 333R - Jazz Ensemble	1.0
MUSIC 334R - Synthesis	1.0
MUSIC 335R - Jazz Legacy Band	1.0
MUSIC 386R - Songwriting 2	2.0
MUSIC 391 - Jazz Keyboard	2.0
MUSIC 468 - Jazz Pedagogy	1.0
MUSIC 485 - Jazz Arranging and Composition	3.0

✔ **OPTION 7.2** Complete 2 groups

FILM AND MEDIA COMPOSITION

✔ **GROUP 7.2.1** Complete 4 courses

MUSIC 188 - Composition 1	2.0
MUSIC 386R - Songwriting 2	2.0
MUSIC 481 - Orchestration	3.0
MUSIC 489 - Film Scoring	2.0

✔ **GROUP 7.2.2** Complete 7.0 hours from the following course(s)

Note: Only one credit hour of TMA 384R can be used toward the fulfillment of this 7 credit hour requirement.

MUSIC 252 - Music Technology 2	2.0
MUSIC 257 - Recording Studio 2	2.0
MUSIC 355R - Recording Workshop	1.0
MUSIC 482 - Choral Arranging	1.0
MUSIC 485 - Jazz Arranging and Composition	3.0
TMA 102 - Introduction to Film	3.0
TMA 384R - Practicum: Cinematic Skills	6.0v

✔ **OPTION 7.3** Complete 2 groups

AUDIO ENGINEERING/POST PRODUCTION

✔ **GROUP 7.3.1** Complete 4 courses

MUSIC 252 - Music Technology 2	2.0
MUSIC 257 - Recording Studio 2	2.0
MUSIC 351 - Audio Applications 1	2.0
MUSIC 355R - Recording Workshop	1.0

✔ **GROUP 7.3.2** Complete 8.0 hours from the following course(s)

MUSIC 352 - Audio Applications 2	2.0
MUSIC 360R - Performance Instruction	2.0v
PHSCS 167 - Descriptive Acoustics of Music and Speech	3.0
TMA 365 - Sound Design	3.0
TMA 465 - Sound Reinforcement	2.0

✔ **OPTION 7.4** Complete 4 groups

COMMERCIAL STUDIO PERFORMANCE

✔ **GROUP 7.4.1** Complete 3 courses

MUSIC 252 - Music Technology 2	2.0
MUSIC 257 - Recording Studio 2	2.0
MUSIC 284 - Jazz Improvisation 1	2.0

✓ **GROUP 7.4.2** Complete 1 hour from the following course(s)

MUSIC 312R - Men's Chorus	1.0
MUSIC 313R - Women's Chorus	1.0
MUSIC 314R - Concert Choir	1.0
MUSIC 315R - University Singers	1.0
MUSIC 316R - Opera Workshop	1.0
MUSIC 317R - Opera Ensemble	3.0v
MUSIC 318R - Music Theatre Ensemble	1.0
MUSIC 320R - Young Ambassadors	3.0v
MUSIC 323R - Marching Band	1.0
MUSIC 325R - Symphonic Band	1.0
MUSIC 326R - Wind Symphony	1.0
MUSIC 330R - Steel Band	1.0
MUSIC 331R - Jazz Combos	1.0
MUSIC 332R - Show Band	1.0
MUSIC 333R - Jazz Ensemble	1.0
MUSIC 334R - Synthesis	1.0
MUSIC 335R - Jazz Legacy Band	1.0
MUSIC 336R - Balinese Gamelan	1.0
MUSIC 337R - Symphony Orchestra	1.0
MUSIC 338R - Philharmonic Orchestra	1.0
MUSIC 339R - Chamber Orchestra	1.0
MUSIC 341R - Brass Chamber Music	1.0
MUSIC 342R - Early Music Ensemble	1.0
MUSIC 343R - Guitar Ensemble	1.0
MUSIC 344R - Keyboard in Ensemble	1.0
MUSIC 345R - Percussion Ensemble	1.0
MUSIC 346R - String Chamber Music	1.0
MUSIC 348R - Woodwind Chamber Music	1.0
MUSIC 441R - New Music Ensemble	1.0

✓ **GROUP 7.4.3** Complete 2.0 hours from the following course(s)

MUSIC 360R - Performance Instruction *You may take up to 2 credit hours.*	2.0v

✓ **GROUP 7.4.4** Complete 7.0 hours from the following course(s)

Note 1: One credit hour of this requirement may be satisfied by approved Category 1 and Category 2 ensembles for this degree. Note 2: Only one credit hour of Music 360R may count toward this requirement.

MUSIC 188 - Composition 1	2.0
MUSIC 351 - Audio Applications 1	2.0
MUSIC 355R - Recording Workshop	1.0
MUSIC 360R - Performance Instruction *You may take up to 1 credit hour.*	2.0v
MUSIC 386R - Songwriting 2	2.0
MUSIC 391 - Jazz Keyboard	2.0
MUSIC 485 - Jazz Arranging and Composition	3.0

✓ **OPTION 7.5** Complete 4 groups

SINGER/SONGWRITER

✓ **GROUP 7.5.1** Complete 2 courses

MUSIC 252 - Music Technology 2	2.0
MUSIC 386R - Songwriting 2	2.0

✓ **GROUP 7.5.2** Complete 2.0 hours from the following course(s)

MUSIC 360R - Performance Instruction: Voice	2.0v

✓ **GROUP 7.5.3** Complete 2.0 hours from the following course(s)

MUSIC 360R - Performance Instruction: Songwriting	2.0v

✓ **GROUP 7.5.4** Complete 8.0 hours from the following course(s)

Note: One credit hour of this requirement may be satisfied by approved Category 1 and Category 2 ensembles for this degree.

MUSIC 257 - Recording Studio 2	2.0
MUSIC 284 - Jazz Improvisation 1	2.0
MUSIC 307 - World Music	2.0
MUSIC 333R - Jazz Ensemble	1.0
MUSIC 391 - Jazz Keyboard	2.0

✓ **OPTION 7.6** Complete 3 groups

GENERAL COMMERCIAL MUSIC STUDIES

✓ **GROUP 7.6.1** Complete 2 courses

MUSIC 252 - Music Technology 2	2.0
MUSIC 257 - Recording Studio 2	2.0

✓ **GROUP 7.6.2** Complete 2.0 hours from the following course(s)

MUSIC 360R - Performance Instruction: Synthesizer *You may take up to 2 credit hours.*	2.0v

✓ **GROUP 7.6.3** Complete 10.0 hours from the following course(s)

Note: One credit hour of this requirement may be satisfied by approved Category 1 and Category 2 ensembles for this degree.

MUSIC 188 - Composition 1	2.0
MUSIC 284 - Jazz Improvisation 1	2.0
MUSIC 307 - World Music	2.0
MUSIC 351 - Audio Applications 1	2.0
MUSIC 386R - Songwriting 2	2.0
MUSIC 391 - Jazz Keyboard	2.0
TMA 102 - Introduction to Film	3.0

✓ **REQUIREMENT 8** Complete 1 option

✓ **OPTION 8.1** Complete 1 course

Complete a capstone project (Music 486) or present a juried recital (Music 349). Final requirement is decided in consultation with faculty advisor.

MUSIC 349 - Junior Recital	0.0

MUSIC 486 - Commercial Music Capstone Project	1.0

Recital: Enroll in Music 349 (0.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information.

✓ REQUIREMENT 9

The following courses are recommended but not required for Commercial Music majors and may be taken through the Marriott School of Management:

BUS M 201 - Financial Management	3.0
BUS M 241 - Marketing Management	3.0
BUS M 372 - Basic Entrepreneurship Skills	3.0

Program Outcomes

Technology

Students will demonstrate a working knowledge of the specific music and sound creation, recording, and production technologies used in today's music productions. Students need to become familiar enough with the technology that it goes from something unknown to a valuable tool in their creative process and production.

Production and Performance

Demonstrate the ability to identify and create the different components of the music production and performance process as it relates to a given music production or performance idiom.

Application

Demonstrate the ability to apply various production, performance and business skills necessary to create commercially viable music projects from conception to completion.

↑Top

Communication Disorders

BS

Hours	57 Credit Hours
LEP	Limited Enrollment Program of 300 Students. Application Website
MAP	Major Academic Plan

Program Requirements

This is a limited-enrollment program requiring departmental acceptance. Please see the college advisement center for information regarding requirements for application to this major.

✔ **REQUIREMENT 1** Complete 3 courses

Pre-major courses:

COMD 133 - Introduction to Speech-Language Pathology and Audiology	2.0
PDBIO 220 - Human Anatomy (with lab)	3.0
STAT 121 - Principles of Statistics	3.0

Apply for and be admitted to the major.

✔ **REQUIREMENT 2** Complete 16 courses

After admission to the major, complete the following:

ASL 101 - First-Year American Sign Language, Part 1	4.0
COMD 320 - Speech Anatomy	3.0
COMD 330 - Language Development	3.0
COMD 331 - Clinical Phonetics	3.0
COMD 332 - Language Science	3.0
COMD 334 - Hearing Science and Acoustics	3.0
COMD 350 - Language Impairment	3.0
COMD 351 - Disorders of Articulation and Phonology	3.0
COMD 420 - Neurofoundations of Language, Speech, and Hearing	3.0
COMD 421 - Speech Science	3.0
COMD 430 - Medical Speech Pathology	3.0
COMD 438 - Hearing Tests and Measures	3.0
COMD 442 - Aural Rehabilitation	3.0
COMD 450 - Professional Practices	3.0
MATH 110 - College Algebra	3.0
PHSCS 167 - Descriptive Acoustics of Music and Speech	3.0

NOTE: In lieu of ASL 101, any other foreign language course 101 level or higher (taken at the university level) may be used.

Program Outcomes

Hearing

Explain the processes of normal hearing, including key anatomic structures and neural systems along with their function in perceiving and interpreting environmental and speech sounds. Describe the assessment of hearing in adults and children and demonstrate the ability to create and interpret audiograms. Describe basic aspects of intervention in remediating the effects of hearing impairment.

Language

Describe the typical acquisition of language and key developmental milestones. Describe the relationship of language to cognitive, psychological, and social development. Describe the construct of language and language treatment approaches. Describe atypical language use in conditions such as autism spectrum disorders, language learing disability, and developmental language disorder.

Speech

Define and describe the anatomy and physiology of speech production and explain the scientific basis of measuring speech performance. Describe atypical speech sound production and identify appropriate intervention approaches.

Scope of Practice

Identify the populations served within educational, medical, and community settings by speech-language pathologists and audiologists. Demonstrate an understanding of the principles of ethical practice and the importance of graduate level training and clinical competence in working with individuals with communication disorders.

↑Top

Communications

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

COMMS 101 - Mass Communication and Society	3.0

✓ **REQUIREMENT 2** Complete 12.0 hours from the following course(s)

COMMS 230 - Introduction to Advertising	3.0
COMMS 235 - Introduction to Public Relations	3.0
COMMS 239 - Introduction to News Media	3.0
COMMS 300 - Media Ethics, Law and Responsibility	3.0
COMMS 301 - Mass Media History and Philosophy	3.0
COMMS 302 - Popular Culture and Media	3.0
COMMS 351 - Media and Their Audiences	3.0
COMMS 360 - Communication Management Principles and Theory	3.0
COMMS 381 - International Media Systems	3.0
COMMS 382 - Issues in Global Communication	3.0
COMMS 411 - Media Effects	3.0
COMMS 416 - Media Advocacy and Social Change	3.0
COMMS 481 - Gender, Race, and Class in the Media	3.0
COMMS 482 - Media and World Religions	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Communications: Advertising

BA

Hours	46 - 61 Credit Hours
LEP	Limited Enrollment Program of 200 Students. Application Website
MAP	Major Academic Plan

Program Requirements

All students must take a campus writing course before applying for admission to the major. The following writing course fills this requirement and satisfies the GE First-Year Writing requirement: Wrtg 150. Note: Students must receive a B grade or better to be eligible to apply for admission to the program.

✓ REQUIREMENT 1 Complete 3 courses

Note: Students must receive a B grade or better in each course to be eligible to apply for admission to the program.

COMMS 101 - Mass Communication and Society	3.0
COMMS 230 - Introduction to Advertising	3.0
WRTG 150 - Writing and Rhetoric	3.0

Apply to the major.

✓ REQUIREMENT 2 Complete 1 course

This course may be taken during the semester in which students apply for admission to the major.

COMMS 300 - Media Ethics, Law and Responsibility	3.0

✓ REQUIREMENT 3 Complete 1 course

After admission to the major, complete the following:

COMMS 309 - Account Planning Management	3.0

✓ REQUIREMENT 4 Complete 4 courses

COMMS 310 - Writing Branded Content	1.5
COMMS 311 - Writing for News Media	1.5
COMMS 312 - Digital Media Production	1.5
COMMS 313 - Media Design and Graphics	1.5
COMMS 314 - Social Media Management	1.5
COMMS 315 - Media Entrepreneurship	1.5
COMMS 316 - Media Performance	1.5

REQUIREMENT 5 Complete 2 courses

COMMS 301 - Mass Media History and Philosophy	3.0
COMMS 302 - Popular Culture and Media	3.0
COMMS 351 - Media and Their Audiences	3.0
COMMS 360 - Communication Management Principles and Theory	3.0
COMMS 381 - International Media Systems	3.0
COMMS 382 - Issues in Global Communication	3.0
COMMS 406 - Media and the First Amendment	3.0
COMMS 411 - Media Effects	3.0
COMMS 416 - Media Advocacy and Social Change	3.0
COMMS 426 - Persuasion in the Media Age	3.0
COMMS 480 - Media Ethics and Moral Reasoning	3.0
COMMS 481 - Gender, Race, and Class in the Media	3.0
COMMS 482 - Media and World Religions	3.0

REQUIREMENT 6 Complete 1 option

Complete one of the following tracks:

OPTION 6.1 Complete 2 groups

A. Management track:

GROUP 6.1.1 Complete 1 course

COMMS 330 - Creating Advertising Concepts - Portfolio 1	3.0
COMMS 337 - Advertising Account Management	3.0

GROUP 6.1.2 Complete 4 courses

BUS M 241 - Marketing Management	3.0
COMMS 372 - Marketing Media Planning and Strategy	3.0
COMMS 417 - Advertising Research Methods	3.0
COMMS 489 - Strategic Advertising Campaigns	3.0

OPTION 6.2 Complete 2 groups

B. Creative Track:

GROUP 6.2.1 Complete 1 course

Complete the following and then submit portfolio:

COMMS 330 - Creating Advertising Concepts - Portfolio 1	3.0

GROUP 6.2.2 Complete 3 courses

COMMS 331 - Creating Advertising Concepts - Portfolio 2	3.0
COMMS 433 - Advanced Advertising Concepting - Portfolio 3	3.0
COMMS 489 - Strategic Advertising Campaigns	3.0

And complete a minor in advertising design (15 hours) (for creative track only).

Note: Students will be admitted to the creative track each year based on an application process including submitting a portfolio. Portfolios must be submitted to the department's main office by the twelfth week of fall semester. Late portfolios will not be considered. It will take from four to five semesters to complete the design minor. Students interested in this track should take

Comms 330 as soon as possible, as a prerequisite to applying to the creative track.

✓ **REQUIREMENT 7** Complete 1 option

Internship:

After consulting with an advisor, complete an internship in conjunction with 4 hours of the following:

✓ **OPTION 7.1** Complete 4.0 hours from the following course(s)

COMMS 496R - Academic Internship 6.0v
You may take up to 4 credit hours.

Note: A C- grade or better in the following prerequisite courses must be achieved before the internship experience: (1) Management track: Comms 309, 337, 372. (2) Creative track: Comms 309, 330, 331.

✓ **REQUIREMENT 8**

Complete a minimum of 72 hours in courses outside of the department while meeting BYU's University Core requirements.

Program Outcomes

Effective Communication

Students will communicate effectively with their audiences

Specifically, students will do so by planning and preparing mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.

Professional Practice

Students will act professionally in their practice

Specifically, students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students will also be literate in the language of the media industries.

Mass Communication Processes

Students will be scholars of the mass communication process

Specifically, students will be able to apply relevant theory to communication practice, understand factors that shape their profession, value freedom of speech in the marketplace of ideas, and think critically about the relationship between mass media and society.

Applying Gospel-Centered Values

Students will apply Gospel-centered values as they contribute to society

Specifically, students will respect diversity and agency in a global society, be able to exercise moral reasoning when faced with ethical dilemmas, and show a commitment to making a difference within their sphere of influence.

Top

Communications: News Media

BA

Hours	43 Credit Hours
LEP	Limited Enrollment Program of 200 Students. Application Website
MAP	Major Academic Plan

Program Requirements

All students must take a campus writing course before applying for admission to the major. The following writing course fills this requirement and satisfies the GE First-Year Writing requirement: WRTG 150. Note: Students must receive a B grade or better to be eligible to apply for admission to the program.

✓ **REQUIREMENT 1** Complete 3 courses

Note: Students must receive a B grade or better in each course to be eligible to apply to the program.

COMMS 101 - Mass Communication and Society	3.0
COMMS 239 - Introduction to News Media	3.0
WRTG 150 - Writing and Rhetoric	3.0

✓ **REQUIREMENT 2** Complete 1 course

Complete the following: (This course may be taken during the semester in which students apply for admission to the major.)

COMMS 300 - Media Ethics, Law and Responsibility	3.0

✓ **REQUIREMENT 3** Complete 1 course

After admission to the major, complete the following:

COMMS 308 - Research Methods for Journalism	3.0

✓ **REQUIREMENT 4** Complete 4 courses

COMMS 310 - Writing Branded Content	1.5
COMMS 311 - Writing for News Media	1.5
COMMS 312 - Digital Media Production	1.5
COMMS 313 - Media Design and Graphics	1.5
COMMS 314 - Social Media Management	1.5
COMMS 315 - Media Entrepreneurship	1.5
COMMS 316 - Media Performance	1.5

✓ **REQUIREMENT 5** Complete 1 course

COMMS 321 - News Reporting	3.0
COMMS 325 - Broadcast Media Reporting	3.0

✓ **REQUIREMENT 6** Complete 1 course

COMMS 384 - Editing for News Media	3.0
COMMS 385 - Television News Producing	3.0

✓ **REQUIREMENT 7** Complete 1 course

COMMS 420 - Advanced Print Reporting	3.0
COMMS 422 - Newsroom Leadership	3.0
COMMS 486 - Advanced Broadcast Reporting	3.0
COMMS 488 - Advanced Broadcast Producing	3.0

✓ **REQUIREMENT 8** Complete 1 course

COMMS 490 - Media Innovations Capstone	3.0

✓ **REQUIREMENT 9** Complete 2 courses

COMMS 301 - Mass Media History and Philosophy	3.0
COMMS 302 - Popular Culture and Media	3.0
COMMS 351 - Media and Their Audiences	3.0
COMMS 360 - Communication Management Principles and Theory	3.0
COMMS 381 - International Media Systems	3.0
COMMS 382 - Issues in Global Communication	3.0
COMMS 406 - Media and the First Amendment	3.0
COMMS 411 - Media Effects	3.0
COMMS 416 - Media Advocacy and Social Change	3.0
COMMS 426 - Persuasion in the Media Age	3.0
COMMS 480 - Media Ethics and Moral Reasoning	3.0
COMMS 481 - Gender, Race, and Class in the Media	3.0
COMMS 482 - Media and World Religions	3.0

✓ **REQUIREMENT 10** Complete 4.0 hours from the following course(s)

After consulting with an advisor, complete an internship in conjunction with 4 hours of the following: Note: A C- grade or better in the following prerequisite courses must be achieved before the internship experience: Comms 308; Comms 321 or 325.

COMMS 496R - Academic Internship *You may take up to 4 credit hours.*	6.0v

✓ **REQUIREMENT 11**

Complete a minimum of 72 hours in courses outside of the department while meeting BYU's University Core requirements.

Program Outcomes

Effective Communication

Students will be able to communicate effectively with their audiences

Specifically, students will do so by planning and preparing mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.

Professional Practice

Students will act professionally in their practice

Specifically, students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students will also be literate in the language of the media industries.

Mass Communication Process

Students will be scholars of the mass communication process

Specifically, students will be able to apply relevant theory to communication practice, understand factors that shape their profession, value freedom of speech in the marketplace of ideas, and think critically about the relationship between mass media and society.

Applying Gospel-Centered Values

Students will be able to apply Gospel-centered values as they contribute to society

Specifically, students will respect diversity and agency in a global society, be able to exercise moral reasoning when faced with ethical dilemmas, and show a commitment to making a difference within their sphere of influence.

Top

Communications: Public Relations

BA

Hours	49 Credit Hours
LEP	Limited Enrollment Program of 200 Students. Application Website
MAP	Major Academic Plan

Program Requirements

All students must take a campus writing course before applying for admission to the major. The following writing course fills this requirement and satisfies the GE First-Year Writing requirement: WRTG 150. Note: Students must receive a B grade or better to be eligible to apply for admission to the program.

✓ **REQUIREMENT 1** Complete 3 courses

Note: Students must receive a B grade or better from each course to be eligible to apply for admission to the program.

COMMS 101 - Mass Communication and Society	3.0
COMMS 235 - Introduction to Public Relations	3.0
WRTG 150 - Writing and Rhetoric	3.0

Apply to the major.

✓ **REQUIREMENT 2** Complete 1 course

Complete the following: (This course may be taken during the semester in which students apply for admission to the major.)

COMMS 300 - Media Ethics, Law and Responsibility	3.0

✓ **REQUIREMENT 3** Complete 3 courses

After admission to the major, complete three courses from the following:

COMMS 311 - Writing for News Media	1.5
COMMS 312 - Digital Media Production	1.5
COMMS 313 - Media Design and Graphics	1.5
COMMS 314 - Social Media Management	1.5
COMMS 315 - Media Entrepreneurship	1.5
COMMS 316 - Media Performance	1.5

✓ **REQUIREMENT 4** Complete 2 courses

COMMS 301 - Mass Media History and Philosophy	3.0
COMMS 302 - Popular Culture and Media	3.0
COMMS 351 - Media and Their Audiences	3.0
COMMS 360 - Communication Management Principles and Theory	3.0
COMMS 381 - International Media Systems	3.0
COMMS 382 - Issues in Global Communication	3.0
COMMS 406 - Media and the First Amendment	3.0
COMMS 411 - Media Effects	3.0
COMMS 416 - Media Advocacy and Social Change	3.0
COMMS 426 - Persuasion in the Media Age	3.0
COMMS 480 - Media Ethics and Moral Reasoning	3.0
COMMS 481 - Gender, Race, and Class in the Media	3.0
COMMS 482 - Media and World Religions	3.0

✓ **REQUIREMENT 5** Complete 7 courses

COMMS 310 - Writing Branded Content	1.5
COMMS 318 - Public Relations Research and Measurement	3.0
COMMS 320 - Public Relations Writing	3.0
COMMS 336 - Strategic Planning and Problem Solving	3.0
COMMS 425 - Strategic Digital Storytelling and Publishing	3.0
COMMS 485 - Strategic Public Relations Campaigns	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 6** Complete 1 course

ENGL 312 - Persuasive Writing	3.0
ENGL 316 - Technical Communication	3.0
M COM 320 - Communication in Organizational Settings	3.0
PHIL 300 - Philosophical Writing	3.0

✓ **REQUIREMENT 7** Complete 1 option

Internship:

After consulting with an advisor, complete an internship in conjunction with 4 hours of the following:

✓ **OPTION 7.1** Complete 4.0 hours from the following course(s)

COMMS 496R - Academic Internship *You may take up to 4 credit hours.*	6.0v

Note: A C- grade or better in the following prerequisite courses must be achieved before the internship experience: Comms 318, 320, 336.

✓ **REQUIREMENT 8**

Complete a minimum of 72 hours in courses outside of the department while meeting BYU's University Core requirements.

All PR emphasis students are encouraged to become active members of the Public Relations Student Society of America (PRSSA).

Program Outcomes

Effective Communication

Students will communicate effectively with their audiences

Specifically, students will do so by planning and preparing mass communication messages in the appropriate style, using the appropriate research methods and appropriate technologies to best serve audience needs.

Professional Practice

Students will act professionally in their practice

Specifically, students will be able to practice communication within legal boundaries, while exhibiting standards of professional behavior and demonstrating sensitivity to ethical behavior. Students will also be literate in the language of the media industries.

Mass Communication Processes

Students will be scholars of the mass communication process

Specifically, students will be able to apply relevant theory to communication practice, understand factors that shape their profession, value freedom of speech in the marketplace of ideas, and think critically about the relationship between mass media and society.

Applying Gospel-Centered Values

Students will apply Gospel-centered values as they contribute to society

Specifically, students will respect diversity and agency in a global society, be able to exercise moral reasoning when faced with ethical dilemmas, and show a commitment to making a difference within their sphere of influence.

Top

Comparative Literature

BA

Hours	38 - 58 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Acquire a thorough knowledge of two language traditions relevant to individual program of study (one of these may be English for students who emphasize the Anglo-American literary tradition) (approximately 16-32 hours). Competence will normally be demonstrated in course work, but an examination may be required. If planning advanced work in comparative literature, students should gain reading knowledge of both an additional modern language and a classical language.

Complete a reading list (determined in consultation with a faculty advisor) and submit a writing portfolio. During the final semester enroll in CmLit 497 to complete a written examination on the reading list and to have the portfolio reviewed. CmLit 201 & 202, or 211 & 212, are strongly recommended, in part because the reading list core consists of texts treated in these courses. Students who do not complete a literature-based civilization sequence are at a disadvantage in working systematically through the list.

Course configuration must be approved by department advisor.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 3 courses

CMLIT 310 - Introduction to Literary Analysis and Comparative Literature	3.0
CMLIT 342 - Asian Literary Traditions	3.0
CMLIT 497 - Reading List Examination	1.0

Note: CmLit 310 and a reading knowledge of at least one foreign language are prerequisite to all upper-division comparative literature courses. In addition, completion of CmLit 342 and three comparative literature 400-level seminars is prerequisite to 497.

Complete IHum 311: Advanced Writing in Comparative Arts and Humanities or another GE-approved Advanced Written and Oral Communication course.

✔ **REQUIREMENT 3** Complete 1 option

✔ **OPTION 3.1** Complete 5 courses

CMLIT 420R - Studies in Periods and Movements *You may take this course up to 5 times.*	3.0
CMLIT 430R - Studies in Literary Genres *You may take this course up to 5 times.*	3.0
CMLIT 440R - Studies in Themes and Types *You may take this course up to 5 times.*	3.0
CMLIT 450R - Studies in Literary Relations *You may take this course up to 5 times.*	3.0
CMLIT 460R - Studies in Literary Theory *You may take this course up to 5 times.*	3.0

Note: While variety is recommended, students may take more than one section of the same "R" suffix courses (e.g., two 420Rs, etc.).

✔ **REQUIREMENT 4** Complete 1 option

✔ **OPTION 4.1** Complete 1 course

Complete an upper-division literature course in Greek or Latin:

GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0

✔ **OPTION 4.2** Complete 1 course

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 241 - Greek and Roman Mythology	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0

✔ **REQUIREMENT 5** Complete 1 option

The following courses deal with texts in the original language. These courses must be in addition to previous requirements. Although English courses may be taken, courses must be taken in at least one other language as well.

✔ **OPTION 5.1** Complete 12.0 hours from the following course(s)

ARAB 424R - Modern Arabic Literature	2.0
ARAB 425R - Classical Arabic Texts	2.0
ARAB 531R - Advanced Topics in Arabic *You may take this course up to 1 time.*	3.0v
CHIN 441 - Classical and Literary Chinese	3.0
CHIN 442 - Classical and Literary Chinese	3.0
CHIN 443 - Modern Chinese Literature	3.0
CHIN 444 - Contemporary Chinese Literature	3.0

CHIN 445R - Chinese Poetry	3.0
DANSH 340 - Danish Literature	3.0
DUTCH 340 - Introduction to Dutch Literature	3.0
ENGL 333 - The English Novel	3.0
ENGL 336 - The American Novel	3.0
ENGL 337R - Advanced Studies in Genre	3.0
You may take this course up to 1 time.	
ENGL 341 - English Drama: Beginnings to 1800, Excluding Shakespeare	3.0
ENGL 343 - Modern English and American Drama	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0
ENGL 358R - Ethnic Literatures	3.0
You may take this course up to 1 time.	
ENGL 359 - The Short Story	3.0
ENGL 360 - American Literature to 1800	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
ENGL 364 - (Not currently offered)	
ENGL 365 - American Literature 1960 to Present	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 371 - British Literature to 1500: The Medieval Period	3.0
ENGL 372 - British Literature 1500 - 1603: The Early Renaissance	3.0
ENGL 373 - British Literature 1660 - 1789: The Enlightenment	3.0
ENGL 374 - British Literature 1789 - 1832: The Romantic Period	3.0
ENGL 375 - British Literature 1832-1900: The Victorian Period	3.0
ENGL 376 - British Literature 1900 - 1950: The Modern Period	3.0
ENGL 380 - British Literature 1950 - Present: The Contemporary Period	3.0
ENGL 381 - Chaucer	3.0
ENGL 382 - Shakespeare	3.0
ENGL 383 - Milton	3.0
ENGL 384R - Major Authors	3.0
You may take this course up to 1 time.	
ENGL 385 - British Literature 1603 - 1660: The Late Renaissance	3.0
ENGL 390R - Transnational/Transatlantic Literature	3.0
FINN 340 - Finnish Literature	3.0
FREN 452R - Studies in Period, Movement, and Theme	3.0
You may take this course up to 1 time.	
FREN 453R - Studies in Genre	3.0
You may take this course up to 1 time.	
FREN 454R - Studies in Author	3.0
You may take this course up to 1 time.	
FREN 455R - Studies in Literary Theory	3.0
You may take this course up to 1 time.	
FREN 456R - Francophone Studies	3.0
You may take this course up to 1 time.	
GERM 440R - German Literary Periods and Movements	5.0v
You may take this course up to 1 time.	
GERM 441R - Studies in German Literary Genres	5.0v
You may take this course up to 1 time.	
GERM 442R - Major German Authors	5.0v
You may take this course up to 1 time.	
GERM 443R - Studies in Literary Theory	5.0v
You may take this course up to 1 time.	
GERM 498R - Preparing for Professional/Graduate School	3.0

GREEK 411R - Greek New Testament and Early Christian Greek Texts *You may take this course up to 1 time.*	3.0
GREEK 430 - Herodotus	3.0
GREEK 431 - Homer's Odyssey	3.0
GREEK 433 - Thucydides	3.0
GREEK 434 - Sophocles and Euripides	3.0
GREEK 435 - Greek Lyric Poetry	3.0
GREEK 436 - Plato	3.0
GREEK 437 - Attic Orators	3.0
GREEK 490R - Topics in Greek Literature	3.0v
HEB 331 - Third-Year Biblical Hebrew - Prophecy and Poetry 1	4.0
HEB 431 - (Not currently offered)	
HEB 432R - Ancient Hebrew Texts	2.0
HEB 441 - Postbiblical Hebrew: Mishnah	2.0
ICLND 429 - Old Icelandic Language and Literature	3.0
ITAL 441 - Italian Literature of the Late Middle Ages and Renaissance	3.0
ITAL 442 - Italian Literature of the Baroque and Enlightenment Periods	3.0
ITAL 443 - Italian Literature of the Romantic Period	3.0
ITAL 444 - Italian Literature of the Twentieth Century	3.0
ITAL 460 - Dante's Divine Comedy	3.0
ITAL 495R - Senior Seminar in Italian *You may take this course up to 1 time.*	3.0
JAPAN 441 - Introduction to Classical Japanese	3.0
JAPAN 444 - Modern Japanese Literature	3.0
KOREA 340 - Korean Literature to 1900	3.0
KOREA 441 - Classical Korean (Hanmun)	3.0
KOREA 443 - Korean Literature after 1900	3.0
KOREA 495 - Senior Seminar	2.0
LATIN 411R - Latin Vulgate and Early Christian Latin Texts	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 432 - Ovid	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 490R - Topics in Latin Literature *You may take this course up to 1 time.*	3.0v
NORWE 340 - Norwegian Literature	3.0
PHIL 414R - Topics in the Advanced Philosophy of Art, Architecture, Music, and Film *You may take this course up to 1 time.*	3.0
PORT 441 - Survey of Portuguese Literature	3.0
PORT 442 - Camoes	3.0
PORT 449R - Special Topics in Portuguese Literature *You may take this course up to 1 time.*	3.0
PORT 451 - Survey of Brazilian Literature	3.0
PORT 452 - Machado de Assis	3.0
PORT 453 - Twentieth-Century Brazilian Literature	3.0
PORT 459R - Special Topics in Brazilian Literature *You may take this course up to 1 time.*	3.0

PORT 461R - African Literature in Portuguese *You may take this course up to 1 time.*	3.0
PORT 462R - Literature of the Lusophone World *You may take this course up to 1 time.*	3.0
RUSS 441 - Masterpieces of Russian Literature 1	3.0
RUSS 442 - Masterpieces of Russian Literature 2	3.0
RUSS 490R - Special Studies in Russian *You may take this course up to 1 time.*	3.0v
RUSS 492R - Senior Seminar: Passages and Conclusions *You may take this course up to 1 time.*	2.0
SPAN 438 - Hispanic Cinema	3.0
SPAN 439R - Hispanic Theatre Production *You may take this course up to 1 time.*	3.0
SPAN 440 - Medieval Spanish Literature	3.0
SPAN 441 - Survey of Spanish Literature	3.0
SPAN 443R - Golden Age Literature *You may take this course up to 1 time.*	3.0
SPAN 444 - Don Quijote	3.0
SPAN 446R - Nineteenth-Century Literature *You may take this course up to 1 time.*	3.0
SPAN 448R - Twentieth-Century Spanish Literature *You may take this course up to 1 time.*	3.0
SPAN 449R - Special Topics in Spanish Literature *You may take this course up to 1 time.*	3.0
SPAN 450R - Early Spanish-American Literature *You may take this course up to 1 time.*	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0
SPAN 454R - The Spanish American Novel *You may take this course up to 1 time.*	3.0
SPAN 455R - Spanish-American Poetry *You may take this course up to 1 time.*	3.0
SPAN 456R - Spanish American Drama *You may take this course up to 1 time.*	3.0
SPAN 458R - Hispanic-American Short Story *You may take this course up to 1 time.*	3.0
SPAN 459R - Special Topics in Spanish American Literature *You may take this course up to 1 time.*	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0
SWED 340 - Swedish Literature	3.0

Program Outcomes

Foreign Language Proficiency

Demonstrate the ability to analyze a literary text in at least one language in addition to English.

Literary History and Traditions

Articulate a sound understanding of the broad outlines of western literary history, including the place of Classical Greek and Roman literature within its development, and demonstrate familiarity with the Asian tradition; know the literary traditions of two languages well enough to successfully complete course work and a reading list, chosen in consultation with a faculty adviser.

Literary Analysis and Writing

Use tools and methods of literary analysis central to the discipline of Comparative Literature to read, analyze, and interpret literary texts closely and critically, and in the original language, and to communicate that analysis through clear and persuasive writing.

Researching Problems in Literary Studies

Identify and research a problem in literary study by gaining an understanding of the state of knowledge surrounding the issue, analyzing the primary and secondary sources relevant to it, and formulating and following a method appropriate to the problem.

Top

Computer Engineering

BS

Hours	89 - 90 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 22 courses

C S 142 - Introduction to Computer Programming	3.0
C S 235 - Data Structures and Algorithms	3.0
C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0
EC EN 191 - New Student Seminar	0.5
EC EN 220 - Fundamentals of Digital Systems	3.0
EC EN 240 - Circuit Analysis and Laboratory	4.0
EC EN 323 - Computer Organization	4.0
EC EN 330 - Introduction to Embedded System Programming	4.0
EC EN 340 - Electronic Circuit Design 1	4.0
EC EN 380 - Signals and Systems	4.0
EC EN 390 - Junior Team Design Project	3.0
EC EN 391 - Junior Seminar	0.5
EC EN 475 - Capstone Design 1	3.0
EC EN 476 - Capstone Design 2	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 334 - Ordinary Differential Equations	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 2** Complete 2 options

✓ **OPTION 2.1** Complete 1 course

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 111 - Principles of Chemistry 1	4.0

✓ **OPTION 2.2** Complete 1 course

Note: Engl 312 recommended.

ENGL 312 - Persuasive Writing	3.0
ENGL 316 - Technical Communication	3.0

Complete at least 14 credit hours of TECHNICAL ELECTIVES from the following two requirements.

✓ **REQUIREMENT 3** Complete 8.0 hours from the following course(s)

Technical Electives:

EC EN 424 - Computer Systems	4.0
EC EN 425 - Real-Time Operating Systems	4.0
EC EN 427 - Embedded Systems	4.0

✓ **REQUIREMENT 4** Complete 6.0 hours from the following course(s)

Technical Electives. (Note: EC En courses will not double count.) Other courses may be approved by the department.

C S 340 - Software Design and Testing	3.0
C S 345 - Operating Systems Design	3.0
C S 360 - (Not currently offered)	
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 452 - Database Modeling Concepts	3.0
C S 455 - Computer Graphics	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0
C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
C S 484 - Parallel Processing	3.0
EC EN 360 - Electromagnetic Fields and Waves	4.0
EC EN 424 - Computer Systems	4.0
EC EN 425 - Real-Time Operating Systems	4.0
EC EN 427 - Embedded Systems	4.0
EC EN 443 - Communication and Power Circuits	4.0
EC EN 445 - Introduction to Mixed-Signal VLSI	4.0
EC EN 450 - Introduction to Semiconductor Devices	3.0
EC EN 452 - Experiments in Integrated Circuit Development	1.0
EC EN 462 - Electromagnetic Radiation and Propagation	2.0
EC EN 464 - Wireless Communication Circuits	2.0
EC EN 466 - Introduction to Optical Engineering	2.0
EC EN 483 - (EC En-Me En 431) Design of Control Systems	4.0
EC EN 485 - Introduction to Digital Communication Theory	4.0
EC EN 487 - Introduction to Discrete-Time Signal Processing	4.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 5**

Complete the department exit survey and interview.

Program Outcomes

Engineering Problems

An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

Engineering Design

An ability to apply engineering design to produce solutions that meet specified needs with consideration for public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factor.

Communication

An ability to communicate effectively with a range of audiences.

Ethics

An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Teamwork

An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Experimentation

An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Lifelong Learning

An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

↑Top

Computer Science

BS

Hours	74 - 77 Credit Hours
MAP	Major Academic Plan

Program Requirements

Computer science majors, especially those planning graduate work, are advised to acquire a strong background in mathematics, possibly a minor.

Personnel in the College of Physical and Mathematical Sciences Advisement Center will advise regarding core courses and suggested general education. Questions regarding curriculum and career decisions should be directed to the undergraduate advisor in the Computer Science Department.

Note: All hours of credit applied toward a major in computer science must be of C- or better and must be taken within eight years of declaring the computer science major. Any exceptions must be approved by the department. Students may choose to graduate under later requirements by updating their date of entry into the major at the college advisement center.

Note: No double counting is allowed within the major.

✓ **REQUIREMENT 1** Complete 10 courses

Core courses:

C S 142 - Introduction to Computer Programming	3.0
C S 224 - Introduction to Computer Systems	3.0
C S 235 - Data Structures and Algorithms	3.0
C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0
C S 252 - Introduction to Computational Theory	3.0
C S 312 - Algorithm Design and Analysis	3.0
C S 324 - Systems Programming	3.0
C S 340 - Software Design and Testing	3.0
C S 404 - Ethics and Computers in Society	2.0

✓ **REQUIREMENT 2** Complete 2 options

Supporting courses:

✓ **OPTION 2.1** Complete 5 courses

ENGL 316 - Technical Communication	3.0
MATH 112 - Calculus 1	4.0

MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0

✓ **OPTION 2.2** Complete 1 course

MATH 431 - Probability Theory	3.0
STAT 121 - Principles of Statistics	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 3** Complete 24.0 hours from the following option(s)

Complete a total of 8 courses (24 hours) from the following three groups:

✓ **OPTION 3.1** Complete up to 24.0 hours from the following course(s)

Complete 12-24 credit hours from the following courses. A MINIMUM OF 4 of the eight elective courses MUST BE from this group.

C S 330 - Concepts of Programming Languages	3.0
C S 345 - Operating Systems Design	3.0
C S 355 - Interactive Graphics and Image Processing	3.0
C S 401R - Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 412 - Linear Programming and Convex Optimization	3.0
C S 418 - Bioinformatics	3.0
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 450 - Introduction to Digital Signal and Image Processing	3.0
C S 452 - Database Modeling Concepts	3.0
C S 453 - Fundamentals of Information Retrieval	3.0
C S 455 - Computer Graphics	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0
C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
C S 479 - Natural Language Processing	3.0
C S 484 - Parallel Processing	3.0
C S 486 - Verification and Validation	3.0
C S 501R - Advanced Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 513 - Robust Control	3.0
C S 557 - Computer-Aided Geometric Design	3.0

Note: If C S 401R or C S 501R is chosen, it must be taken for three hours.

✓ **OPTION 3.2** Complete up to 9.0 hours from the following course(s)

Complete up to 9.0 credit hours from the following courses. Up to 3 of the eight elective courses could be from this group.

C S 256 - Designing the User Experience	3.0
C S 260 - Web Programming	3.0
C S 405 - Creating and Managing a Software Business	3.0
EC EN 424 - Computer Systems	4.0

EC EN 425 - Real-Time Operating Systems	4.0
IT 567 - Cyber Security and Penetration Testing	3.0
MATH 411 - Numerical Methods	3.0
MATH 485 - Mathematical Cryptography	3.0

✔ **OPTION 3.3** Complete up to 6.0 hours from the following course(s)

Complete up to 6.0 credit hours from the following courses. Up to 2 of the eight elective courses could be from this group.

C S 493R - Computing Competitions *You may take up to 3 credit hours.*	3.0
C S 494 - Capstone 1	3.0
C S 495 - Capstone 2	3.0
C S 497R - Undergraduate Research *You may take up to 6 credit hours.*	3.0
C S 498R - Undergraduate Special Projects *You may take up to 3 credit hours.*	3.0v

Note: If C S 493R, C S 497R, C S 498R, or C S 501R is chosen, it must be taken for three credit hours.

Program Outcomes

Computational Practice:

Students will implement significant programming projects. Students will perform analysis, specification, design, implementation, and testing resulting in quality computer software solutions. Students will use data structures, algorithms, programming languages, and software engineering techniques in their programming.

Computational Theory:

Students will use theoretical concepts in their programming. Students will have the theoretical computer science background and the mathematical and analytical maturity necessary to allow them to follow and adapt to technological changes in their discipline or to enter graduate programs in Computer Science. Students will use automata theory, mathematics, and abstraction to analyze problems and their algorithmic solutions.

Top

Computer Science

Minor

Hours	19 Credit Hours
MAP	Major Academic Plan

Program Requirements

Grades below C- are not allowed in minor courses.

✓ **REQUIREMENT 1** Complete 4 courses

C S 142 - Introduction to Computer Programming	3.0
C S 235 - Data Structures and Algorithms	3.0
C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0

✓ **REQUIREMENT 2** Complete 6.0 hours from the following option(s)

Complete a total of 2 courses (6.0 credit hours) from the following groups.

✓ **OPTION 2.1** Complete up to 6.0 hours from the following course(s)

Complete 1-2 elective courses (3-6 credit hours) from the following list:

C S 201R - Topics in Computer Science *You may take up to 3 credit hours.*	3.0
C S 224 - Introduction to Computer Systems	3.0
C S 252 - Introduction to Computational Theory	3.0
C S 256 - Designing the User Experience	3.0
C S 260 - Web Programming	3.0
C S 301R - Topics in Computer Science *You may take up to 3 credit hours.*	3.0
C S 312 - Algorithm Design and Analysis	3.0
C S 330 - Concepts of Programming Languages	3.0
C S 340 - Software Design and Testing	3.0
C S 345 - Operating Systems Design	3.0
C S 355 - Interactive Graphics and Image Processing	3.0
C S 401R - Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 412 - Linear Programming and Convex Optimization	3.0
C S 418 - Bioinformatics	3.0
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 450 - Introduction to Digital Signal and Image Processing	3.0
C S 452 - Database Modeling Concepts	3.0

C S 453 - Fundamentals of Information Retrieval	3.0
C S 455 - Computer Graphics	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0
C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
C S 479 - Natural Language Processing	3.0
C S 484 - Parallel Processing	3.0
C S 486 - Verification and Validation	3.0

Note: If C S 201R, C S 301$, or C S 401R is chosen, it must be taken for three credit hours.

✔ **OPTION 2.2** Complete up to 3.0 hours from the following course(s)

Complete 0-1 elective courses (0-3.0 credit hours) from the following list.

C S 493R - Computing Competitions *You may take up to 3 credit hours.*	3.0
C S 497R - Undergraduate Research *You may take up to 3 credit hours.*	3.0
C S 498R - Undergraduate Special Projects *You may take up to 3 credit hours.*	3.0v
C S 501R - Advanced Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 513 - Robust Control	3.0
C S 557 - Computer-Aided Geometric Design	3.0

Note: If C S 493R, C S 497R, C S 498R, or C S 501R is chosen, it must be taken for three credit hours.

Program Outcomes

Computational Practice:

Students use fundamental data structures, algorithms, and programming techniques to implement programming projects of moderate size.

Computational Theory:

Students have the theoretical computer science background necessary to allow them to follow and adapt to technological changes in their discipline. Students use fundamental mathematical abstraction to analyze problems and their algorithmic solutions.

Top

Computer Science: Animation

BS

Hours	78.5 - 79.5 Credit Hours
LEP	Limited Enrollment Program of 40 Students. Application Website
MAP	Major Academic Plan

Program Requirements

Grades below C- are not allowed in major courses.

✓ **REQUIREMENT 1** Complete 3 courses

Prerequisite Courses:

C S 142 - Introduction to Computer Programming	3.0
C S 235 - Data Structures and Algorithms	3.0
CSANM 150 - Introduction to Three-Dimensional Computer Graphics	1.5

Be admitted to the program.

✓ **REQUIREMENT 2** Complete 10 courses

Complete the following after being admitted to the program:

C S 224 - Introduction to Computer Systems	3.0
C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0
C S 252 - Introduction to Computational Theory	3.0
C S 312 - Algorithm Design and Analysis	3.0
C S 324 - Systems Programming	3.0
C S 340 - Software Design and Testing	3.0
C S 355 - Interactive Graphics and Image Processing	3.0
C S 404 - Ethics and Computers in Society	2.0
C S 455 - Computer Graphics	3.0

✓ **REQUIREMENT 3** Complete 8 courses

Supporting Courses:

CSANM 354 - Shader Programming	3.0
ENGL 316 - Technical Communication	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
TMA 102 - Introduction to Film	3.0

TMA 294 - History of Animation	3.0

✔ **REQUIREMENT 4** Complete 1 course

CSANM 450R - Advanced Senior Film Production 1	3.0
CSANM 459R - Interactive Animation Technology	3.0

✔ **REQUIREMENT 5** Complete 1 course

STAT 121 - Principles of Statistics	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✔ **REQUIREMENT 6** Complete 1 course

Note: If C S 401R is chosen, it must be taken for three hours.

C S 256 - Designing the User Experience	3.0
C S 260 - Web Programming	3.0
C S 330 - Concepts of Programming Languages	3.0
C S 345 - Operating Systems Design	3.0
C S 401R - Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 412 - Linear Programming and Convex Optimization	3.0
C S 418 - Bioinformatics	3.0
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 450 - Introduction to Digital Signal and Image Processing	3.0
C S 452 - Database Modeling Concepts	3.0
C S 453 - Fundamentals of Information Retrieval	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0
C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
C S 479 - Natural Language Processing	3.0
C S 484 - Parallel Processing	3.0
C S 486 - Verification and Validation	3.0
EC EN 425 - Real-Time Operating Systems	4.0

✔ **REQUIREMENT 7** Complete 1 course

Note: If C S 401R, C S 498R, or C S 501R is chosen, it must be taken for three hours.

C S 401R - Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 412 - Linear Programming and Convex Optimization	3.0
C S 418 - Bioinformatics	3.0
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 450 - Introduction to Digital Signal and Image Processing	3.0
C S 452 - Database Modeling Concepts	3.0
C S 453 - Fundamentals of Information Retrieval	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0

C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
C S 479 - Natural Language Processing	3.0
C S 484 - Parallel Processing	3.0
C S 486 - Verification and Validation	3.0
C S 498R - Undergraduate Special Projects *You may take up to 3 credit hours.*	3.0v
CHEM 500 - (Chem-C S-Geol-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math	1.5
C S 501R - Advanced Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 513 - Robust Control	3.0
C S 557 - Computer-Aided Geometric Design	3.0
CSANM 351R - Lighting for Three-Dimensional Graphics	3.0
CSANM 355 - Photography for Animation	3.0
CSANM 452R - Advanced Senior Film Production 2	3.0
CSANM 458 - Three-Dimensional Visual Effects	3.0
EC EN 425 - Real-Time Operating Systems	4.0

✔ **REQUIREMENT 8** Complete 1 course

ARTHC 111 - Introduction to Art History	3.0
ARTHC 202 - World Civilization Since 1500	3.0
TECH 201 - History of Creativity and Innovation in the Arts, Science, and Technology 1	3.0

Program Outcomes

Computational Practice:

Students will implement significant programming projects. Students will perform analysis, specification, design, implementation, and testing resulting in quality computer software solutions. Students will use data structures, algorithms, programming languages, and software engineering techniques in their programming.

Computational Theory:

Students will use theoretical concepts in their programming. Students will have the theoretical computer science background and the mathematical and analytical maturity necessary to allow them to follow and adapt to technological changes in their discipline or to enter graduate programs in Computer Science. Students will use automata theory, mathematics, and abstraction to analyze problems and their algorithmic solutions.

↑Top

Computer Science: Bioinformatics

BS

Hours	85 Credit Hours
MAP	Major Academic Plan

Program Requirements

Personnel in the College of Physical and Mathematical Sciences Advisement Center will advise regarding core courses and suggested general education. Questions regarding curriculum and career decisions should be directed to the undergraduate advisor in the Computer Science Department.

Note: All hours of credit applied toward a major in computer science must be of C- or better and must be taken within eight years of declaring the computer science major. Any exceptions must be approved by the department. Students may choose to graduate under later requirements by updating their date of entry into the major at the college advisement center.

✓ **REQUIREMENT 1** Complete 11 courses

Core courses:

C S 142 - Introduction to Computer Programming	3.0
C S 224 - Introduction to Computer Systems	3.0
C S 235 - Data Structures and Algorithms	3.0
C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0
C S 252 - Introduction to Computational Theory	3.0
C S 312 - Algorithm Design and Analysis	3.0
C S 324 - Systems Programming	3.0
C S 340 - Software Design and Testing	3.0
C S 404 - Ethics and Computers in Society	2.0
C S 418 - Bioinformatics	3.0

✓ **REQUIREMENT 2** Complete 2 options

Supporting courses:

✓ **OPTION 2.1** Complete 10 courses

BIO 130 - Biology	4.0

BIO 465 - Bioinformatics	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
ENGL 316 - Technical Communication	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MMBIO 240 - Molecular Biology	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PWS 340 - Genetics	3.0

✔ **OPTION 2.2** Complete 1 course

STAT 121 - Principles of Statistics	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✔ **REQUIREMENT 3** Complete 18.0 hours from the following option(s)

Complete a total of 6 elective courses (18.0 credit hours) from the following options. Note: If C S 401R, 497R, or 498R is chosen, it must be taken for 3 hours.

✔ **OPTION 3.1** Complete up to 18.0 hours from the following course(s)

Complete 4-6 elective courses (12-18 credit hours) from the following list:

BIO 463 - Genetics of Human Disease	3.0
C S 260 - Web Programming	3.0
C S 401R - Topics in Computer Science *You may take up to 3 credit hours.*	3.0v
C S 412 - Linear Programming and Convex Optimization	3.0
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 450 - Introduction to Digital Signal and Image Processing	3.0
C S 452 - Database Modeling Concepts	3.0
C S 453 - Fundamentals of Information Retrieval	3.0
C S 455 - Computer Graphics	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0
C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
C S 479 - Natural Language Processing	3.0
C S 484 - Parallel Processing	3.0
C S 486 - Verification and Validation	3.0

✔ **OPTION 3.2** Complete up to 6.0 hours from the following course(s)

Complete 0-2 elective courses (0-6.0 credit hours) from the following list:

C S 493R - Computing Competitions *You may take up to 3 credit hours.*	3.0
C S 494 - Capstone 1	3.0
C S 495 - Capstone 2	3.0
C S 497R - Undergraduate Research *You may take up to 6 credit hours.*	3.0
C S 498R - Undergraduate Special Projects *You may take up to 3 credit hours.*	3.0v

Program Outcomes

Biological Background

Students understand the biological concepts that will allow them to write impactful bioinformatics algorithms.

Computational Practice

Students can implement significant programming projects. Students will perform analysis, specification, design, implementation, and testing resulting in quality computer software solutions. Students will use data structures, algorithms, programming languages, and software engineering techniques in their programming.

Computational Theory

Students will use theoretical concepts in their programming. Students will have the theoretical computer science background and the mathematical and analytical maturity necessary to allow them to follow and adapt to technological changes in their discipline or to enter graduate programs in Computer Science. Students will use automata theory, mathematics, and abstraction to analyze problems and their algorithmic solutions.

↑Top

Computer Science Teaching

Minor

Hours	22 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 120 MCKB, (801) 422-3426.

For students accepted into the minor after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

✓ **REQUIREMENT 1** Complete 6 courses

C S 142 - Introduction to Computer Programming	3.0
C S 224 - Introduction to Computer Systems	3.0
C S 235 - Data Structures and Algorithms	3.0
C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0
TES 377 - Teaching Methods in Technology Education	2.0

✓ **REQUIREMENT 2** Complete 1 course

C S 477R - Secondary Minor Student Teaching	4.0

FBI fingerprinting and background clearance must be completed.

Program Outcomes

Computational Practice:

Students are versed in the fundamentals of computer practice at a level sufficient for high school teaching, including the basics of programming, data structures, and algorithms.

Computational Theory:

Students have a fundamental theoretical computer science background sufficient for high school teaching.

↑Top

Construction and Facilities Management: Construction Management

BS

Hours	83 - 85 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students receiving C- or lower grades in required courses will be placed on department probationary status.

✓ **REQUIREMENT 1** Complete 16 courses

ACC 200 - Principles of Accounting	3.0
CFM 105 - Introduction to Construction and Facilities Management	3.0
CFM 155 - Construction Modeling	3.0
CFM 210 - Light Structural Systems	3.0
CFM 241 - Electrical Systems in Construction	2.0
CFM 311 - Estimating Processes and Spreadsheets	4.0
CFM 320 - Mechanical Systems	3.0
CFM 385 - Construction Contracts and Law	3.0
CFM 412 - Construction Scheduling and Cost Control	3.0
CFM 415 - Construction Project Management and Control	3.0
CFM 426 - Real Estate Principles and Development	4.0
CFM 445 - Construction Company Operations and Management	4.0
CFM 460 - Sustainability and Regulatory Building Solutions	3.0
ENG T 231 - Foundations of Global Leadership	3.0
MATH 111 - Trigonometry	2.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 1 course

ENGL 316 - Technical Communication	3.0
M COM 320 - Communication in Organizational Settings	3.0

✓ **REQUIREMENT 3** Complete 2.5 hours from the following course(s)

Complete five enrollments of the following (cannot be taken the same semester as CFM 491):

CFM 291R - Undergraduate Seminar *You may take this course up to 5 times.*	0.5

✓ **REQUIREMENT 4** Complete 1 course

Complete the following during the next-to-last semester before graduation.

CFM 491 - Senior Seminar	0.5

✓ **REQUIREMENT 5** Complete 9 courses

Emphasis courses:

CFM 213 - Construction Surveying and Layout	2.0
CFM 217 - Concrete, Masonry, and Asphalt	3.0
CFM 302 - Structures and Strength of Materials Fundamentals	4.0
CFM 335 - Construction Equipment and Soils Mechanics	3.0
CFM 345 - Construction Safety Management	2.0
CFM 411 - Pre-Construction Services	4.0
CFM 416 - Capstone	3.0
ECON 110 - Economic Principles and Problems	3.0
PHSCS 105 - General Physics 1	3.0

✓ **REQUIREMENT 6** Complete 1 option

Complete one course from one of the following options:

✓ **OPTION 6.1** Complete 1 course

Facilities and Property Management option:

CFM 330 - Advanced Mechanical, Electrical, and Plumbing Systems	3.0
CFM 400 - Managing High Performance Buildings	3.0
CFM 420 - Commercial Real Estate Management	3.0

✓ **OPTION 6.2** Complete 1 course

Architecture option:

ARTHC 329 - Renaissance and Baroque Architecture	3.0
ARTHC 365 - American Architecture	3.0
ARTHC 367 - Modern Architecture	3.0

✓ **OPTION 6.3** Complete 1 course

Business Management option:

BUS M 241 - Marketing Management	3.0
FIN 201 - Principles of Finance	3.0
ORG B 320 - Organizational Effectiveness	3.0

✓ **OPTION 6.4** Complete 1 course

Mentored Student Experience option:

CFM 317R - Capstone 2 - Competition	1.0
CFM 318R - Capstone 2 - International	1.0
CFM 399R - Capstone Internship	3.0v

Students in the Construction and Facilities Management program must attend BYU during a spring or summer term, taking two required CFM courses.

Students must complete 300 hours of pre-approved construction/facilities-related work after declaring the major and must submit a report during the CFM 491 class.

✓ REQUIREMENT 7

Complete department packet and exit interview.

Program Outcomes

Communication

Effectively communicate orally, graphically and in writing.

Ethical and Moral Leadership

Promote moral and ethical leadership in the global marketplace.

Design and Pre-Contruction

Influence project design and to manage pre-construction activities.

Project Management

Control project schedule, cost, quality, and risk.

Financial & Property Mangement

Analyze the risk and feasibility of real estate projects throughout their life-cycles.

Technical and Professional Competency

Manage technical areas such as mechanical, electrical, and structural systems.

Safety, Security, Sustainability, Regulatory Compliance

Create programs and processes for safety, security, sustainability and regulatory compliance.

Technology and Innovation

Utilize cutting-edge technologies to find innovative solutions.

Analytical Thinking and Problem Solving

Think analytically and to solve problems.

Experiential Learning

Gain learning through applied industry experience, service and life-long learning.

Top

Construction and Facilities Management: Facilities Management

BS

Hours	81 - 83 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 18 courses

ACC 200 - Principles of Accounting	3.0
CFM 105 - Introduction to Construction and Facilities Management	3.0
CFM 155 - Construction Modeling	3.0
CFM 210 - Light Structural Systems	3.0
CFM 241 - Electrical Systems in Construction	2.0
CFM 311 - Estimating Processes and Spreadsheets	4.0
CFM 320 - Mechanical Systems	3.0
CFM 345 - Construction Safety Management	2.0
CFM 385 - Construction Contracts and Law	3.0
CFM 400 - Managing High Performance Buildings	3.0
CFM 412 - Construction Scheduling and Cost Control	3.0
CFM 415 - Construction Project Management and Control	3.0
CFM 426 - Real Estate Principles and Development	4.0
CFM 445 - Construction Company Operations and Management	4.0
CFM 460 - Sustainability and Regulatory Building Solutions	3.0
ENG T 231 - Foundations of Global Leadership	3.0
MATH 111 - Trigonometry	2.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 1 course

ENGL 316 - Technical Communication	3.0
M COM 320 - Communication in Organizational Settings	3.0

✓ **REQUIREMENT 3** Complete 2.5 hours from the following course(s)

Complete five enrollments of the following (cannot be taken the same semester as CFM 491):

CFM 291R - Undergraduate Seminar *You may take this course up to 5 times.*	0.5

✓ **REQUIREMENT 4** Complete 1 course

Complete one registration of CFM 491 during the next-to-last semester before graduation.

CFM 491 - Senior Seminar	0.5

✓ **REQUIREMENT 5** Complete 5 courses

Emphasis courses:

CFM 110 - Fundamentals of Facility and Property Management	3.0
CFM 330 - Advanced Mechanical, Electrical, and Plumbing Systems	3.0
CFM 340 - Operations and Maintenance	3.0
CFM 420 - Commercial Real Estate Management	3.0
ORG B 327 - Human Resource Management	3.0

✓ **REQUIREMENT 6** Complete 1 course

Note: If CFM 494R is chosen, at least 1.0 credit hour must be taken.

BUS M 241 - Marketing Management	3.0
CFM 217 - Concrete, Masonry, and Asphalt	3.0
CFM 302 - Structures and Strength of Materials Fundamentals	4.0
CFM 318R - Capstone 2 - International	1.0
CFM 335 - Construction Equipment and Soils Mechanics	3.0
CFM 411 - Pre-Construction Services	4.0
CFM 416 - Capstone	3.0
CFM 494R - Special Problems in Construction and Facilities Management	3.0v
FIN 201 - Principles of Finance	3.0
ORG B 320 - Organizational Effectiveness	3.0

✓ **REQUIREMENT 7** Complete 2.0 hours from the following course(s)

Complete two credit hours of the following:

CFM 199R - Technical Internship	3.0v

✓ **REQUIREMENT 8** Complete 3.0 hours from the following course(s)

Complete three credit hours of the following:

CFM 399R - Capstone Internship	3.0v

Students in the Construction and Facilities Management program must attend BYU during a spring or summer term, taking two required CFM courses.

Students must complete 300 hours of pre-approved construction/facilities-related work after declaring the major and must submit a report during the CFM 491 class.

✓ **REQUIREMENT 9**

Complete department packet and exit interview.

Program Outcomes

Managing Facility Financial Resources

Understand and apply principles for managing facility financial resources.

Managing Construction Projects

Demonstrate how to manage construction projects.

Facility Building Systems

Demonstrate how to manage construction projects.

Space Planning and Design Programming

Understand and apply facility space planning and design programming techniques.

Safety, Security, and Regulatory Compliance

Design safety, security, and regulatory compliance programs for facilities.

Energy and Sustainability

Design energy and sustainability facility programs.

Facility Technology Systems

Understand and demonstrate facility technology systems.

Experience

Apply facility learning through internships and other practicum experiences.

Moral and Ethical Standards

Live high moral and ethical standards.

Life-Long Learning

Pursue lifelong learning.

Leadership, Management, and Innovation

Understand and apply leadership, management and innovation skills.

Top

Contemporary Dance

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 option

Before being accepted into the minor, a student must either complete A. or B. below:

✓ **OPTION 1.1** Complete 1 course

A. Complete Dance 241R with a grade of B- or better.

DANCE 241R - Contemporary Modern Dance, Technique and Theory 2	2.0

B. Pass a dance audition for acceptance into the minor. Please see the Dance Department for further details.

The Dance Department requires a minimum of 10.5 hours to be completed in residency at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 2** Complete 2 courses

Core courses:

DANCE 260 - Introduction to Dance	3.0
DANCE 264 - Music for Dancers	2.0

✓ **REQUIREMENT 3** Complete 4 courses

Note: Dance 362 must be a contemporary dance section.

DANCE 243R - Studio Workshop in Contemporary Modern Dance Technique and Theory	2.5
DANCE 244R - Studio Workshop in Contemporary Modern Dance Improvisation and Choreography	1.0
DANCE 362 - Contemporary Modern Dance Choreography Intermediate	2.0
DANCE 363R - Dance Improvisation, Intermediate	1.0

✓ **REQUIREMENT 4** Complete 1 course

DANCE 365 - Creative Dance for Elementary Education	2.0
DANCE 366 - Methods of Teaching Contemporary Modern Dance	2.0
DANCE 367 - Methods of Teaching Children's Creative Dance	2.0

✓ **REQUIREMENT 5** Complete 2.0 hours from the following course(s)

Note: R-suffix courses may not be taken more than once for minor credit.

DANCE 340R - Contemporary Modern Dance, Technique and Theory 3 *You may take this course up to 1 time.*	2.5
DANCE 348R - Kinnect *You may take this course up to 1 time.*	2.0v
DANCE 365 - Creative Dance for Elementary Education	2.0
DANCE 366 - Methods of Teaching Contemporary Modern Dance	2.0
DANCE 367 - Methods of Teaching Children's Creative Dance	2.0
DANCE 368R - DancEnsemble - Contemporary Dance Performance and Choreography *You may take this course up to 1 time.*	2.0v
DANCE 462R - Contemporary Modern Dance Choreography, Advanced *You may take this course up to 1 time.*	2.0
DANCE 468R - Contemporary Dance Theatre *You may take this course up to 1 time.*	2.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Creative Writing

Minor

Hours	19.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

The English Department requires a minimum of 12 hours of course work to be taken in residency at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

REQUIREMENT 1 Complete 1 option

OPTION 1.1 Complete 5 groups

ENGLISH MAJORS TRACK

GROUP 1.1.1 Complete 1 course

ENGL 218 - Creative Writing	3.0

GROUP 1.1.2 Complete 2 courses

ENGL 333 - The English Novel	3.0
ENGL 336 - The American Novel	3.0
ENGL 337R - Advanced Studies in Genre	3.0
ENGL 339 - Studies in Nonfiction	3.0
ENGL 359 - The Short Story	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 420 - Young Adult Literature	3.0

GROUP 1.1.3 Complete 2 courses

ENGL 317R - Writing Creative Nonfiction	3.0
ENGL 318R - Writing Fiction	3.0
ENGL 319R - Writing Poetry	3.0
ENGL 320R - Writing for Children and Adolescents	3.0

GROUP 1.1.4 Complete 2 courses

ENGL 401 - Creative Writing Minor Capstone	1.0
ENGL 419R - Advanced Creative Writing Practice and Theory	3.0

GROUP 1.1.5 Complete 1 course

ENGL 321R - English Department Reading Series	1.0

OPTION 1.2 Complete 6 groups

NON-ENGLISH MAJORS TRACK

✔ **GROUP 1.2.1** Complete 1 course

ENGL 218 - Creative Writing	3.0

✔ **GROUP 1.2.2** Complete 1 course

ENGL 251 - Introduction to English Studies	3.0

✔ **GROUP 1.2.3** Complete 1 course

ENGL 291 - British Literary History 1	3.0
ENGL 292 - British Literary History 2	3.0
ENGL 293 - American Literary History	3.0

✔ **GROUP 1.2.4** Complete 2 courses

ENGL 317R - Writing Creative Nonfiction	3.0
ENGL 318R - Writing Fiction	3.0
ENGL 319R - Writing Poetry	3.0
ENGL 320R - Writing for Children and Adolescents	3.0

✔ **GROUP 1.2.5** Complete 2 courses

ENGL 401 - Creative Writing Minor Capstone	1.0
ENGL 419R - Advanced Creative Writing Practice and Theory	3.0

✔ **GROUP 1.2.6** Complete 1 course

ENGL 321R - English Department Reading Series	1.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Dance

BA

Hours	53.5 - 55.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

A screening is required for placement and registration in technique courses and for mandatory advisement. Students will be assigned a faculty advisor after completing the pre-BA requirements and screening.

Dance technique courses (including Dance 243R and 244R) require a grade of at least B- for advancement to next level.

The Dance Department requires a minimum of 30 hours of dance credit to be taken in residency at BYU's Provo campus for this degree program. BYU Independent Study courses do not count toward residency. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Students must complete annual mandatory advisement.

Complete the requirements in the Dance BA Pre-Major.

✓ **REQUIREMENT 1** Complete 1 course

Note: PDBio 220 is preferred.

PDBIO 210 - Human Anatomy (with virtual lab)	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0

✓ **REQUIREMENT 2** Complete 2 options

✓ **OPTION 2.1** Complete 1 course

Note: Student must meet minimal screening criteria for strength, stamina, and overall fitness for successful completion of this course.

DANCE 230 - Conditioning and Injury Prevention for Dance	2.0

✓ **OPTION 2.2** Complete 2 courses

DANCE 241R - Contemporary Modern Dance, Technique and Theory 2	2.0
DANCE 290 - Ballet Accelerated Technique 1	1.5

✓ **REQUIREMENT 3** Complete 9 courses

Note: Qualified students may substitute higher-level technique courses for required lower-level *technique courses with permission from the Dance Department.*

DANCE 243R - Studio Workshop in Contemporary Modern Dance Technique and Theory	2.5
DANCE 244R - Studio Workshop in Contemporary Modern Dance Improvisation and Choreography	1.0
DANCE 261 - Freshman Seminar in Dance	1.0
DANCE 264 - Music for Dancers	2.0
DANCE 291R - Ballet Technique 2	2.5
DANCE 342 - Kinesiology for Dancers	4.0
DANCE 459 - Seminar in Dance	1.0
DANCE 460 - Dance History 1: Lineage-Based Dance through Classical Ballet	2.0
DANCE 461 - Dance History 2: Early Modern Dance through Present Day	2.0

✔ **REQUIREMENT 4** Complete 1 course

Courses not selected in core requirements can be taken as an elective.

DANCE 362 - Contemporary Modern Dance Choreography Intermediate	2.0
DANCE 377 - World Dance Choreography	2.0
DANCE 387 - Ballroom Dance Choreography	2.0
DANCE 397 - Ballet Choreography	2.0

✔ **REQUIREMENT 5** Complete 1 course

DANCE 343 - Principles of Somatics	2.0
DANCE 351 - Laban Movement Analysis	2.0

✔ **REQUIREMENT 6** Complete 1 course

DANCE 354 - Dance and Identity	2.0
DANCE 356 - (Not currently offered)	
DANCE 357 - Dance - A Reflection of Culture	2.0
DANCE 358 - Dance and Film	2.0
DANCE 359R - Special Topics and Issues	2.0

✔ **REQUIREMENT 7** Complete 3 options

Complete one course from each of the following categories:

✔ **OPTION 7.1** Complete 1 course

1. Foot Articulation:

DANCE 135 - Tap Dance, Beginning	1.0
DANCE 171 - American Clog Dance, Beginning	1.0
DANCE 174 - Irish Dance, Beginning	1.0
DANCE 235 - Tap Dance Technique 1	1.0
DANCE 271 - American Clog Dance Technique 1	1.0
DANCE 274R - Irish Dance Technique 1	1.0
DANCE 335R - Tap Dance Technique 2	1.0
DANCE 371R - Clog Dance Technique 2	1.0
DANCE 374R - Irish Dance Technique 2	1.0
DANCE 474R - Percussive Step Styles	1.0

✔ **OPTION 7.2** Complete 1 course

2. Partnering:

DANCE 172 - Western: Square and Traditional American Dance, Beginning	1.0
DANCE 184 - Ballroom Dance, International Beginning	1.0
DANCE 185 - Latin Dance, International Beginning	1.0
DANCE 273 - Hungarian Dance Technique 1	1.0
DANCE 278 - Ukrainian Dance Technique 1	1.0
DANCE 280 - Social Dance, Technique 1	1.0
DANCE 284 - Ballroom Dance, International Technique 1	1.0
DANCE 285 - Latin Dance, International Technique 1	1.0
DANCE 364 - Contemporary Partnering	1.0
DANCE 373 - Hungarian Dance Technique 2	1.0
DANCE 380R - Social Dance, Technique 2	1.0
DANCE 382R - Ballroom Dance, International Technique 2	1.0
DANCE 383R - Latin Dance, International Technique 2	1.0
DANCE 384R - Ballroom Dance, International Technique 3	1.0
DANCE 385R - Latin Dance, International Technique 3	1.0
DANCE 480R - Social Dance, Technique 3	1.0
DANCE 484R - Ballroom Dance, International Technique 4	1.0
DANCE 485R - Latin Dance, International Technique 4	1.0
DANCE 495R - Pas de Deux	1.0

✔ **OPTION 7.3** Complete 1 course

3. Cultural Dance:

DANCE 174 - Irish Dance, Beginning	1.0
DANCE 175 - Polynesian Dance, Beginning	1.0
DANCE 245 - Urban and Street Dance Forms	1.0
DANCE 270 - World Dance Technique 1	1.0
DANCE 272 - Chinese Dance Technique 1	1.0
DANCE 273 - Hungarian Dance Technique 1	1.0
DANCE 274R - Irish Dance Technique 1	1.0
DANCE 275 - Polynesian Dance Technique 1	1.0
DANCE 277 - Spanish Dance Technique 1	1.0
DANCE 278 - Ukrainian Dance Technique 1	1.0
DANCE 279 - Indian Dance: Practice and Theory, Technique 1	1.0
DANCE 370 - World Dance Technique 2	1.0
DANCE 373 - Hungarian Dance Technique 2	1.0
DANCE 374R - Irish Dance Technique 2	1.0

Note 1: Cultural dance technique courses are offered on a rotation basis. Please see the department for a rotation schedule.

Note 2: One course may fulfill two of the required foot articulation, partnering, and cultural dance categories, possibly reducing the number of enrollments for this requirement from three to two: Dance 174, 274R, 277, or 374R will satisfy both articulation and cultural categories; Dance 273, 278, 373 will satisfy both partnering and cultural categories.

✔ **REQUIREMENT 8** Complete 8.0 hours from the following course(s)

Complete 8 hours from the following technique courses (at least 7.0 hours must be from courses 300 and above):

DANCE 192 - Character Dance	1.0
DANCE 231R - Jazz Dance Technique 1	1.0

DANCE 235 - Tap Dance Technique 1	1.0
DANCE 245 - Urban and Street Dance Forms	1.0
DANCE 270 - World Dance Technique 1	1.0
DANCE 271 - American Clog Dance Technique 1	1.0
DANCE 272 - Chinese Dance Technique 1	1.0
DANCE 273 - Hungarian Dance Technique 1	1.0
DANCE 274R - Irish Dance Technique 1	1.0
DANCE 275 - Polynesian Dance Technique 1	1.0
DANCE 277 - Spanish Dance Technique 1	1.0
DANCE 278 - Ukrainian Dance Technique 1	1.0
DANCE 279 - Indian Dance: Practice and Theory, Technique 1	1.0
DANCE 280 - Social Dance, Technique 1	1.0
DANCE 281 - Country Western Social Dance, Intermediate	1.0
DANCE 284 - Ballroom Dance, International Technique 1	1.0
DANCE 285 - Latin Dance, International Technique 1	1.0
DANCE 294R - Ballet Technique, Men	1.0
DANCE 331R - Jazz Dance Technique 2	1.5
DANCE 335R - Tap Dance Technique 2	1.0
DANCE 340R - Contemporary Modern Dance, Technique and Theory 3 *You may take up to 8 credit hours.*	2.5
DANCE 341R - Contemporary Modern Dance Technique Forms	2.5
DANCE 370 - World Dance Technique 2	1.0
DANCE 371R - Clog Dance Technique 2	1.0
DANCE 373 - Hungarian Dance Technique 2	1.0
DANCE 374R - Irish Dance Technique 2	1.0
DANCE 380R - Social Dance, Technique 2 *You may take up to 8 credit hours.*	1.0
DANCE 382R - Ballroom Dance, International Technique 2 *You may take up to 8 credit hours.*	1.0
DANCE 383R - Latin Dance, International Technique 2	1.0
DANCE 384R - Ballroom Dance, International Technique 3 *You may take up to 8 credit hours.*	1.0
DANCE 385R - Latin Dance, International Technique 3 *You may take up to 8 credit hours.*	1.0
DANCE 390R - Ballet Technique 3 *You may take up to 8 credit hours.*	2.5
DANCE 391R - Ballet Technique 4 *You may take up to 8 credit hours.*	2.5
DANCE 392R - Ballet Pointe 1	0.5
DANCE 393R - Ballet Pointe 2 *You may take up to 8 credit hours.*	1.0
DANCE 440R - Contemporary Modern Dance Technique and Theory 4 *You may take up to 8 credit hours.*	2.5
DANCE 474R - Percussive Step Styles	1.0
DANCE 480R - Social Dance, Technique 3	1.0
DANCE 484R - Ballroom Dance, International Technique 4 *You may take up to 8 credit hours.*	1.0
DANCE 485R - Latin Dance, International Technique 4 *You may take up to 8 credit hours.*	1.0
DANCE 490R - Ballet Technique 5 *You may take up to 8 credit hours.*	3.0
DANCE 494R - Ballet Pointe/Variations *You may take up to 8 credit hours.*	0.5
DANCE 495R - Pas de Deux *You may take up to 8 credit hours.*	1.0

✔ **REQUIREMENT 9** Complete 2.0 hours from the following course(s)

Teaching Methods courses:

DANCE 365 - Creative Dance for Elementary Education	2.0
DANCE 366 - Methods of Teaching Contemporary Modern Dance	2.0
DANCE 367 - Methods of Teaching Children's Creative Dance	2.0
DANCE 376 - Methods of Teaching World Dance	2.0
DANCE 386 - Methods of Teaching Social Dance	2.0
DANCE 396 - Methods of Teaching Ballet	2.0
DANCE 486 - Theory and Notation of International Ballroom Dance	2.0
DANCE 487 - Theory and Notation of International Latin Dance	2.0

✔ **REQUIREMENT 10** Complete 2 courses

Complete two semesters (2-4 hours) from the following Performance Company options:

DANCE 229R - Dance Performance 1 *You may take up to 4 credit hours.*	3.0v
DANCE 348R - Kinnect *You may take up to 4 credit hours.*	2.0v
DANCE 368R - DancEnsemble - Contemporary Dance Performance and Choreography *You may take up to 4 credit hours.*	2.0v
DANCE 378R - Folk Dance Performance, Intermediate *You may take up to 4 credit hours.*	1.0
DANCE 388R - Ballroom Dance Performance, Intermediate *You may take up to 4 credit hours.*	1.0
DANCE 398R - Ballet Showcase Company *You may take up to 4 credit hours.*	2.0
DANCE 429R - Dance Performance 2 *You may take up to 4 credit hours.*	3.0v
DANCE 468R - Contemporary Dance Theatre *You may take up to 4 credit hours.*	2.0
DANCE 478R - Folk Dance Performance Company *You may take up to 4 credit hours.*	2.0
DANCE 488R - Ballroom Dance Performance Company *You may take up to 4 credit hours.*	2.0
DANCE 489R - Preparation for Ballroom Dance Competitions *You may take up to 4 credit hours.*	1.0
DANCE 498R - Theatre Ballet *You may take up to 4 credit hours.*	2.0

✔ **REQUIREMENT 11** Complete 6.0 hours from the following option(s)

✔ **OPTION 11.1** Complete 6.0 hours from the following course(s)

DANCE 245 - Urban and Street Dance Forms	1.0
DANCE 326 - Dance for the Elementary Classroom	2.0
DANCE 332R - Cougarette Collegiate Performing Team	2.0
DANCE 343 - Principles of Somatics	2.0
DANCE 351 - Laban Movement Analysis	2.0
DANCE 354 - Dance and Identity	2.0
DANCE 355 - Dance Production, Introduction	2.0
DANCE 356 - (Not currently offered)	
DANCE 357 - Dance - A Reflection of Culture	2.0
DANCE 358 - Dance and Film	2.0
DANCE 359R - Special Topics and Issues	2.0

You may take this course up to 1 time.	
DANCE 361 - Music Dance Theatre Choreographic Styles	2.0
DANCE 362 - Contemporary Modern Dance Choreography Intermediate	2.0
DANCE 363R - Dance Improvisation, Intermediate	1.0
DANCE 364 - Contemporary Partnering	1.0
DANCE 365 - Creative Dance for Elementary Education	2.0
DANCE 366 - Methods of Teaching Contemporary Modern Dance	2.0
DANCE 367 - Methods of Teaching Children's Creative Dance	2.0
DANCE 376 - Methods of Teaching World Dance	2.0
DANCE 377 - World Dance Choreography	2.0
DANCE 386 - Methods of Teaching Social Dance	2.0
DANCE 387 - Ballroom Dance Choreography	2.0
DANCE 396 - Methods of Teaching Ballet	2.0
DANCE 397 - Ballet Choreography	2.0
DANCE 399R - (Not currently offered)	
DANCE 462R - Contemporary Modern Dance Choreography, Advanced	2.0
DANCE 469 - Capstone in Dance	2.0
DANCE 486 - Theory and Notation of International Ballroom Dance	2.0
DANCE 487 - Theory and Notation of International Latin Dance	2.0
DANCE 500R - Studies in Dance *You may take up to 6 credit hours.*	3.0v
DANCE 540R - Advanced Dance Technique in a Workshop Setting *You may take up to 6 credit hours.*	4.0v
DANCE 544R - Advanced Studio Workshop *You may take up to 6 credit hours.*	4.0v

Note: R courses may count only once to complete this requirement, with the exception of Dance 399R, 500R, 540R and 544R.

Program Outcomes

Technical Skill and Artistry

Students will demonstrate advanced technical and artistic skill in one dance genre, and intermediate skill in another.

Choreography, Performance, Teaching, or Research

Students will demonstrate competency in a self-selected dance specialty such as pedagogy, performance, choreography, [or research.]

Research and Theory

Students will examine, synthesize, and apply theory within a comprehensive dance curriculum. The BA curriculum includes studies in dance history, cultural studies, dance sciences, somatics, and music.

Professionalism

Students will model professional behavior and practice.

Spiritual Values and Ethical Issues

Students will critically examine spiritual, ethical, and professional issues relevant to dance.

↑Top

Dance

BFA

Hours	74.5 - 75 Credit Hours
LEP	Limited Enrollment Program.
MAP	Major Academic Plan

Program Requirements

This is a limited-enrollment program requiring that students pass an audition and receive departmental acceptance. Please see the Dance department for information regarding requirements for application to this major.

Proficiency audition is required for placement and registration in technique courses.

Students are required to participate in regular proficiency assessments and are subject to being transferred from the BFA program into the BA program if proficiencies are not maintained.

Dance technique courses (including Dance 243R and 244R) require a grade of at least B- for advancement to the next level.

The Dance Department requires a minimum of 30 hours of dance credit to be taken in residency at BYU's Provo campus for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 1 course

Complete the following prerequisite course:

PDBIO 220 - Human Anatomy (with lab)	3.0

✓ **REQUIREMENT 2** Complete 2 options

✓ **OPTION 2.1** Complete 11 courses

DANCE 230 - Conditioning and Injury Prevention for Dance	2.0
DANCE 261 - Freshman Seminar in Dance	1.0
DANCE 264 - Music for Dancers	2.0
DANCE 342 - Kinesiology for Dancers	4.0
DANCE 343 - Principles of Somatics	2.0
DANCE 351 - Laban Movement Analysis	2.0
DANCE 355 - Dance Production, Introduction	2.0
DANCE 459 - Seminar in Dance	1.0
DANCE 460 - Dance History 1: Lineage-Based Dance through Classical Ballet	2.0
DANCE 461 - Dance History 2: Early Modern Dance through Present Day	2.0
DANCE 469 - Capstone in Dance	2.0

✔ **OPTION 2.2** Complete 1 course

DANCE 356 - (Not currently offered)	
DANCE 358 - Dance and Film	2.0

✔ **REQUIREMENT 3** Complete 2 courses

Note: Qualified students may substitute higher-level technique courses for required lower-level technique courses with permission from the Dance Department.

DANCE 241R - Contemporary Modern Dance, Technique and Theory 2	2.0
DANCE 291R - Ballet Technique 2	2.5

✔ **REQUIREMENT 4** Complete 4 courses

Complete 2 semesters in each of the following intermediate technique courses:

DANCE 243R - Studio Workshop in Contemporary Modern Dance Technique and Theory *You may take this course up to 2 times.*	2.5
DANCE 390R - Ballet Technique 3 *You may take this course up to 2 times.*	2.5

✔ **REQUIREMENT 5** Complete 10.0 hours from the following course(s)

Advanced technique:

DANCE 340R - Contemporary Modern Dance, Technique and Theory 3 *You may take this course up to 4 times.*	2.5
DANCE 341R - Contemporary Modern Dance Technique Forms *You may take this course up to 4 times.*	2.5
DANCE 390R - Ballet Technique 3 *You may take this course up to 4 times.*	2.5
DANCE 391R - Ballet Technique 4 *You may take this course up to 4 times.*	2.5
DANCE 440R - Contemporary Modern Dance Technique and Theory 4 *You may take this course up to 4 times.*	2.5
DANCE 490R - Ballet Technique 5 *You may take this course up to 4 times.*	3.0

✔ **REQUIREMENT 6** Complete 3 options

✔ **OPTION 6.1** Complete 2.0 hours from the following course(s)

Dance 399R requires a minimum of 42 hours of approved off-campus intensive workshop experience per 1 credit hour registration. See advisor for more information.

DANCE 399R - (Not currently offered)

✔ **OPTION 6.2** Complete 1 hour from the following course(s)

DANCE 540R - Advanced Dance Technique in a Workshop Setting *You may take up to 1 credit hour.*	4.0v

✔ **OPTION 6.3** Complete 1 hour from the following course(s)

DANCE 544R - Advanced Studio Workshop *You may take up to 1 credit hour.*	4.0v

✔ **REQUIREMENT 7** Complete 4 courses

Creative processes courses:

DANCE 244R - Studio Workshop in Contemporary Modern Dance Improvisation and Choreography	1.0
DANCE 362 - Contemporary Modern Dance Choreography Intermediate	2.0
DANCE 363R - Dance Improvisation, Intermediate	1.0
DANCE 462R - Contemporary Modern Dance Choreography, Advanced	2.0

✓ **REQUIREMENT 8** Complete 1 course

Complete one additional registration of one of the following courses:

DANCE 397 - Ballet Choreography	2.0
DANCE 462R - Contemporary Modern Dance Choreography, Advanced	2.0

✓ **REQUIREMENT 9** Complete 6.0 hours from the following course(s)

DANCE 368R - DancEnsemble - Contemporary Dance Performance and Choreography *You may take this course up to 6 times.*	2.0v
DANCE 398R - Ballet Showcase Company *You may take this course up to 3 times.*	2.0
DANCE 468R - Contemporary Dance Theatre *You may take this course up to 3 times.*	2.0
DANCE 498R - Theatre Ballet *You may take this course up to 3 times.*	2.0

✓ **REQUIREMENT 10** Complete 2 courses

Note: Each time Dance 229 is taken, it must be taken for 0.5 credit hours.

DANCE 229R - Dance Performance 1 *You may take this course up to 2 times.*	3.0v
DANCE 229R - Dance Performance 1 *You may take this course up to 2 times.*	3.0v

✓ **REQUIREMENT 11** Complete 1 course

DANCE 294R - Ballet Technique, Men	1.0
DANCE 331R - Jazz Dance Technique 2	1.5
DANCE 363R - Dance Improvisation, Intermediate	1.0
DANCE 393R - Ballet Pointe 2	1.0
DANCE 494R - Ballet Pointe/Variations	0.5

✓ **REQUIREMENT 12** Complete 1 course

DANCE 364 - Contemporary Partnering	1.0
DANCE 495R - Pas de Deux	1.0

✓ **REQUIREMENT 13** Complete 1 course

DANCE 366 - Methods of Teaching Contemporary Modern Dance	2.0
DANCE 396 - Methods of Teaching Ballet	2.0

Program Outcomes

Technical Skill and Artistry

Students will demonstrate proficiency in dance technique and performance in ballet and contemporary dance.

Choreography

Students will demonstrate proficiency in choreographic principles and processes.

Research and Theory

Students will examine, synthesize, and apply theory within a comprehensive dance curriculum. The BFA curriculum includes studies in dance history, cultural studies, dance pedagogy, dance sciences, somatics, music, and production.

Professionalism

Students will model professional behavior and practice.

Spiritual Values and Ethical Issues

Students will critically examine spiritual, ethical, and professional issues relevant to dance.

↑Top

Dance Education K-12

BA

Hours	81 Credit Hours
LEP	Limited Enrollment Program of 48 Students.
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

Proficiency audition is required for placement and registration in technique courses.

Dance technique courses (including Dance 243R and 244R) require a grade of at least B- for advancement to the next level.

The Dance Department requires at least 21 hours from major courses to be completed in residency at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Students must complete an annual mandatory advisement.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

A teaching minor is recommended.

✓ **REQUIREMENT 1** Complete 1 course

Prerequisite course:

PDBIO 220 - Human Anatomy (with lab)	3.0

✓ **REQUIREMENT 2** Complete 13 courses

DANCE 230 - Conditioning and Injury Prevention for Dance	2.0
DANCE 241R - Contemporary Modern Dance, Technique and Theory 2 *You may take this course up to 1 time.*	2.0
DANCE 243R - Studio Workshop in Contemporary Modern Dance Technique and Theory *You may take this course up to 1 time.*	2.5
DANCE 245 - Urban and Street Dance Forms	1.0
DANCE 261 - Freshman Seminar in Dance	1.0

DANCE 264 - Music for Dancers	2.0
DANCE 290 - Ballet Accelerated Technique 1	1.5
DANCE 342 - Kinesiology for Dancers	4.0
DANCE 343 - Principles of Somatics	2.0
DANCE 351 - Laban Movement Analysis	2.0
DANCE 355 - Dance Production, Introduction	2.0
DANCE 460 - Dance History 1: Lineage-Based Dance through Classical Ballet	2.0
DANCE 461 - Dance History 2: Early Modern Dance through Present Day	2.0

✓ **REQUIREMENT 3** Complete 2 courses

Must be taken in two semesters:

DANCE 340R - Contemporary Modern Dance, Technique and Theory 3 *You may take this course up to 2 times.*	2.5
DANCE 341R - Contemporary Modern Dance Technique Forms *You may take this course up to 2 times.*	2.5
DANCE 440R - Contemporary Modern Dance Technique and Theory 4 *You may take this course up to 2 times.*	2.5

✓ **REQUIREMENT 4** Complete 2.5 hours from the following course(s)

DANCE 192 - Character Dance	1.0
DANCE 231R - Jazz Dance Technique 1 *You may take this course up to 1 time.*	1.0
DANCE 235 - Tap Dance Technique 1	1.0
DANCE 270 - World Dance Technique 1	1.0
DANCE 271 - American Clog Dance Technique 1	1.0
DANCE 272 - Chinese Dance Technique 1	1.0
DANCE 273 - Hungarian Dance Technique 1	1.0
DANCE 274R - Irish Dance Technique 1 *You may take this course up to 1 time.*	1.0
DANCE 275 - Polynesian Dance Technique 1	1.0
DANCE 277 - Spanish Dance Technique 1	1.0
DANCE 278 - Ukrainian Dance Technique 1	1.0
DANCE 279 - Indian Dance: Practice and Theory, Technique 1	1.0
DANCE 280 - Social Dance, Technique 1	1.0
DANCE 281 - Country Western Social Dance, Intermediate	1.0
DANCE 284 - Ballroom Dance, International Technique 1	1.0
DANCE 285 - Latin Dance, International Technique 1	1.0
DANCE 291R - Ballet Technique 2 *You may take up to 2 credit hours.*	2.5
DANCE 294R - Ballet Technique, Men *You may take this course up to 1 time.*	1.0
DANCE 331R - Jazz Dance Technique 2 *You may take this course up to 1 time.*	1.5
DANCE 335R - Tap Dance Technique 2 *You may take this course up to 1 time.*	1.0
DANCE 370 - World Dance Technique 2	1.0
DANCE 371R - Clog Dance Technique 2 *You may take this course up to 1 time.*	1.0
DANCE 373 - Hungarian Dance Technique 2	1.0
DANCE 374R - Irish Dance Technique 2 *You may take this course up to 1 time.*	1.0
DANCE 377 - World Dance Choreography	2.0
DANCE 380R - Social Dance, Technique 2	1.0

You may take up to 2 credit hours.

DANCE 382R - Ballroom Dance, International Technique 2 *You may take up to 2 credit hours.*	1.0
DANCE 383R - Latin Dance, International Technique 2 *You may take up to 2 credit hours.*	1.0
DANCE 384R - Ballroom Dance, International Technique 3 *You may take up to 2 credit hours.*	1.0
DANCE 385R - Latin Dance, International Technique 3 *You may take up to 2 credit hours.*	1.0
DANCE 387 - Ballroom Dance Choreography	2.0
DANCE 390R - Ballet Technique 3 *You may take up to 2 credit hours.*	2.5
DANCE 391R - Ballet Technique 4 *You may take up to 2 credit hours.*	2.5
DANCE 392R - Ballet Pointe 1 *You may take this course up to 1 time.*	0.5
DANCE 393R - Ballet Pointe 2 *You may take up to 2 credit hours.*	1.0
DANCE 397 - Ballet Choreography	2.0
DANCE 440R - Contemporary Modern Dance Technique and Theory 4 *You may take up to 2 credit hours.*	2.5
DANCE 474R - Percussive Step Styles *You may take this course up to 1 time.*	1.0
DANCE 480R - Social Dance, Technique 3	1.0
DANCE 484R - Ballroom Dance, International Technique 4 *You may take up to 2 credit hours.*	1.0
DANCE 485R - Latin Dance, International Technique 4 *You may take up to 2 credit hours.*	1.0
DANCE 490R - Ballet Technique 5 *You may take up to 2 credit hours.*	3.0
DANCE 494R - Ballet Pointe/Variations *You may take up to 2 credit hours.*	0.5
DANCE 495R - Pas de Deux *You may take up to 2 credit hours.*	1.0

✔ **REQUIREMENT 5** Complete 5 courses

Composition and improvisation courses. Take in the sequence listed.

DANCE 244R - Studio Workshop in Contemporary Modern Dance Improvisation and Choreography	1.0
DANCE 362 - Contemporary Modern Dance Choreography Intermediate	2.0
DANCE 363R - Dance Improvisation, Intermediate	1.0
DANCE 462R - Contemporary Modern Dance Choreography, Advanced	2.0
DANCE 469 - Capstone in Dance	2.0

✔ **REQUIREMENT 6** Complete 2.0 hours from the following course(s)

Performance courses:

DANCE 348R - Kinnect *You may take up to 2 credit hours.*	2.0v
DANCE 368R - DancEnsemble - Contemporary Dance Performance and Choreography *You may take up to 2 credit hours.*	2.0v
DANCE 468R - Contemporary Dance Theatre *You may take this course up to 1 time.*	2.0

✓ **REQUIREMENT 7** Complete 3 options

Professional Education Component.

Teacher Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 7.1** Complete 11 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
DANCE 276R - Exploration of Teaching *You may take this course up to 1 time.*	3.0
DANCE 346 - Methods of Teaching Dance to Social Groups in Secondary Education	2.0
DANCE 365 - Creative Dance for Elementary Education	2.0
DANCE 366 - Methods of Teaching Contemporary Modern Dance	2.0
DANCE 465 - K-12 Dance Curriculum Design	2.0
DANCE 466 - Dance Teaching Practicum	3.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

Note 1: Fingerprinting and FBI clearance must be completed before entry into Dance 466.

Note 2: Sc Ed 350 must be taken prior to or concurrently with Dance 466.

✓ **OPTION 7.2** Complete 1 hour from the following course(s)

Complete an elementary teaching practicum of 42 hours of unpaid dance core curriculum (20 hours planning and reflection, plus 22 hours teaching with children grades K-6) in one of the following ways: 1) Kinnect teaching Spring Term; 2) Arts Bridge Side-by-Side Teaching Project; 3) Other elementary dance teaching internships approved by the dance education faculty.

DANCE 348R - Kinnect *You may take up to 1 credit hour.*	2.0v
DANCE 399R - (Not currently offered)	

✓ **OPTION 7.3** Complete 12.0 hours from the following course(s)

SC ED 476R - Secondary Student-Teaching	12.0v

Program Outcomes

Dance Technique, Performance, and Choreography

Students will demonstrate proficiency in contemporary modern dance technique, performance, and choreography.

Instructional Strategies, Standards, and Pedagogy

Students will meet the Utah Effective Teaching Standards at the basic competence level.

Dance Theory and Curriculum

Students will examine, synthesize, and apply theory within a comprehensive dance curriculum.

Professional Engagement, Behaviors, and Interaction

Students will model professional behavior and practice in dance education.

Spiritual and Ethical Issues

Students will critically examine spiritual and ethical issues relevant to dance and education.

↑Top

Design

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

✔ **REQUIREMENT 1** Complete 3 courses

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DES 114 - Drawing	3.0
DES 115 - Composition	3.0

✔ **REQUIREMENT 2** Complete 3.0 hours from the following course(s)

DES 117 - Design Thinking	3.0
DESAN 131 - Figure Drawing for Animators	3.0
DESAN 160 - Introduction to Two-Dimensional Animation Skills	1.5
DESIL 131 - Figure Drawing for Illustrators	3.0
DESPH 116 - Introduction to Photography and Digital Workflow	3.0
DESPH 120 - Introduction to Digital Imaging	3.0

✔ **REQUIREMENT 3** Complete 1 course

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0

✔ **REQUIREMENT 4** Complete 3.0 hours from the following course(s)

ARTHC 300 - Theory, Methodology, and Historiography of Art History	3.0
ARTHC 320 - Italian Renaissance	3.0
ARTHC 355 - Contemporary Art	3.0
ARTHC 365 - American Architecture	3.0
ARTHC 367 - Modern Architecture	3.0
ARTHC 379 - History of Photography	3.0
DESGD 349 - History of Graphic Design	3.0
DESIL 355 - History of American Illustration 1 (1860-1930)	3.0
DESIL 356 - History of American Illustration 2 (1930-Present)	3.0
DESPH 379 - History of Photography	3.0
SFL 328 - History of Interior Design and Architecture 1	3.0
SFL 329 - History of Interior Design and Architecture 2	3.0

Program Outcomes

Communication Through Design

Students will be able to understand the basic principles of design, including composition, color, and visual form.

Visual Culture

Students will be able to identify international design artifacts throughout history and recognize their influence on contemporary visual culture.

Technical Skill Development

Student will be able to demonstrate the basic skills of their chosen emphasis, including representational drawing, principles of animation, photography, and graphic design.

Career Survey

Students will be able to survey the potential career paths within their chosen emphasis and identify the current challenges in the field.

↑Top

Design: Graphic Design

BA

Hours	45 Credit Hours
LEP	Limited Enrollment Program of 60 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Core courses:

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DES 114 - Drawing	3.0
DES 115 - Composition	3.0
DES 117 - Design Thinking	3.0

Obtain acceptance into the BA program: Graphic Design emphasis.

✓ **REQUIREMENT 2** Complete 3 courses

DESGD 243 - Typography 1	3.0
DESGD 245 - Design 1	3.0
DESGD 280 - Media Design 1	3.0

✓ **REQUIREMENT 3** Complete 2 courses

DESGD 360 - Interaction Design 1	3.0
DESGD 380 - Motion 1	3.0
DESGD 395 - Graphic Design Practicum: Branding	3.0
DESGD 396 - Graphic Design Practicum: Typography	3.0

✓ **REQUIREMENT 4** Complete 1 course

DESGD 397 - (Not currently offered)

✓ **REQUIREMENT 5** Complete 5.0 hours from the following course(s)

Elective courses:

ART 330 - Bookbinding	3.0
BUS M 241 - Marketing Management	3.0
COMMS 230 - Introduction to Advertising	3.0
DES 394R - Special Topics	3.0
DES 496R - Academic Internship: Professional Internship	6.0v
DESGD 248R - Letterpress Studio	3.0

DESGD 341 - 3-Dimensional Design	3.0
DESGD 394R - Special Topics	3.0
DESGD 441R - Design Lab	3.0
DESGD 442 - Portfolio	3.0
DESGD 460 - Interaction Design 2	3.0
DESGD 480 - Motion 2	3.0
DESGD 488 - Studio Practices for Designers	2.0
DESIL 251 - Illustration 1	3.0

✔ **REQUIREMENT 6** Complete 4 courses

History requirements:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
DES 385 - Issues in Contemporary Design	3.0
DESGD 349 - History of Graphic Design	3.0

Program Outcomes

Compelling Visuals with Meaning

Students will be able to produce compelling visual communications that consider the importance of context, audience, markets, and cultural history.

Communication Through Design Principles

Students will be able to use the principles of composition, typography, and visual form to create effective visual communication.

Professional Practices and Communication Skills

Students will be able to develop a design portfolio which exhibits an understanding of the skills, technical expertise, and effective written and oral presentation skills required in the discipline.

Multiple Design Mediums

Students will be able to design for multiple mediums, including print and interactive media.

Art Appreciation

Students will be able to observe, analyze, and appreciate international artifacts of art and design throughout history and recognize how they influence our contemporary visual culture.

Top

Design: Illustration

BA

Hours	49 Credit Hours
LEP	Limited Enrollment Program of 60 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Foundation requirements:

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DES 114 - Drawing	3.0
DES 115 - Composition	3.0
DESIL 131 - Figure Drawing for Illustrators	3.0

Obtain acceptance into the BA program: Illustration emphasis.

✓ **REQUIREMENT 2** Complete 7 courses

DESGD 243 - Typography 1	3.0
DESIL 210 - Introduction to Digital Illustration	2.0
DESIL 250 - Intermediate Life Drawing	3.0
DESIL 251 - Illustration 1	3.0
DESIL 350R - Advanced Life Drawing	3.0
DESIL 351 - Illustration 2	3.0
DESIL 394R - Special Topics	3.0

✓ **REQUIREMENT 3** Complete 3 courses

History requirements:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
DES 385 - Issues in Contemporary Design	3.0

✓ **REQUIREMENT 4** Complete 1 course

DESIL 355 - History of American Illustration 1 (1860-1930)	3.0
DESIL 356 - History of American Illustration 2 (1930-Present)	3.0

✓ **REQUIREMENT 5** Complete 7.0 hours from the following course(s)

ART 328R - Figure Painting	3.0
ART 330 - Bookbinding	3.0

ART 333 - Painting-Mixed Media	3.0
DES 394R - Special Topics	3.0
DES 496R - Academic Internship: Professional Internship	6.0v
DESAN 250R - Gesture Drawing for Animators	3.0
DESGD 245 - Design 1	3.0
DESIL 310 - Intermediate Digital Illustration	3.0
DESIL 350R - Advanced Life Drawing	3.0
DESIL 352 - Illustration 3	3.0
DESIL 357 - Sketchbook	3.0
DESIL 358 - Character Design for Illustrators	3.0
DESIL 394R - Special Topics	3.0
DESIL 410 - Advanced Digital Illustration	3.0
DESIL 450R - Painting the Human Head	3.0
DESIL 457 - Concept Design	3.0
DESIL 488 - Professional Practices for Illustrators	2.0
DESPH 116 - Introduction to Photography and Digital Workflow	3.0

Program Outcomes

Illustration Development and Concept

Students will be able to create marketable illustrations incorporating concept, rough sketches, color comps, and finished art as well as effectively communicate story concept.

Medium Proficiency

Students will be able to demonstrate proficiency in at least one of the illustration mediums studied, including oil, acrylics, gouache, or digital.

Markets and Business

Students will be able to have a deeper understanding of the commercial and business practices of illustration.

Visual Arts History, Concepts, and Processes

Students will be able to demonstrate a comprehension of fundamental concepts, processes, history, and criticism of visual arts.

Aesthetic Development

Students will be able to demonstrate a personal sensitivity to the aesthetics of visual art.

Spirituality, Ethics and the Visual Arts

Students will be able to address spiritual and ethical issues relevant to the visual arts.

Top

Design: Photography

BA

Hours	47 Credit Hours
LEP	Limited Enrollment Program of 30 Students. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 4 courses

Core courses:

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DES 115 - Composition	3.0
DESPH 116 - Introduction to Photography and Digital Workflow	3.0
DESPH 120 - Introduction to Digital Imaging	3.0

Obtain acceptance into the BA program: Photography emphasis.

REQUIREMENT 2 Complete 5 courses

Core courses:

DESPH 140 - Introduction to Lighting	3.0
DESPH 260 - Moving Image and Video Art 1	3.0
DESPH 270 - Introduction to Black and White Photography and Darkroom Techniques	3.0
DESPH 275 - Interpretative Portraiture	3.0
DESPH 373 - Practicum in Photography	3.0

REQUIREMENT 3 Complete 4 courses

History requirements:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
DES 385 - Issues in Contemporary Design	3.0
DESPH 379 - History of Photography	3.0

REQUIREMENT 4 Complete 10.0 hours from the following course(s)

Other courses in filmmaking, business, website production, HTML, etc. may be used in this requirement, as approved by faculty.

ART 225 - Printmaking Fundamentals	3.0
ART 330 - Bookbinding	3.0
ART 353 - Time-Based Art	3.0

BUS M 371R - Entrepreneurship Lecture Series	1.0
COMMS 365 - Photojournalism	3.0
DES 394R - Special Topics	3.0
DESPH 273 - Advanced Black and White Film Photography	3.0
DESPH 377R - Alternative Photographic Processes	3.0
DESPH 477R - Nature Photography	3.0
DESPH 478 - Fine Art Photography	3.0
DESPH 488 - Professional Practices for Photographers	2.0
TMA 315R - Special Projects 2	3.0v

Program Outcomes

Technical Skill and Conceptual Skill Development

Students will be able to implement technical and conceptual skills in a variety of media as well as utilize video production skills and traditional still photography skills where possible.

Aesthetic Development

Students will be able to demonstrate a personal sensitivity to the aesthetics of photography in addition to other visual arts.

Professional Development and Career Preparation

Students will be able to understand and apply professional photography business practices, including finding career opportunities, marketing, pricing, ethics, and preparing for graduate school.

Visual Arts History, Concepts and Processes

Students will be able to comprehend fundamental concepts, processes, history, and criticism of photography and other allied disciplines in the arts.

Spirituality, Ethics, and the Visual Arts

Students will be able to address spiritual and ethical issues relevant to the visual arts.

Top

Dietetics

BS

Hours	77.5 - 79.5 Credit Hours
LEP	Limited Enrollment Program of 80 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 2 options

Complete the following prerequisite courses (to be completed before professional sequence).

✓ **OPTION 1.1** Complete 12 courses

CHEM 101 - Introductory General Chemistry	3.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
MMBIO 221 - General Microbiology	3.0
MMBIO 222 - General Microbiology Laboratory	1.0
NDFS 100 - Essentials of Human Nutrition	3.0
NDFS 200 - Nutrient Metabolism	3.0
NDFS 250 - Essentials of Food Science	3.0
NDFS 251 - Essentials of Food Science Laboratory	1.0
NDFS 290 - Introduction to Dietetics	1.0
PDBIO 305 - Human Physiology	4.0
PSYCH 111 - Introduction to Psychological Science	3.0
STAT 121 - Principles of Statistics	3.0

✓ **OPTION 1.2** Complete 1 course

PDBIO 210 - Human Anatomy (with virtual lab)	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0

Note 1: Students who have had an equivalent general chemistry course from high school or junior college may not need to take Chem 101.

Note 2: Instead of Chem 285, the Chem 105, 106, 107, 351, 352, 481 sequence is recommended for students interested in medical or dental school or graduate programs in nutrition.

Note 3: Chem 107 may be substituted for MMBio 222.

✓ **REQUIREMENT 2** Complete 16 courses

Professional sequence courses (after being admitted into the program):

NDFS 300 - Medical Nutrition Therapy 1	4.0
NDFS 356 - Medical Nutrition Therapy 2	3.0

NDFS 374 - Food Production Management	2.0
NDFS 375 - Food Production Management Laboratory	3.0
NDFS 400 - Community Nutrition	3.0
NDFS 405 - Nutrition Assessment Lab	0.5
NDFS 424 - Nutrition Through the Life Cycle	2.0
NDFS 434 - Nutritional Bio-organic Chemistry	4.0
NDFS 440 - Nutrition Education and Counseling	3.0
NDFS 445 - Foodservice Systems	3.0
NDFS 455 - Financial Management in Dietetics	3.0
NDFS 458 - Management in Dietetics	3.0
NDFS 466 - Advanced Dietetics Practice	3.0
NDFS 475 - Research Methods in Dietetics	2.0
NDFS 490 - Professionalism in Nutrition and Dietetics	1.0
NDFS 491 - Internship Preparation	1.0

✓ **REQUIREMENT 3** Complete 1 course

ACC 200 - Principles of Accounting	3.0
BUS M 201 - Financial Management	3.0
BUS M 241 - Marketing Management	3.0
NDFS 237 - Introduction to Culinary Arts	2.0
NDFS 310 - Nutrition and Metabolism in Sports and Exercise	2.0
NDFS 380 - International Nutrition	3.0
PDBIO 120 - Science of Biology	3.0
PDBIO 365 - Pathophysiology	4.0
STDEV 150 - Public Speaking	3.0

✓ **RECOMMENDED**

ANTHR 101 - Social/Cultural Anthropology	3.0
SOC 113 - Multicultural America	3.0

Recommended Minors: The following minors are very complementary to a dietetics major, but any area of interest could be considered: Business, Gerontology (see School of Family Life), International Development, Spanish.

✓ **REQUIREMENT 4**

Dietetic Internship:

To become a Registered Dietitian, students must complete an accredited Dietetic Internship (DI) following graduation. Application to internships is made during the final semester of study. Following successful completion of an internship, graduates are eligible to take the Registration Examination.

Admission to internships is highly competitive. To increase the likelihood of obtaining a position in a DI, students should prepare by:

maintaining at least a 3.0 GPA,

having 1000 hours of work and/or volunteer experience in institutional foodservice and/or nutrition care (i.e., foodservice: hospital, nursing homes, university dining services, school, etc.; volunteer: WIC, Cancer Society, Heart Association, March of Dimes, hospital, etc.)

participating in meaningful volunteer activity, demonstrating leadership ability, and

taking the GRE (recommended).

Meeting these criteria does not guarantee placement in a dietetic internship, but failure to meet them will almost surely preclude placement.

Program Outcomes

Effective and Professional Communication

Use effective and professional communication skills.

(KRDN 2.1, 3.3-- 2017 ACEND Standards for Didactic Program in Dietetics)

Nutrition Care Process

Explain and apply all areas of the nutrition care process.

(KRDN 3.1, 3.2, 3.3-2017 ACEND Standards for Didactic Program in Dietetics)

Professionalism

Demonstrate professional beliefs, values, attitudes and behaviors in all required student assignments and activities.

(KRDN 2.1, 2.2, 2.7--2017 ACEND Standards for Didactic Program in Dietetics)

Dietetics Practice

Integrate the broad aspects of food availability, selection, preparation, and consumption into dietetics practice.

(KRDN 2.3, 3.4, 4.5--2017 ACEND Standards for Didactic Program in Dietetics)

Management and Leadership Skills

Apply management and leadership skills to human and other resources in the provision of services to individuals and organizations.

(KRDN 4.1, 4.2, 4.3, 4.4, 4.6--2017 ACEND Standards for Didactic Program in Dietetics)

Critical Thinking and Analysis

Think critically in problem identification and solution by integrating scientific information and research into assignments and practice.

(KRDN 1.3--2017 ACEND Standards for Didactic Program in Dietetics)

↑Top

Digital Humanities and Technology

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

DIGHT 215 - Introduction to the Digital Humanities	3.0

✓ **REQUIREMENT 2** Complete 12.0 hours from the following option(s)

✓ **OPTION 2.1** Complete 12.0 hours from the following course(s)

DIGHT 210 - Humanities Technology: Tools & Skills	3.0
DIGHT 230 - Introduction to Print Publishing	3.0
DIGHT 250 - Web Publishing	3.0
DIGHT 260 - Tools for Text Processing and Analysis	3.0
DIGHT 270 - Introduction to Localization	3.0
DIGHT 310 - Programming in the Humanities	3.0
DIGHT 315 - Research in the Digital Humanities	3.0
DIGHT 330 - Print Publishing 2	3.0
DIGHT 350 - Web Information Technologies	3.0
DIGHT 360 - (DigHT-Ling) Programming for Text Processing and Analysis	3.0
DIGHT 390R - Tools Development Seminar	3.0v
DIGHT 395R - Digital Humanities Research Seminar	3.0

Up to 6 credits of approved 300-level or higher courses with a technology focus offered by other departments across campus may be used to satisfy this requirement.

✓ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

Complete 3 credit hours of capstone courses. (Note: A project/internship/capstone course in the student's major involving substantial computer work may also be used. See the DigHT coordinator for details.)

DIGHT 495R - Digital Humanities Project	3.0v
DIGHT 496R - Technology Internship	3.0v

Program Outcomes

Technology Mediated Knowledge

Students completing the undergraduate minor will understand the state and implications of technology-mediated knowledge in the Humanities.

Technology Skills Development

Students completing the undergraduate minor will develop the skills required to model information in common computer paradigms and contribute novel perspectives to the Digital Humanities.

Applied experience

Students completing the Digital Humanities & Technology undergraduate minor will apply their skills in either advanced Humanities Technology competence or in advanced Digital Humanities research paradigms.

⬆Top

Dual-Language Immersion K-12 Teaching

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 2 options

Complete the following prerequisites prior to declaring the minor:

✓ **OPTION 1.1**
Be admitted to a teaching major. (This certifies that students have met state requirements for basic skills tests, GPA and grades in individual courses, and have passed a criminal background check, as per the policies of BYU's Educator Preparation Program.) Also, Pass an Oral Proficiency Interview with a rating of Advanced Mid or better.

✓ **OPTION 1.2** Complete 1 course

FLANG 300 - Foundations of Dual Language and Immersion Education	3.0

✓ **REQUIREMENT 2** Complete 2 courses

FLANG 301 - Content-Based Curriculum, Instruction, and Assessment in Dual Language Immersion Classrooms	3.0
FLANG 302 - Biliteracy Development in Dual Language Immersion Classrooms	3.0

✓ **REQUIREMENT 3** Complete 1 course

Language teaching methods courses:

CHIN 377 - Chinese Language Teaching Procedures	3.0
FREN 377 - Introduction to French Language Teaching	3.0
GERM 377 - Methods in Teaching German	3.0

PORT 377 - Methods of Portuguese Teaching	3.0
SPAN 377 - Spanish Teaching Methods 1	3.0

✓ **REQUIREMENT 4** Complete 1 course

Complete the following after all the above courses have been completed:

FLANG 477R - Dual Language Immersion K-12 Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Early Childhood Education

BS

Hours	79 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

✓ **REQUIREMENT 1** Complete 1 option

Complete all GE courses, including the following:

✓ **OPTION 1.1** Complete 1 course

SFL 210 - Human Development	3.0

Note: The Global & Cultural Awareness and Letters general education requirements are fulfilled through completion of the Early Childhood Education major.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

Complete admission process for the program through the Teacher Education Department. Go to education.byu.edu/ted/early_childhood for admission requirements.

✓ **REQUIREMENT 2** Complete 24 courses

CPSE 300 - Exceptional Students: Principles of Collaboration	2.0
ECE 202 - Foundations of Child Development	3.0
ECE 322 - Parenting and Child Guidance in Early Childhood	3.0
ECE 331 - Early Childhood Education Developmentally Appropriate Practices Seminar	1.0
ECE 332 - Early Childhood Education Developmentally Appropriate Practices Practicum	3.0
ECE 335 - Early Childhood Education Integration Methods	3.0
ECE 336 - Planning and Assessment in Early Childhood Education (Pre K-3)	3.0
ECE 433 - Teaching Literacy in Early Childhood Classrooms (Pre K-3)	3.0
ECE 441 - Early Childhood Education Primary Grade Seminar	1.0

ECE 442 - Primary Grade Practicum	2.0
ECE 445 - Teaching Social Studies in Early Childhood Classrooms (Pre K-3)	3.0
ECE 446 - Teaching Science in Early Childhood Classrooms (Pre K-3)	3.0
ECE 447 - Teaching Mathematics in Early Childhood Classrooms (Pre K-3)	3.0
EL ED 203 - Foundations of Multicultural Education	3.0
EL ED 213 - Instructional Design and Assessment for all Learners	3.0
EL ED 323 - Foundations of Literacy Development	3.0
EL ED 340 - Children's Literature	3.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
MTHED 305 - Basic Concepts of Mathematics	3.0
MUSIC 378 - Music for the Elementary Classroom Teacher	2.0
SFL 352 - Cognitive Development	3.0
SFL 355 - Language Development	3.0

✓ **REQUIREMENT 3** Complete 1 course

SFL 331 - Infant Development in the Family	3.0
SFL 351 - Social Development	3.0

✓ **REQUIREMENT 4** Complete 1 course

DANCE 326 - Dance for the Elementary Classroom	2.0
TMA 352 - Drama in the Elementary Classroom	2.0

✓ **REQUIREMENT 5** Complete 12.0 hours from the following course(s)

ECE 425 - Grades K-3 Student Teaching	12.0v
ECE 496R - Academic Internship	12.0

Note: It is the student's responsibility to be sure that the PRAXIS II test has been passed and that BYU has received the test scores and that his or her fingerprint background clearance is current. Students will also be responsible for any additional requirements imposed by the state prior to their graduation. To confirm the status of these requirements, contact the Education Advisement Center, 350 MCKB, (801) 422-3426. Graduation and Utah licensure cannot be processed until these requirements have been completed.

✓ **RECOMMENDED** Complete 4 courses

The following courses are strongly recommended.

ARTED 326 - Art for Elementary Teachers	3.0
BIO 100 - Principles of Biology	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0
MTHED 306 - Concepts of Mathematics	3.0

Program Outcomes

1. Learner Development

The teacher candidate understands cognitive, linguistic, social, emotional and physical areas of student development.

2. Learning Differences

The candidate understands individual learner differences and cultural and linguistic diversity.

3. Learning Environments

The candidate works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline.

5. Assessment

The candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

6. Instructional Planning

The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

7. Instructional Strategies

The candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

8. Reflection and Continuous Growth

The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

9. Leadership and Collaboration

The candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

10. Professional and Ethical Behavior

The candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

↑Top

Earth & Space Science Education

BS

Hours	83 - 85 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Advisement Center, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 4 courses

GEOL 111 - Physical Geology	4.0
GEOL 112 - Historical Geology	4.0
GEOL 210 - Field Studies	3.0
GEOL 411 - Geomorphology and Remote Sensing	3.0

✓ **REQUIREMENT 2** Complete 2.0 hours from the following course(s)

Take 4 times.

GEOL 491R - Geology Seminar *You may take up to 2 credit hours.*	0.5

✓ **REQUIREMENT 3** Complete 3 courses

GEOL 100 - Dinosaurs	3.0
GEOL 109 - Geology of the Planets	3.0
GEOL 230 - Geological Communications	3.0
GEOL 351 - Mineralogy	4.0
GEOL 352 - Petrology	3.0
GEOL 370 - Sedimentology and Stratigraphy	3.0
GEOL 375 - Structural Geology	3.0
GEOL 405 - Applied Mathematics in the Geological Sciences	3.0
GEOL 435 - Introduction to Groundwater	3.0
GEOL 440 - Solid Earth Geophysics	3.0

GEOL 445 - Geochemistry	3.0
GEOL 452 - Petrography to Petrogenesis	3.0
GEOL 460 - Economic and Resource Geology	3.0
GEOL 476 - Introduction to Seismic Interpretation	3.0
GEOL 480 - Paleontology	3.0

REQUIREMENT 4 Complete 1 option

OPTION 4.1 Complete 3 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0

OPTION 4.2 Complete 2 courses

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0

REQUIREMENT 5 Complete 8 courses

ENGL 316 - Technical Communication	3.0
MATH 112 - Calculus 1	4.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0
PHSCS 127 - Descriptive Astronomy	3.0
PHSCS 137 - Energy, Ecology, Weather, and the Environment	3.0

REQUIREMENT 6 Complete 2 options

Professional Education Component:

Licensure requirements: Contact Education Student Services, 120 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

OPTION 6.1 Complete 9 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
PHY S 276 - Exploration of Teaching	4.0
PHY S 377 - Teaching Methods and Instruction	3.0
PHY S 378 - Practicum in Secondary Education	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

Note: Fingerprinting and FBI clearance must be completed before enrollment in Phy S 377.

OPTION 6.2 Complete 12.0 hours from the following course(s)

PHY S 476 - Secondary Student Teaching	12.0v

PHY S 496 - Academic Internship: Secondary Education 12.0v

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Earth and Space Science Fundamentals

Obtain a broad, basic knowledge of the earth and space sciences. (BYU AIMS 1,2,3)

Instruction Design and Development

Be able to design and develop inquiry-based science units. (BYU AIMS 2,4)

INTASC Standards

Understand and apply the goals and standards of Interstate New Teacher Assessment and Support Consortium (INTASC). (BYU AIMS 2,3,4)

Teaching Sensitive Concepts

Understand how to teach sensitive scientific concepts such as evolution by means of natural selection, age of the Earth and solar system and the Big Bang in the public school setting.

Professional and Moral Practice

Understand and apply the Moral Dimenstions of Teaching as embraced by the McKay School of Education (BYU AIMS 1,2,3,4)

↑Top

Economics

BS

Hours	37 Credit Hours
MAP	Major Academic Plan

Program Requirements

Minimum residence requirement is 21 hours in the major.

✓ **REQUIREMENT 1** Complete 2 options

✓ **OPTION 1.1** Complete 1 group

Complete the following with a grade of C- or better:

✓ **GROUP 1.1.1** Complete 6 courses

ECON 110 - Economic Principles and Problems	3.0
ECON 378 - Statistics for Economists	3.0
ECON 380 - Intermediate Price Theory 1	3.0
ECON 381 - Intermediate Macroeconomics	3.0
ECON 382 - Intermediate Price Theory 2	3.0
ECON 388 - Introduction to Econometrics	3.0

✓ **OPTION 1.2** Complete 1 group

Supporting courses:

✓ **GROUP 1.2.1** Complete 1 course

Note: A grade of C- or better is required.

MATH 112 - Calculus 1	4.0

Note 1: A university calculus course such as Math 112 or 113 is strongly recommended. Deferred students are encouraged to take a refresher math course such as EngT 295R before or concurrent with Econ 378, 380, or 381.

Note 2: For students contemplating graduate work in economics, the 500-level economics courses plus Math 113, 313, and 314 are strongly recommended.

✓ **REQUIREMENT 2** Complete 12.0 hours from the following course(s)

Complete at least 12 credit hours from the following courses:

ECON 410 - (Not currently offered)	
ECON 413R - Topics in Economic Theory	5.0v

You may take this course up to 5 times.

ECON 415 - (Not currently offered)	
ECON 420 - Economics of Antitrust Law and Regulation	3.0
ECON 421 - Law and Economics	3.0
ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
ECON 440 - Natural Resources and Environmental Economics	3.0
ECON 442 - Behavioral Economics	3.0
ECON 450 - Financial Economics	3.0
ECON 453 - Monetary Theory and Policy	3.0
ECON 458 - International Trade Theory and Applications	3.0
ECON 459 - International Monetary Theory	3.0
ECON 461 - Economics of Education	3.0
ECON 463 - Economics of the Labor Market	3.0
ECON 465 - Health Economics	3.0
ECON 468 - Urban Economics	3.0
ECON 474 - Topics in Economic History	3.0
ECON 475 - Public Economics	3.0
ECON 476 - Industrial Organization	3.0
ECON 477 - Political Economics	3.0
ECON 478 - Game Theory and Economics	3.0
ECON 482 - Welfare Economics	3.0
ECON 486 - Mathematical Economics	3.0
ECON 488 - Applied Econometrics	3.0
ECON 580 - Advanced Price Theory	3.0
ECON 581 - Advanced Macroeconomics	3.0
ECON 582 - Topics in Mathematical Economics	3.0
ECON 586 - Advanced Mathematics for Economists	3.0
ECON 588 - Advanced Econometrics	3.0

✔ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

Complete at least 3 credit hours from the following courses:

ECON 213R - Topics in Economic Analysis	3.0v
ECON 230 - Economic Development and Growth	3.0
ECON 253 - Money and Banking	3.0
ECON 257 - International Trade and Finance	3.0
ECON 274 - American Economic History	3.0
ECON 275 - Public Finance	3.0
ECON 413R - Topics in Economic Theory	5.0v
ECON 420 - Economics of Antitrust Law and Regulation	3.0
ECON 421 - Law and Economics	3.0
ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
ECON 440 - Natural Resources and Environmental Economics	3.0
ECON 442 - Behavioral Economics	3.0
ECON 450 - Financial Economics	3.0
ECON 453 - Monetary Theory and Policy	3.0
ECON 458 - International Trade Theory and Applications	3.0
ECON 459 - International Monetary Theory	3.0
ECON 461 - Economics of Education	3.0
ECON 463 - Economics of the Labor Market	3.0
ECON 465 - Health Economics	3.0

ECON 468 - Urban Economics	3.0
ECON 474 - Topics in Economic History	3.0
ECON 475 - Public Economics	3.0
ECON 476 - Industrial Organization	3.0
ECON 477 - Political Economics	3.0
ECON 478 - Game Theory and Economics	3.0
ECON 482 - Welfare Economics	3.0
ECON 486 - Mathematical Economics	3.0
ECON 488 - Applied Econometrics	3.0
ECON 580 - Advanced Price Theory	3.0
ECON 581 - Advanced Macroeconomics	3.0
ECON 582 - Topics in Mathematical Economics	3.0
ECON 586 - Advanced Mathematics for Economists	3.0
ECON 588 - Advanced Econometrics	3.0

Note 1: The 200-level field courses are intended as interim courses as a student moves from Econ 110 into the 300-level core courses. Having completed Econ 380, students are strongly encouraged to take the 400-level rather than the 200-level field courses.

Note 2: Students should not take both a 200-level and a 400-level course with the same last two digits (e.g., Econ 275 and 475), although they are encouraged to take the 300- and 500-level theory classes (e.g., Econ 380 and 580).

Program Outcomes

Preparation for Graduate Studies

Program graduates will be prepared and qualified to pursue graduate studies in economics, business, finance, law, public policy and related disciplines.

Career Preparation

Program graduates will be prepared and qualified to pursue careers in economics, business, finance, law, public policy and related disciplines.

Economic Problem Solving

Program graduates will be able to conceptualize a wide range of constrained optimization problems in economics and related fields and will be able to apply formal mathematical analysis to evaluate these problems.

Econometric Analysis

Program graduates will be able to conduct basic econometric analysis including using data to estimate behavioral models, test hypotheses and measure quantitative relationships; they will have a basic understanding of mathematical statistics that underlies applied econometric analysis.

↑Top

Economics

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

ECON 110 - Economic Principles and Problems	3.0
ECON 380 - Intermediate Price Theory 1	3.0
ECON 381 - Intermediate Macroeconomics	3.0

Econ 378 & 380 require Math 112 as a prerequisite. Math 112 must be completed with a grade of C- or above.

✓ **REQUIREMENT 2** Complete 9.0 hours from the following course(s)

ECON 199R - Academic Internship	3.0v
ECON 213R - Topics in Economic Analysis	3.0v
ECON 230 - Economic Development and Growth	3.0
ECON 253 - Money and Banking	3.0
ECON 257 - International Trade and Finance	3.0
ECON 265 - Introduction to Health Economics	3.0
ECON 274 - American Economic History	3.0
ECON 275 - Public Finance	3.0
ECON 280 - Introduction to Economic Analysis and Reasoning	3.0
ECON 378 - Statistics for Economists	3.0
ECON 382 - Intermediate Price Theory 2	3.0
ECON 388 - Introduction to Econometrics	3.0
ECON 413R - Topics in Economic Theory	5.0v
ECON 420 - Economics of Antitrust Law and Regulation	3.0
ECON 421 - Law and Economics	3.0
ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
ECON 440 - Natural Resources and Environmental Economics	3.0
ECON 442 - Behavioral Economics	3.0
ECON 450 - Financial Economics	3.0
ECON 453 - Monetary Theory and Policy	3.0
ECON 458 - International Trade Theory and Applications	3.0
ECON 459 - International Monetary Theory	3.0
ECON 461 - Economics of Education	3.0
ECON 463 - Economics of the Labor Market	3.0
ECON 465 - Health Economics	3.0

ECON 468 - Urban Economics	3.0
ECON 474 - Topics in Economic History	3.0
ECON 475 - Public Economics	3.0
ECON 476 - Industrial Organization	3.0
ECON 477 - Political Economics	3.0
ECON 478 - Game Theory and Economics	3.0
ECON 482 - Welfare Economics	3.0
ECON 486 - Mathematical Economics	3.0
ECON 488 - Applied Econometrics	3.0
ECON 490 - Senior Paper	1.0
ECON 498R - Readings in Economics	2.0v
ECON 580 - Advanced Price Theory	3.0
ECON 581 - Advanced Macroeconomics	3.0
ECON 582 - Topics in Mathematical Economics	3.0
ECON 586 - Advanced Mathematics for Economists	3.0
ECON 588 - Advanced Econometrics	3.0
ECON 599R - Academic Internship: Supervised Management and Training	6.0v

Program Outcomes

Please contact the individual department for outcome information.

Top

Editing

Minor

Hours	21 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 6 courses

DIGHT 230 - Introduction to Print Publishing	3.0
ELANG 223 - Introduction to the English Language	3.0
ELANG 322 - Modern American Usage	3.0
ELANG 325 - The Grammar of English	3.0
ELANG 350 - Basic Editing Skills	3.0
ELANG 410R - Genre and Substantive Editing *You may take this course up to 1 time.*	3.0

✓ **REQUIREMENT 2** Complete 3.0 hours from the following course(s)

ELANG 430R - Editing for Publication *You may take up to 3 credit hours.*	3.0v

Program Outcomes

English Language Use and Structure

Analyze the structure and use of the English language to identify appropriate usage and style in specific contexts and assess the effectiveness of traditional usage rules and style guidelines.

Copyediting and Substantive Editing

Optimize clarity and effectiveness of sentences, paragraphs, and longer texts by applying principles of effective usage, style, and organization to real-world examples of draft text.

Specialized Editing

Demonstrate specialized skills and the perspective required by at least one specific editing genre (such as magazine publishing, technical communication, book publishing, scholarly publishing, or freelance publishing.

Publishing Industry and Processes

Use tools and processes that are part of the publishing business, such as software for, methods of, and ethical procedures relating to graphic design, printing technology, and income and expense management, and understand how these tools, methods, and ethical procedures have evolved over the history of publishing.

↑Top

Electrical Engineering

BS

Hours	89 - 90 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 21 courses

C S 142 - Introduction to Computer Programming	3.0
C S 235 - Data Structures and Algorithms	3.0
EC EN 191 - New Student Seminar	0.5
EC EN 220 - Fundamentals of Digital Systems	3.0
EC EN 240 - Circuit Analysis and Laboratory	4.0
EC EN 330 - Introduction to Embedded System Programming	4.0
EC EN 340 - Electronic Circuit Design 1	4.0
EC EN 360 - Electromagnetic Fields and Waves	4.0
EC EN 380 - Signals and Systems	4.0
EC EN 390 - Junior Team Design Project	3.0
EC EN 391 - Junior Seminar	0.5
EC EN 475 - Capstone Design 1	3.0
EC EN 476 - Capstone Design 2	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0
MATH 334 - Ordinary Differential Equations	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 2** Complete 2 options

✓ **OPTION 2.1** Complete 1 course

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 111 - Principles of Chemistry 1	4.0

✓ **OPTION 2.2** Complete 1 course

Note: Engl 312 recommended.

ENGL 312 - Persuasive Writing	3.0
ENGL 316 - Technical Communication	3.0

Complete at least 18 credit hours of TECHNICAL ELECTIVES from the following two requirements.

✔ **REQUIREMENT 3** Complete 16.0 hours from the following course(s)

Technical Electives:

EC EN 323 - Computer Organization	4.0
EC EN 443 - Communication and Power Circuits	4.0
EC EN 445 - Introduction to Mixed-Signal VLSI	4.0
EC EN 450 - Introduction to Semiconductor Devices	3.0
EC EN 452 - Experiments in Integrated Circuit Development	1.0
EC EN 462 - Electromagnetic Radiation and Propagation	2.0
EC EN 464 - Wireless Communication Circuits	2.0
EC EN 466 - Introduction to Optical Engineering	2.0
EC EN 483 - (EC En-Me En 431) Design of Control Systems	4.0
EC EN 485 - Introduction to Digital Communication Theory	4.0
EC EN 487 - Introduction to Discrete-Time Signal Processing	4.0

✔ **REQUIREMENT 4** Complete 2.0 hours from the following course(s)

Technical Electives. (Note: EC En courses will not double count.) Other engineering, mathematics, physics, or computer science courses as specified or approved by the EC En department are also acceptable.

C S 236 - Discrete Structures	3.0
C S 240 - Advanced Programming Concepts	4.0
C S 340 - Software Design and Testing	3.0
C S 345 - Operating Systems Design	3.0
C S 360 - (Not currently offered)	
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 452 - Database Modeling Concepts	3.0
C S 455 - Computer Graphics	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0
C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 478 - Tools for Machine Learning	3.0
EC EN 323 - Computer Organization	4.0
EC EN 424 - Computer Systems	4.0
EC EN 425 - Real-Time Operating Systems	4.0
EC EN 427 - Embedded Systems	4.0
EC EN 443 - Communication and Power Circuits	4.0
EC EN 445 - Introduction to Mixed-Signal VLSI	4.0
EC EN 450 - Introduction to Semiconductor Devices	3.0
EC EN 452 - Experiments in Integrated Circuit Development	1.0
EC EN 462 - Electromagnetic Radiation and Propagation	2.0
EC EN 464 - Wireless Communication Circuits	2.0
EC EN 466 - Introduction to Optical Engineering	2.0
EC EN 483 - (EC En-Me En 431) Design of Control Systems	4.0
EC EN 485 - Introduction to Digital Communication Theory	4.0
EC EN 487 - Introduction to Discrete-Time Signal Processing	4.0
MATH 341 - Theory of Analysis 1	3.0

MATH 342 - Theory of Analysis 2	3.0
MATH 352 - Introduction to Complex Analysis	3.0
MATH 355 - Graph Theory	3.0
MATH 371 - Abstract Algebra 1	3.0
MATH 372 - Abstract Algebra 2	3.0
MATH 411 - Numerical Methods	3.0
MATH 447 - Introduction to Partial Differential Equations	3.0
MATH 450 - Combinatorics	3.0
MATH 487 - Number Theory	3.0
PHSCS 222 - Modern Physics	3.0

REQUIREMENT 5

Complete the department exit interview.

Program Outcomes

Engineering Problems

An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

Engineering Design

An ability to apply engineering design to produce solutions that meet specified needs with consideration for public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Communication

An ability to communicate effectively with a range of audiences.

Ethics

An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Teamwork

An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Experimentation

An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Lifelong Learning

An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

↑Top

Elementary Education

BS

Hours	78 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

✔ **REQUIREMENT 1** Complete 1 course

Complete all GE courses, including the following.

SFL 210 - Human Development	3.0

Note: The Global and Cultural Awareness and Letters general education requirements are fulfilled through completion of the Elementary Education major.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

Complete admission process for the program through the Teacher Education Department. See education.byu.edu/ted/eled for admission requirements.

✔ **REQUIREMENT 2** Complete 25 courses

CPSE 300 - Exceptional Students: Principles of Collaboration	2.0
ECE 202 - Foundations of Child Development	3.0
ECE 335 - Early Childhood Education Integration Methods	3.0
EDLF 201 - Foundations of Education	3.0
EL ED 203 - Foundations of Multicultural Education	3.0
EL ED 213 - Instructional Design and Assessment for all Learners	3.0
EL ED 323 - Foundations of Literacy Development	3.0
EL ED 324 - Foundations of Classroom Management	3.0
EL ED 330 - K-2 Practicum Seminar	1.0
EL ED 332 - Practicum in Grades K-2	2.0
EL ED 333 - Teaching Literacy in the Primary Grades (K-2)	3.0

EL ED 340 - Children's Literature	3.0
EL ED 440 - Grades 3-6 Practicum Seminar	1.0
EL ED 442 - Practicum in the Elementary Education 3-6 Classroom	2.0
EL ED 443 - Teaching Literacy in the Intermediate Grades (3-6)	3.0
EL ED 445 - Teaching Social Studies in Grades K-6	3.0
EL ED 446 - Teaching Science in Grades K-6	3.0
EL ED 447 - Teaching Mathematics in Grades K-6	3.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
MTHED 305 - Basic Concepts of Mathematics	3.0
MTHED 306 - Concepts of Mathematics	3.0
PETE 169 - Elementary Skills and Activities	1.0
PETE 212 - Physical Education for Elementary School Teachers	2.0

✓ **REQUIREMENT 3** Complete 2 courses

DANCE 326 - Dance for the Elementary Classroom	2.0
MUSIC 378 - Music for the Elementary Classroom Teacher	2.0
TMA 352 - Drama in the Elementary Classroom	2.0

✓ **REQUIREMENT 4** Complete 12.0 hours from the following course(s)

Note: Prior application is required. Apply for student teaching / internship by September 15th or January 15th.

EL ED 400R - Elementary Student Teaching *You may take up to 12 credit hours.*	12.0v
EL ED 496R - Academic Internship *You may take up to 12 credit hours.*	12.0v

Note: It is the student's responsibility to be sure that the Praxis test has been passed and that BYU has received the test scores and that their fingerprint background clearance is current and that state licensing fees have been paid prior to graduation. Students will also be responsible for any additional requirements imposed by the state prior to their graduation. To confirm the status of these requirements, contact the Education Advisement Center, 350 MCKB, (801) 422-3426. Graduation and Utah licensure cannot be processed until these requirements have been completed.

✓ **RECOMMENDED** Complete 3 courses

The following courses are strongly recommended:

ARTED 326 - Art for Elementary Teachers	3.0
BIO 100 - Principles of Biology	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0

Program Outcomes

1. Learner Development

The teacher candidate understands cognitive, linguistic, social, emotional, and physical areas of student development.

2. Learning Differences

The teacher candidate understands individual learner differences and cultural and linguistic diversity.

3. Learning Environments

The teacher candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline.

5. Assessment

The teacher candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

6. Instructional Planning

The teacher candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

7. Instructional Strategies

The teacher candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

8. Reflection and Continuous Growth

The teacher candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

9. Leadership and Collaboration

The teacher candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

10. Professional and Ethical Behavior

The teacher candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board of Education Rule R277-515.

Top

English

BA

Hours	49 - 66 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 option

GE Foreign Language option:

Students must complete the GE Foreign Language culminating course, even if an Advanced Mathematics option has already been completed. If a student has no prior foreign language experience, it will take four semesters to complete the culminating course. Check the University Core requirements for courses approved as the culminating course.

✓ **OPTION 1.1** Complete 1 course

AFRIK 202 - Second-Year Afrikaans	4.0
AFRIK 330 - Advanced Language Proficiency Through Cultural Studies: Afrikaans	3.0
AKAN 202 - Second-Year Language Study: Akan	4.0
AKAN 330 - Advanced Language Proficiency Through Cultural Studies: Akan	3.0
ALBAN 202 - Second-Year Language Study: Albanian	4.0
ALBAN 330 - Advanced Language Proficiency Through Cultural Studies: Albanian	3.0
ARAB 202 - Intermediate Arabic	4.0
ARMEN 202 - Second-Year Language Study: Armenian	4.0
ARMEN 330 - Advanced Language Proficiency Through Cultural Studies: Armenian	3.0
ASL 202 - Second-Year American Sign Language, Part 2	4.0
AYMRA 202 - Second-Year Language Study: Aymara	4.0
AYMRA 330 - Advanced Language Proficiency Through Cultural Studies: Aymara	3.0
BASQ 202 - Second-Year Language Study: Basque	4.0
BASQ 330 - Advanced Language Proficiency Through Cultural Studies: Basque	3.0
BCLNO 202 - Second-Year Language Study: Bicolano	4.0
BCLNO 330 - Advanced Language Proficiency Through Cultural Studies: Bicolano	3.0
BULGN 202 - (Not currently offered)	
BULGN 330 - Cultural History of Bulgaria	3.0
BURMS 202 - Second-Year Language Study: Burmese	4.0
BURMS 330 - Advanced Language Proficiency Through Cultural Studies: Burmese	3.0
CAKCQ 202 - Second-Year Language Study: Cakchiquel	4.0
CAKCQ 330 - Advanced Language Proficiency Through Cultural Studies: Cakchiquel	3.0
CAMBO 202 - Second-Year Language Study: Cambodian	4.0
CANT 202 - Second-Year Cantonese	4.0
CATLN 202 - Second-Year Language Study: Catalan	4.0

CATLN 330 - Advanced Language Proficiency Through Cultural Studies: Catalan	3.0
CEBU 202 - Second-Year Language Study: Cebuano	4.0
CEBU 330 - Advanced Language Proficiency Through Cultural Studies: Cebuano	3.0
CHIN 202 - Intermediate Mandarin	4.0
CHIN 301 - Third-Year Mandarin	4.0
CREOL 202 - Second-Year Language Study: Haitian-Creole	4.0
CREOL 330 - Advanced Language Proficiency Through Cultural Studies: Haitian Creole	3.0
CROAT 202 - Second-Year Language Study: Croatian	4.0
CROAT 330 - Advanced Language Proficiency Through Cultural Studies: Croatian	3.0
CZECH 202 - (Not currently offered)	
CZECH 330 - Cultural History of Czech Republic	3.0
DANSH 202 - Second Year Danish	4.0
DANSH 340 - Danish Literature	3.0
DARI 202 - Second-Year Language Study: Dari	4.0
DARI 330 - Advanced Language Proficiency Through Cultural Studies: Dari	3.0
DUTCH 202 - (Not currently offered)	
DUTCH 330 - Advanced Language Proficiency Through Cultural Studies: Dutch	3.0
DUTCH 340 - Introduction to Dutch Literature	3.0
ESTON 202 - Second-Year Language Study: Estonian	4.0
ESTON 330 - Advanced Language Proficiency Through Cultural Studies: Estonian	3.0
FIJI 202 - Second-Year Language Study: Fijian	4.0
FIJI 330 - Advanced Language Proficiency Through Cultural Studies: Fijian	3.0
FINN 202 - Second Year Finnish	4.0
FINN 340 - Finnish Literature	3.0
FLANG 330R - (Not currently offered)	
FLANG 330R - Advanced Language Proficiency Through Cultural Studies *You may take this course up to 1 time.*	3.0
FREN 202 - Intermediate French, Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0
GA 202 - Second-Year Language Study: Ga	4.0
GA 330 - Advanced Language Proficiency Through Cultural Studies: Ga	3.0
GEORG 202 - Second-Year Language Study: Georgian	4.0
GEORG 330 - Advanced Language Proficiency Through Cultural Studies: Georgian	3.0
GERM 202 - Second-Year German	4.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0
GUARA 202 - Second-Year Language Study: Guarani	4.0
GUARA 330 - Advanced Language Proficiency Through Cultural Studies: Guarani	3.0
HAWAI 202 - Second-Year Language Study: Hawaiian	4.0
HAWAI 330 - Advanced Language Proficiency Through Cultural Studies: Hawaiian	3.0
HEB 202 - Second-Year Modern Hebrew 2	4.0
HEB 431 - (Not currently offered)	
HILIG 202 - Second-Year Language Study: Ilonggo/Hiligaynon	4.0
HILIG 330 - Advanced Language Proficiency Through Cultural Studies: Ilonggo/Hiligaynon	3.0
HINDI 202 - Second-Year Language Study: Hindi	4.0
HINDI 330 - Advanced Language Proficiency Through Cultural Studies: Hindi	3.0
HMONG 202 - Second-Year Language Study: Hmong	4.0
HMONG 330 - Advanced Language Proficiency Through Cultural Studies: Hmong	3.0
HUNG 202 - (Not currently offered)	
HUNG 330 - Cultural History of Hungary	3.0
ICLND 202 - Second-Year Icelandic	4.0
ICLND 429 - Old Icelandic Language and Literature	3.0
ILANG 202 - Second-Year Language Study: Ilangot	4.0

ILANG 330 - Advanced Language Proficiency Through Cultural Studies: Ilangot	3.0
ILOCN 202 - Second-Year Language Study: Ilocano	4.0
ILOCN 330 - Advanced Language Proficiency Through Cultural Studies: Ilocano	3.0
INDON 202 - Second-Year Language Study: Indonesian	4.0
INDON 330 - Advanced Language Proficiency Through Cultural Studies: Indonesian	3.0
ITAL 202 - Intermediate Italian 2	3.0
ITAL 340 - Introduction to Italian Literature	3.0
JAPAN 202 - Second-Year Japanese	4.0
JAPAN 301 - Japanese Reading and Culture	4.0
JAPAN 302 - Readings in Japanese History and Culture	4.0
JAVNS 202 - Second-Year Language Study: Javanese	4.0
JAVNS 330 - Advanced Language Proficiency Through Cultural Studies: Javanese	3.0
KAZAK 202 - Second-Year Language Study: Kazakh	4.0
KAZAK 330 - Advanced Language Proficiency Through Cultural Studies: Kazakh	3.0
KICHE 202 - Second-Year Language Study: K'iche	4.0
KICHE 330 - Advanced Language Proficiency Through Cultural Studies: K'iche	3.0
KOREA 202 - Second-Year Korean 2	4.0
KOREA 301 - Third-Year Korean 1	4.0
LAO 202 - Second-Year Language Study: Laotian	4.0
LAO 330 - Advanced Language Proficiency Through Cultural Studies: Laotian	3.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATVI 202 - Second-Year Language Study: Latvian	4.0
LATVI 330 - Cultural History of Latvia	3.0
LITHU 202 - Second-Year Language Study: Lithuanian	4.0
LITHU 330 - Cultural History of Lithuania	3.0
M GRK 202 - Second-Year Language Study: Modern Greek	4.0
M GRK 330 - Advanced Language Proficiency Through Cultural Studies: Modern Greek	3.0
MALAG 202 - Second-Year Language Study: Malagasy	4.0
MALAG 330 - Advanced Language Proficiency Through Cultural Studies: Malagasy	3.0
MALAY 202 - Second-Year Language Study: Malay	4.0
MALAY 330 - Advanced Language Proficiency Through Cultural Studies: Malay	3.0
MAORI 202 - Second-Year Language Study: Maori	4.0
MAORI 330 - Advanced Language Proficiency Through Cultural Studies: Maori	3.0
MARSH 202 - Second-Year Language Study: Marshallese	4.0
MARSH 330 - Advanced Language Proficiency Through Cultural Studies: Marshallese	3.0
MAYA 202 - Second-Year Language Study: Maya	4.0
MAYA 330 - Advanced Language Proficiency Through Cultural Studies: Maya	3.0
MONGO 202 - Second-Year Language Study: Mongolian	4.0
MONGO 330 - Advanced Language Proficiency Through Cultural Studies: Mongolian	3.0
NAVAJ 202 - Second-Year Language Study: Navajo	4.0
NAVAJ 330 - Advanced Language Proficiency Through Cultural Studies: Navajo	3.0
NIUEA 202 - Second-Year Language Study: Niuean	4.0
NIUEA 330 - Advanced Language Proficiency Through Cultural Studies: Niuean	3.0
NORWE 202 - Second Year Norwegian	4.0
NORWE 340 - Norwegian Literature	3.0
PERSI 202 - Second-Year Language Study: Persian	4.0
PERSI 330 - Advanced Language Proficiency Through Cultural Studies: Persian	3.0
POLSH 202 - Second-Year Polish	4.0
POLSH 330 - Cultural History of Poland	3.0
PORT 202 - Fourth-Semester Portuguese: Reading and Comprehension	4.0
PORT 315 - (Not currently offered)	
PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 345 - Portuguese Civilization	3.0

PORT 355 - Brazilian Civilization	3.0
PSHTO 202 - Second-Year Language Study: Pashto	4.0
PSHTO 330 - Advanced Language Proficiency Through Cultural Studies: Pashto	3.0
QUECH 202 - Second-Year Language Study: Quechua	4.0
QUECH 330 - Advanced Language Proficiency Through Cultural Studies: Quechua	3.0
RAROT 202 - Second-Year Language Study: Rarotongan	4.0
RAROT 330 - Advanced Language Proficiency Through Cultural Studies: Rarotongan	3.0
ROM 202 - Second-Year Language Study: Romanian	4.0
ROM 330 - Advanced Language Proficiency Through Cultural Studies: Romanian	3.0
ROM 340 - Introduction to Romanian Literature and Culture	3.0
RUSS 202 - Second-Year Russian, Part 2	5.0
RUSS 330 - Cultural History of Russia	3.0
SAMOA 202 - Second-Year Language Study: Samoan	4.0
SAMOA 330 - Advanced Language Proficiency Through Cultural Studies: Samoan	3.0
SLN 202 - Second-Year Language Study: Slovene	4.0
SLN 330 - Advanced Language Proficiency Through Cultural Studies: Slovene	3.0
SLOVK 202 - Second-Year Language Study: Slovak	4.0
SLOVK 330 - Advanced Language Proficiency Through Cultural Studies: Slovak	3.0
SPAN 202 - (Not currently offered)	
SPAN 205 - University Spanish 3	4.0
SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 345 - Iberian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SRBCR 202 - (Not currently offered)	
SRBCR 330 - (Not currently offered)	
SRBIA 202 - Second-Year Language Study: Serbian	4.0
SRBIA 330 - Advanced Language Proficiency Through Cultural Studies: Serbian	3.0
SWAHI 330 - Advanced Language Proficiency Through Cultural Studies: Swahili	3.0
SWED 202 - Second Year Swedish	4.0
SWED 340 - Swedish Literature	3.0
TAGAL 202 - Second-Year Language Study: Filipino, Tagalog	4.0
TAGAL 330 - Advanced Language Proficiency Through Cultural Studies: Filipino, Tagalog	3.0
TAHTN 202 - Second-Year Language Study: Tahitian	4.0
TAHTN 330 - Advanced Language Proficiency Through Cultural Studies: Tahitian	3.0
TAIWN 202 - Second-Year Language Study: Taiwanese	4.0
TAIWN 330 - Advanced Language Proficiency Through Cultural Studies: Taiwanese	3.0
TAMIL 202 - Second-Year Language Study: Tamil	4.0
TAMIL 330 - Advanced Language Proficiency Through Cultural Studies: Tamil	3.0
THAI 202 - Second-Year Language Study: Thai	4.0
THAI 330 - Advanced Language Proficiency Through Cultural Studies: Thai	3.0
TONGA 202 - Second-Year Language Study: Tongan	4.0
TONGA 330 - Advanced Language Proficiency Through Cultural Studies: Tongan	3.0
TRUKS 202 - Second-Year Language Study: Trukese	4.0
TRUKS 330 - Advanced Language Proficiency Through Cultural Studies: Trukese	3.0
TURK 202 - Second-Year Language Study: Turkish	4.0
TURK 330 - Advanced Language Proficiency Through Cultural Studies: Turkish	3.0
TWI 202 - Second-Year Language Study: Twi	4.0
TWI 330 - Advanced Language Proficiency Through Cultural Studies: Twi	3.0
UKRAI 202 - (Not currently offered)	
UKRAI 330 - Cultural History of Ukraine	3.0
URDU 202 - Second-Year Language Study: Urdu	4.0
URDU 330 - Advanced Language Proficiency Through Cultural Studies: Urdu	3.0
VANTU 202 - Second-Year Language Study: Vanuatu	4.0
VANTU 330 - Advanced Language Proficiency Through Cultural Studies: Vanuatu	3.0

VIET 202 - Second-Year Language Study: Vietnamese	4.0
VIET 330 - Advanced Language Proficiency Through Cultural Studies: Vietnamese	3.0
WARAY 202 - Second-Year Language Study: Waray-Waray	4.0
WARAY 330 - Advanced Language Proficiency Through Cultural Studies: Waray-Waray	3.0
WELSH 202 - Second-Year Language Study: Welsh	4.0
WELSH 330 - Advanced Language Proficiency Through Cultural Studies: Welsh	3.0
XHOSA 202 - Second-Year Language Study: Xhosa	4.0
XHOSA 330 - Advanced Language Proficiency Through Cultural Studies: Xhosa	3.0

If the language you completed is not listed, please contact the Humanities Advisement Center.

The English Department requires a minimum of 21 hours of English major course work to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Because upper-division English courses require substantial writing, students should complete Engl 295 before beginning their first upper-division courses, preferably in the second semester of their sophomore year.

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 2** Complete 4 options

Core courses:

A. Students are strongly encouraged to take a freshman college-level writing course, regardless of their AP test scores (Wrtg 150).

✓ **OPTION 2.1** Complete 2 courses

B. Academic and Career Preparation:

ENGL 198 - Academic Preparation for English Majors	0.5
ENGL 398 - Career Preparation for English Majors	0.5

✓ **OPTION 2.2** Complete 1 course

C. Fundamentals of language and literature. Note: Students must complete Engl 251 before or concurrently with the Literary History requirements (Engl 291, 292, 293, 294).

ENGL 251 - Introduction to English Studies	3.0

✓ **OPTION 2.3** Complete 1 group

D. British and American literary history. Note: Students must complete the literary history course in a period before taking any 300-level courses in that period.

✓ **GROUP 2.3.1** Complete 3 courses

ENGL 291 - British Literary History 1	3.0

ENGL 292 - British Literary History 2	3.0
ENGL 293 - American Literary History	3.0

✓ **GROUP 2.3.2** Complete 2 courses

ENGL 291 - British Literary History 1	3.0
ENGL 294 - Transatlantic Literary History	6.0

✓ **OPTION 2.4** Complete 1 course

E. NOTE: Students must complete Engl 295 before taking most 300- and 400-level courses for majors.

ENGL 295 - Writing Literary Criticism	3.0

✓ REQUIREMENT 3 Complete 1 course

Major authors courses:

ENGL 381 - Chaucer	3.0
ENGL 382 - Shakespeare	3.0
ENGL 383 - Milton	3.0
ENGL 384R - Major Authors *You may take this course up to 1 time.*	3.0

✓ REQUIREMENT 4 Complete 3 options

✓ **OPTION 4.1** Complete 1 course

A. Literature before 1800 (note: Engl 390R, 396, & 397R must have a pre-1800 focus to count here):

ENGL 338 - Literary Studies of the Bible	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0
ENGL 360 - American Literature to 1800	3.0
ENGL 371 - British Literature to 1500: The Medieval Period	3.0
ENGL 372 - British Literature 1500 - 1603: The Early Renaissance	3.0
ENGL 373 - British Literature 1660 - 1789: The Enlightenment	3.0
ENGL 385 - British Literature 1603 - 1660: The Late Renaissance	3.0
ENGL 390R - Transnational/Transatlantic Literature *You may take this course up to 1 time.*	3.0
ENGL 396R - Studies in Women's Literature	3.0
ENGL 397R - World Literatures in English	3.0

✓ **OPTION 4.2** Complete 1 course

B. Literature from 1800-1900 (NOTE: Engl 358R, 367R, 390R, 396, 397R must have a 1800-1900 focus to count here):

ENGL 358R - Ethnic Literatures	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 367R - American Regional Literature	3.0
ENGL 374 - British Literature 1789 - 1832: The Romantic Period	3.0
ENGL 375 - British Literature 1832-1900: The Victorian Period	3.0
ENGL 390R - Transnational/Transatlantic Literature *You may take this course up to 1 time.*	3.0
ENGL 396R - Studies in Women's Literature	3.0
ENGL 397R - World Literatures in English	3.0

✓ **OPTION 4.3** Complete 1 course

C. Literature from 1900-present (NOTE: Engl 358R, 367R, 390R, 396, 397R must have a post-1900 focus to count here):

ENGL 358R - Ethnic Literatures	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
AM ST 300 - Literature and Cultures of the American West	3.0
ENGL 365 - American Literature 1960 to Present	3.0
ENGL 367R - American Regional Literature	3.0
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 376 - British Literature 1900 - 1950: The Modern Period	3.0
ENGL 380 - British Literature 1950 - Present: The Contemporary Period	3.0
ENGL 390R - Transnational/Transatlantic Literature *You may take this course up to 1 time.*	3.0
ENGL 396R - Studies in Women's Literature	3.0
ENGL 397R - World Literatures in English	3.0

✓ **REQUIREMENT 5** Complete 1 course

Rhetoric and Theory:

ENGL 322 - Fundamentals of Rhetoric	3.0
ENGL 324 - Writing with Style	3.0
ENGL 325 - Visual Rhetoric	3.0
ENGL 326 - Applied Digital Communication	3.0
ENGL 327R - Studies in Rhetoric *You may take this course up to 1 time.*	3.0
ENGL 328R - Studies in Composing *You may take this course up to 1 time.*	3.0
ENGL 328R - (Not currently offered)	
ENGL 330 - Literary English: History and Style	3.0
ENGL 451 - Literary Theory and Criticism 1: The Critical Tradition	3.0
ENGL 452 - Literary Theory and Criticism 2: Contemporary Criticism	3.0

✓ **REQUIREMENT 6** Complete 1 course

Genre:

ENGL 333 - The English Novel	3.0
ENGL 336 - The American Novel	3.0
ENGL 337R - Advanced Studies in Genre *You may take this course up to 1 time.*	3.0
ENGL 339 - Studies in Nonfiction	3.0
ENGL 341 - English Drama: Beginnings to 1800, Excluding Shakespeare	3.0
ENGL 343 - Modern English and American Drama	3.0
ENGL 345 - Literature and Film	3.0
ENGL 356 - Myth, Legend, and Folktales	3.0
ENGL 359 - The Short Story	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 391 - Introduction to Folklore	3.0
ENGL 392 - American Folklore	3.0
ENGL 393R - Studies in Folklore	3.0
ENGL 420 - Young Adult Literature	3.0

✓ **REQUIREMENT 7** Complete 1 option

Complete one English + course, or an equivalent course (contact the Humanities Career and Advisement Center for more information):

✓ **OPTION 7.1** Complete 1 course

ENGL 394R - Applied English	3.0
ENGL 399R - Academic Internship	9.0v

Note: If Engl 399R is taken, 3 credit hours are required.

✓ **REQUIREMENT 8** Complete 1 course

Note: Students must complete a major author course (Engl 381, 382, 383, or 384R) before taking Engl 495. Students will take this course their senior year.

ENGL 495 - The Senior Course	3.0

✓ **REQUIREMENT 9** Complete 6.0 hours from the following option(s)

Electives:

Complete 6 elective hours from any 300- or 400-level English courses except English education courses (Engl 329, 377, 378, 379, 423, 479). (Double counting of courses used to fill previous requirements is not allowed):

✓ **OPTION 9.1** Complete up to 6.0 hours from the following course(s)

ENGL 300R - English Literature in a Cultural Setting	6.0v
ENGL 305 - Critical Reading	3.0
ENGL 306 - Travel Writing	3.0v
ENGL 310 - Writing and Tutoring	3.0
ENGL 314 - Writing About Literature	3.0
ENGL 317R - Writing Creative Nonfiction	3.0
ENGL 318R - Writing Fiction	3.0
ENGL 319R - Writing Poetry	3.0
ENGL 320R - Writing for Children and Adolescents	3.0
ENGL 321R - English Department Reading Series	1.0
ENGL 322 - Fundamentals of Rhetoric	3.0
ENGL 323 - Introduction to Professional Writing	3.0
ENGL 324 - Writing with Style	3.0
ENGL 325 - Visual Rhetoric	3.0
ENGL 326 - Applied Digital Communication	3.0
ENGL 327R - Studies in Rhetoric	3.0
ENGL 328R - Studies in Composing	3.0
ENGL 330 - Literary English: History and Style	3.0
ENGL 333 - The English Novel	3.0
ENGL 336 - The American Novel	3.0
ENGL 337R - Advanced Studies in Contemporary Drama	3.0
ENGL 337R - Advanced Studies in Contemporary Fiction	3.0
ENGL 337R - Advanced Studies in Contemporary Creative Non-Fiction	3.0
ENGL 337R - Advanced Studies in Contemporary Poetry	3.0
ENGL 337R - Advanced Studies in Genre	3.0
ENGL 338 - Literary Studies of the Bible	3.0
ENGL 339 - Studies in Nonfiction	3.0
ENGL 341 - English Drama: Beginnings to 1800, Excluding Shakespeare	3.0
ENGL 343 - Modern English and American Drama	3.0

ENGL 343 - Modern British Drama	3.0
ENGL 343 - Modern American Drama	3.0
ENGL 345 - Literature and Film	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0
ENGL 356 - Myth, Legend, and Folktales	3.0
ENGL 358R - Native American Literature 1800-1900	3.0
ENGL 358R - African American Literature Before 1800	3.0
ENGL 358R - Ethnic Literatures	3.0
ENGL 358R - Jewish American Literature Before 1800	3.0
ENGL 358R - Latino/a American Literature 1800-1900	3.0
ENGL 358R - Latino/a American Literature Before 1800	3.0
ENGL 358R - African American Literature 1800-1900	3.0
ENGL 358R - Native American Literature Before 1800	3.0
ENGL 358R - Jewish American Literature 1900-Present	3.0
ENGL 358R - Jewish American Literature 1800-1900	3.0
ENGL 358R - Ethnic Literatures 1800-1900	3.0
ENGL 358R - African American Literature 1900-Present	3.0
ENGL 358R - Asian American Literature 1800-1900	3.0
ENGL 358R - Latino/a American Literature 1900-Present	3.0
ENGL 358R - Asian American Literature Before 1800	3.0
ENGL 358R - Native American Literature	3.0
ENGL 358R - Asian American Literature 1900-Present	3.0
ENGL 358R - Ethnic Literatures Before 1800	3.0
ENGL 358R - Native American Literature 1900-Present	3.0
ENGL 358R - Ethnic Literatures 1900-Present	3.0
ENGL 359 - The Short Story	3.0
ENGL 360 - American Literature to 1800	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
ENGL 364 - Literature and Cultures of the American West	3.0
ENGL 365 - American Literature 1960 to Present	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 367R - Urban Literature 1900-Present	3.0
ENGL 367R - Urban Literature Before 1800	3.0
ENGL 367R - Urban Literature 1800-1900	3.0
ENGL 367R - American Regional Literature 1900-Present	3.0
ENGL 367R - American Regional Literature Before 1800	3.0
ENGL 367R - Southern American Literature 1900-Present	3.0
ENGL 367R - Southern American Literature Before 1800	3.0
ENGL 367R - Southern American Literature 1800-1900	3.0
ENGL 367R - American Regional Literature 1800-1900	3.0
ENGL 367R - American Regional Literature	3.0
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 371 - British Literature to 1500: The Medieval Period	3.0
ENGL 372 - British Literature 1500 - 1603: The Early Renaissance	3.0
ENGL 373 - British Literature 1660 - 1789: The Enlightenment	3.0
ENGL 374 - British Literature 1789 - 1832: The Romantic Period	3.0
ENGL 375 - British Literature 1832-1900: The Victorian Period	3.0
ENGL 376 - British Literature 1900 - 1950: The Modern Period	3.0
ENGL 380 - British Literature 1950 - Present: The Contemporary Period	3.0
ENGL 381 - Chaucer	3.0
ENGL 382 - Shakespeare	3.0
ENGL 383 - Milton	3.0

ENGL 384R - Later British Authors	3.0
ENGL 384R - Major Authors	3.0
ENGL 384R - American Authors	3.0
ENGL 384R - Early British Authors	3.0
ENGL 385 - British Literature 1603 - 1660: The Late Renaissance	3.0
ENGL 390R - Transnational/Transatlantic Literature Before 1800	3.0
ENGL 390R - Transnational/Transatlantic Literature from 1800-1900	3.0
ENGL 390R - Transnational/Transatlantic Literature	3.0
ENGL 390R - Transnational/Transatlantic Literature from 1900-Present	3.0
ENGL 391 - Introduction to Folklore	3.0
ENGL 392 - American Folklore	3.0
ENGL 393R - Studies in Folklore	3.0
ENGL 394R - Applied English	3.0
ENGL 395R - Studies in Literature	3.0
ENGL 396R - Studies in Women's Literature	3.0
ENGL 396R - Studies in Women's Literature 1900-Present	3.0
ENGL 396R - Studies in Women's Literature Before 1800	3.0
ENGL 396R - Studies in Women's Literature 1800-1900	3.0
ENGL 397R - African Literature 1800-1900	3.0
ENGL 397R - Post-Colonial Literature 1800-1900	3.0
ENGL 397R - Scottish Literature 1900-Present	3.0
ENGL 397R - South-Asian Literature 1900-Present	3.0
ENGL 397R - Hemispheric Literatures 1900-Present	3.0
ENGL 397R - Hemispheric Literatures Before 1800	3.0
ENGL 397R - World Literatures in English 1800-1900	3.0
ENGL 397R - Caribbean Literature 1900-Present	3.0
ENGL 397R - South-Asian Literature Before 1800	3.0
ENGL 397R - World Literatures in English	3.0
ENGL 397R - World Literatures in English 1900-Present	3.0
ENGL 397R - Post-Colonial Literature 1900-Present	3.0
ENGL 397R - Caribbean Literature 1800-1900	3.0
ENGL 397R - Hemispheric Literatures 1800-1900	3.0
ENGL 397R - Irish Literature 1800-1900	3.0
ENGL 397R - South-Asian Literature 1800-1900	3.0
ENGL 397R - Scottish Literature 1800-1900	3.0
ENGL 397R - World Literatures in English Before 1800	3.0
ENGL 397R - African Literature Before 1800	3.0
ENGL 397R - Scottish Literature Before 1800	3.0
ENGL 397R - African Literature 1900-Present	3.0
ENGL 397R - Post-Colonial Literature Before 1800	3.0
ENGL 397R - Irish Literature 1900-Present	3.0
ENGL 397R - Caribbean Literature Before 1800	3.0
ENGL 397R - Irish Literature Before 1800	3.0
ENGL 398 - Career Preparation for English Majors	0.5
ENGL 400 - Portfolio Capstone for Writing and Rhetoric Minors	1.0
ENGL 401 - Creative Writing Minor Capstone	1.0
ENGL 419R - Creative Writing Projects in Fiction	3.0
ENGL 419R - Creative Writing Projects: Writing for Children and Adolescents	3.0
ENGL 419R - Creative Writing Projects in Poetry	3.0
ENGL 419R - Advanced Creative Writing Practice and Theory	3.0
ENGL 419R - Creative Writing Projects in Creative Nonfiction	3.0
ENGL 420 - Young Adult Literature	3.0
ENGL 451 - Literary Theory and Criticism 1: The Critical Tradition	3.0
ENGL 452 - Literary Theory and Criticism 2: Contemporary Criticism	3.0

ENGL 477R - Secondary Minor Student Teaching	4.0
ENGL 480R - Directed Research in English	3.0v
ENGL 490R - Individual Readings in English	3.0v
ENGL 495 - The Senior Course	3.0
ENGL 499R - Honors Thesis	6.0v

✔ **OPTION 9.2** Complete up to 3.0 hours from the following course(s)

ENGL 218 - Creative Writing	3.0

✔ **OPTION 9.3** Complete up to 3.0 hours from the following course(s)

Only one of the following English Advanced Written and Oral Communications courses can count as an English elective:

ENGL 310 - Writing and Tutoring	3.0
ENGL 311 - Writing About the Arts and Humanities	3.0
ENGL 312 - Persuasive Writing	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0
ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
HONRS 300R - Advanced Writing	3.0

✔ **OPTION 9.4** Complete up to 3.0 hours from the following course(s)

Only one of the following English language courses:

ELANG 322 - Modern American Usage	3.0
ELANG 324 - History of the English Language	3.0
ELANG 325 - The Grammar of English	3.0
ELANG 350 - Basic Editing Skills	3.0
ELANG 410R - Genre and Substantive Editing *You may take this course up to 1 time.*	3.0
ELANG 430R - Editing for Publication *You may take this course up to 1 time.*	3.0v

Program Outcomes

Interpretive and Communicative Skills

English graduates employ critical reading strategies, disciplinary writing expertise, and sophisticated analytical skills in their written and oral communication.

Interpretive and Communicative Applications

English graduates translate the skills of the humanistic tradition, including critical inquiry, scholarly research, communication, and creativity, to professional environments and narrate the value of these skills to prospective employers.

Interpretive and Communicative Contexts

English graduates know how to trace the development of literary traditions, investigate authors, and differentiate genres, and they know how to discuss disciplinary methodologies and scholarly conversations; they use these contexts to frame their written, oral, and visual work.

Interpretive and Communicative Ethics

English graduates embrace literature and writing as sources of wisdom, spiritual insight, and aesthetic pleasure; as mediums for encountering and reflecting upon the diversity of human experience; and as guides for building relation and discerning value.

↑Top

English

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

The English Department requires a minimum of 9 hours of course work to be taken in residence at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 3 courses

ENGL 251 - Introduction to English Studies	3.0
ENGL 291 - British Literary History 1	3.0
ENGL 295 - Writing Literary Criticism	3.0

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 2 courses

ENGL 292 - British Literary History 2	3.0
ENGL 293 - American Literary History	3.0

✓ **OPTION 2.2** Complete 1 course

ENGL 294 - Transatlantic Literary History	6.0

✓ **REQUIREMENT 3** Complete 1 course

ENGL 300R - English Literature in a Cultural Setting	6.0v
ENGL 305 - Critical Reading	3.0
ENGL 306 - Travel Writing	3.0v
ENGL 310 - Writing and Tutoring	3.0
ENGL 311 - Writing About the Arts and Humanities	3.0
ENGL 311 - Honors Writing About the Arts and Humanities	3.0
ENGL 312 - Persuasive Writing	3.0
ENGL 312 - Honors Persuasive Writing	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0
ENGL 314 - Writing About Literature	3.0
ENGL 315 - Writing in the Social Sciences	3.0
ENGL 315 - Honors Writing in the Social Sciences	3.0
ENGL 316 - Honors Technical Communication	3.0
ENGL 316 - Technical Communication	3.0
ENGL 317R - Writing Creative Nonfiction	3.0

ENGL 318R - Writing Fiction	3.0
ENGL 319R - Writing Poetry	3.0
ENGL 320R - Writing for Children and Adolescents	3.0
ENGL 321R - English Department Reading Series	1.0
ENGL 322 - Fundamentals of Rhetoric	3.0
ENGL 323 - Introduction to Professional Writing	3.0
ENGL 324 - Writing with Style	3.0
ENGL 325 - Visual Rhetoric	3.0
ENGL 326 - Applied Digital Communication	3.0
ENGL 327R - Studies in Rhetoric	3.0
ENGL 328R - Studies in Composing	3.0
ENGL 329 - Teaching Grammar and Usage in Secondary Schools	3.0
ENGL 330 - Literary English: History and Style	3.0
ENGL 333 - The English Novel	3.0
ENGL 336 - The American Novel	3.0
ENGL 337R - Advanced Studies in Genre	3.0
ENGL 337R - Advanced Studies in Contemporary Drama	3.0
ENGL 337R - Advanced Studies in Contemporary Fiction	3.0
ENGL 337R - Advanced Studies in Contemporary Creative Non-Fiction	3.0
ENGL 337R - Advanced Studies in Contemporary Poetry	3.0
ENGL 338 - Literary Studies of the Bible	3.0
ENGL 339 - Studies in Nonfiction	3.0
ENGL 341 - English Drama: Beginnings to 1800, Excluding Shakespeare	3.0
ENGL 343 - Modern American Drama	3.0
ENGL 343 - Modern English and American Drama	3.0
ENGL 343 - Modern British Drama	3.0
ENGL 345 - Literature and Film	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0
ENGL 356 - Myth, Legend, and Folktales	3.0
ENGL 358R - Jewish American Literature Before 1800	3.0
ENGL 358R - Latino/a American Literature 1800-1900	3.0
ENGL 358R - Latino/a American Literature Before 1800	3.0
ENGL 358R - African American Literature 1800-1900	3.0
ENGL 358R - Native American Literature Before 1800	3.0
ENGL 358R - Jewish American Literature 1900-Present	3.0
ENGL 358R - Native American Literature	3.0
ENGL 358R - Jewish American Literature 1800-1900	3.0
ENGL 358R - Ethnic Literatures 1800-1900	3.0
ENGL 358R - African American Literature 1900-Present	3.0
ENGL 358R - Asian American Literature 1800-1900	3.0
ENGL 358R - Latino/a American Literature 1900-Present	3.0
ENGL 358R - Asian American Literature Before 1800	3.0
ENGL 358R - Ethnic Literatures	3.0
ENGL 358R - Asian American Literature 1900-Present	3.0
ENGL 358R - Ethnic Literatures Before 1800	3.0
ENGL 358R - Native American Literature 1900-Present	3.0
ENGL 358R - Ethnic Literatures 1900-Present	3.0
ENGL 358R - Native American Literature 1800-1900	3.0
ENGL 358R - African American Literature Before 1800	3.0
ENGL 359 - The Short Story	3.0
ENGL 360 - American Literature to 1800	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0

ENGL 364 - Literature and Cultures of the American West	3.0
ENGL 365 - American Literature 1960 to Present	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 367R - American Regional Literature 1900-Present	3.0
ENGL 367R - American Regional Literature Before 1800	3.0
ENGL 367R - Southern American Literature 1900-Present	3.0
ENGL 367R - Southern American Literature Before 1800	3.0
ENGL 367R - Southern American Literature 1800-1900	3.0
ENGL 367R - American Regional Literature 1800-1900	3.0
ENGL 367R - Urban Literature 1900-Present	3.0
ENGL 367R - Urban Literature Before 1800	3.0
ENGL 367R - Urban Literature 1800-1900	3.0
ENGL 367R - American Regional Literature	3.0
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 371 - British Literature to 1500: The Medieval Period	3.0
ENGL 372 - British Literature 1500 - 1603: The Early Renaissance	3.0
ENGL 373 - British Literature 1660 - 1789: The Enlightenment	3.0
ENGL 374 - British Literature 1789 - 1832: The Romantic Period	3.0
ENGL 375 - British Literature 1832-1900: The Victorian Period	3.0
ENGL 376 - British Literature 1900 - 1950: The Modern Period	3.0
ENGL 377 - Teaching English in Secondary Schools	3.0
ENGL 378 - Teaching Literature and Reading in Secondary Schools	3.0
ENGL 379 - Practicum in Secondary English Teaching	1.0
ENGL 380 - British Literature 1950 - Present: The Contemporary Period	3.0
ENGL 381 - Chaucer	3.0
ENGL 382 - Shakespeare	3.0
ENGL 383 - Milton	3.0
ENGL 384R - Major Authors	3.0
ENGL 384R - American Authors	3.0
ENGL 384R - Early British Authors	3.0
ENGL 384R - Later British Authors	3.0
ENGL 385 - British Literature 1603 - 1660: The Late Renaissance	3.0
ENGL 390R - Transnational/Transatlantic Literature Before 1800	3.0
ENGL 390R - Transnational/Transatlantic Literature from 1800-1900	3.0
ENGL 390R - Transnational/Transatlantic Literature	3.0
ENGL 390R - Transnational/Transatlantic Literature from 1900-Present	3.0
ENGL 391 - Introduction to Folklore	3.0
ENGL 392 - American Folklore	3.0
ENGL 393R - Studies in Folklore	3.0
ENGL 394R - Applied English	3.0
ENGL 395R - Studies in Literature	3.0
ENGL 396R - Studies in Women's Literature 1900-Present	3.0
ENGL 396R - Studies in Women's Literature Before 1800	3.0
ENGL 396R - Studies in Women's Literature 1800-1900	3.0
ENGL 396R - Studies in Women's Literature	3.0
ENGL 397R - South-Asian Literature 1900-Present	3.0
ENGL 397R - Hemispheric Literatures Before 1800	3.0
ENGL 397R - World Literatures in English 1800-1900	3.0
ENGL 397R - Caribbean Literature 1900-Present	3.0
ENGL 397R - South-Asian Literature Before 1800	3.0
ENGL 397R - Scottish Literature Before 1800	3.0
ENGL 397R - Post-Colonial Literature Before 1800	3.0
ENGL 397R - Post-Colonial Literature 1900-Present	3.0
ENGL 397R - Hemispheric Literatures 1800-1900	3.0

ENGL 397R - South-Asian Literature 1800-1900	3.0
ENGL 397R - Scottish Literature 1800-1900	3.0
ENGL 397R - World Literatures in English Before 1800	3.0
ENGL 397R - African Literature Before 1800	3.0
ENGL 397R - Scottish Literature 1900-Present	3.0
ENGL 397R - Hemispheric Literatures 1900-Present	3.0
ENGL 397R - World Literatures in English	3.0
ENGL 397R - African Literature 1900-Present	3.0
ENGL 397R - Irish Literature 1900-Present	3.0
ENGL 397R - Caribbean Literature Before 1800	3.0
ENGL 397R - Irish Literature Before 1800	3.0
ENGL 397R - African Literature 1800-1900	3.0
ENGL 397R - World Literatures in English 1900-Present	3.0
ENGL 397R - Caribbean Literature 1800-1900	3.0
ENGL 397R - Irish Literature 1800-1900	3.0
ENGL 397R - Post-Colonial Literature 1800-1900	3.0
ENGL 398 - Career Preparation for English Majors	0.5
ENGL 399R - Academic Internship	9.0v

Program Outcomes

Please contact the individual department for outcome information.

↑Top

English Language

BA

Hours	51 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that Ling 198, a 2-credit-hour course, be taken early in a student's major. This course is recommended to help English Language majors focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development.

✓ **REQUIREMENT 1** Complete 1 course

Complete the following prerequisite to all courses required for the English language major:

ELANG 223 - Introduction to the English Language	3.0

✓ **REQUIREMENT 2** Complete 7 courses

Core courses:

ELANG 273 - Empirical Methods in English Linguistics	3.0
ELANG 322 - Modern American Usage	3.0
ELANG 324 - History of the English Language	3.0
ELANG 325 - The Grammar of English	3.0
ELANG 326 - English Semantics and Pragmatics	3.0
ELANG 327 - English Phonetics and Phonology	3.0
ELANG 495R - The Senior Course *You may take this course up to 1 time.*	3.0

✓ **REQUIREMENT 3** Complete 1 course

ELANG 362 - Discourse Analysis	3.0
ELANG 468 - Introduction to Varieties of English	3.0
LING 452 - Introduction to Sociolinguistics	3.0
LING 485 - Corpus Linguistics	3.0

✓ **REQUIREMENT 4** Complete 1 course

Period courses:

ELANG 447 - Early Modern English	3.0

ELANG 448 - Late Modern English	3.0
ELANG 525 - Old English 1	3.0
ELANG 526 - Middle English	3.0

✓ **REQUIREMENT 5** Complete 9.0 hours from the following option(s)

✓ **OPTION 5.1** Complete up to 9.0 hours from the following course(s)

NOTE: The courses chosen to satisfy requirements above cannot double count in this requirement.

ELANG 362 - Discourse Analysis	3.0
ELANG 421R - Studies in Language or Editing *You may take this course up to 1 time.*	6.0v
ELANG 447 - Early Modern English	3.0
ELANG 448 - Late Modern English	3.0
ELANG 468 - Introduction to Varieties of English	3.0
ELANG 521R - Studies in Language *You may take this course up to 1 time.*	3.0
ELANG 522 - Language Policy and Planning in English Language Contexts	3.0
ELANG 524 - History of the Book	3.0
ELANG 525 - Old English 1	3.0
ELANG 526 - Middle English	3.0
ELANG 529 - Structure of Modern English	3.0
ELANG 535 - Language and Literature	3.0
ELANG 548 - Old English 2	3.0
LING 325 - Theoretical Syntax	3.0
DIGHT 360 - (DigHT-Ling) Programming for Text Processing and Analysis	3.0
LING 361 - Speech Processing	3.0
LING 445 - Introduction to Psycholinguistics	3.0
LING 450 - Introduction to Historical-Comparative Linguistics	3.0
LING 452 - Introduction to Sociolinguistics	3.0
LING 485 - Corpus Linguistics	3.0
LING 498 - Career Preparation for Linguistics and English Language Majors	1.0
LING 551 - Anthropological Linguistics	3.0

✓ **OPTION 5.2** Complete up to 3.0 hours from the following course(s)

NOTE: Only one digital humanities and technology (DigHT) or linguistics computing (LingC) course can be used to fill this requirement.

DIGHT 230 - Introduction to Print Publishing	3.0
DIGHT 250 - Web Publishing	3.0
DIGHT 260 - Tools for Text Processing and Analysis	3.0
DIGHT 315 - Research in the Digital Humanities	3.0

✓ **REQUIREMENT 6**

Complete university course work (or the equivalent) to a 200-level or higher in any single foreign language, including American Sign Language. (This requirement varies for Spanish. See the Humanities College Advisement Center.) The language for this requirement may be the same language used to satisfy the GE Foreign Language option, but note that the GE Foreign Language option may require more coursework than this requirement from the English Language major. For non-native speakers of English, the university TOEFL requirement satisfies this requirement for the English Language major. A language relevant to the historical development of English is strongly recommended, namely Latin, French, German, or Classical Greek.

Program Outcomes

Linguistic Structures

Identify some linguistic structures of present-day and historical varieties of the English language in terms of sounds, sound patterns, word-formation processes, grammar, and meaning.

Linguistic Processes

Explain the general linguistic processes and social factors that influence structural change and variation within the English language.

Research Methods and Approaches

Carry out linguistic research using appropriate methods and approaches.

Top

English Teaching

BA

Hours	76 - 93 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 1 option

GE Foreign Language option:

English majors must complete a GE Foreign Language culminating course, even if an Advanced Mathematics option has already been completed. If a student has no prior foreign language experience, it will take four semesters to complete the culminating course. Check the University Core requirements for courses approved as the culminating course.

OPTION 1.1 Complete 1 course

AFRIK 202 - Second-Year Afrikaans	4.0
AFRIK 330 - Advanced Language Proficiency Through Cultural Studies: Afrikaans	3.0
AKAN 202 - Second-Year Language Study: Akan	4.0
AKAN 330 - Advanced Language Proficiency Through Cultural Studies: Akan	3.0
ALBAN 202 - Second-Year Language Study: Albanian	4.0
ALBAN 330 - Advanced Language Proficiency Through Cultural Studies: Albanian	3.0
ARAB 202 - Intermediate Arabic	4.0
ARMEN 202 - Second-Year Language Study: Armenian	4.0
ARMEN 330 - Advanced Language Proficiency Through Cultural Studies: Armenian	3.0
ASL 301 - Advanced American Sign Language and Culture	4.0
AYMRA 202 - Second-Year Language Study: Aymara	4.0
AYMRA 330 - Advanced Language Proficiency Through Cultural Studies: Aymara	3.0
BASQ 202 - Second-Year Language Study: Basque	4.0
BASQ 330 - Advanced Language Proficiency Through Cultural Studies: Basque	3.0
BCLNO 202 - Second-Year Language Study: Bicolano	4.0
BCLNO 330 - Advanced Language Proficiency Through Cultural Studies: Bicolano	3.0
BULGN 330 - Cultural History of Bulgaria	3.0
BURMS 202 - Second-Year Language Study: Burmese	4.0
BURMS 330 - Advanced Language Proficiency Through Cultural Studies: Burmese	3.0
CAKCQ 202 - Second-Year Language Study: Cakchiquel	4.0
CAKCQ 330 - Advanced Language Proficiency Through Cultural Studies: Cakchiquel	3.0
CAMBO 202 - Second-Year Language Study: Cambodian	4.0
CANT 202 - Second-Year Cantonese	4.0
CATLN 202 - Second-Year Language Study: Catalan	4.0
CATLN 330 - Advanced Language Proficiency Through Cultural Studies: Catalan	3.0

CEBU 202 - Second-Year Language Study: Cebuano	4.0
CEBU 330 - Advanced Language Proficiency Through Cultural Studies: Cebuano	3.0
CHIN 202 - Intermediate Mandarin	4.0
CHIN 301 - Third-Year Mandarin	4.0
CREOL 202 - Second-Year Language Study: Haitian-Creole	4.0
CREOL 330 - Advanced Language Proficiency Through Cultural Studies: Haitian Creole	3.0
CROAT 202 - Second-Year Language Study: Croatian	4.0
CROAT 330 - Advanced Language Proficiency Through Cultural Studies: Croatian	3.0
CZECH 330 - Cultural History of Czech Republic	3.0
DANSH 202 - Second Year Danish	4.0
DANSH 340 - Danish Literature	3.0
DARI 202 - Second-Year Language Study: Dari	4.0
DARI 330 - Advanced Language Proficiency Through Cultural Studies: Dari	3.0
DUTCH 330 - Advanced Language Proficiency Through Cultural Studies: Dutch	3.0
DUTCH 340 - Introduction to Dutch Literature	3.0
ESTON 202 - Second-Year Language Study: Estonian	4.0
ESTON 330 - Advanced Language Proficiency Through Cultural Studies: Estonian	3.0
FIJI 202 - Second-Year Language Study: Fijian	4.0
FIJI 330 - Advanced Language Proficiency Through Cultural Studies: Fijian	3.0
FINN 202 - Second Year Finnish	4.0
FINN 340 - Finnish Literature	3.0
FLANG 330R - Advanced Language Proficiency Through Cultural Studies *You may take this course up to 1 time.*	3.0
FREN 202 - Intermediate French, Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0
GA 202 - Second-Year Language Study: Ga	4.0
GA 330 - Advanced Language Proficiency Through Cultural Studies: Ga	3.0
GEORG 202 - Second-Year Language Study: Georgian	4.0
GEORG 330 - Advanced Language Proficiency Through Cultural Studies: Georgian	3.0
GERM 202 - Second-Year German	4.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0
GUARA 202 - Second-Year Language Study: Guarani	4.0
GUARA 330 - Advanced Language Proficiency Through Cultural Studies: Guarani	3.0
HAWAI 202 - Second-Year Language Study: Hawaiian	4.0
HAWAI 330 - Advanced Language Proficiency Through Cultural Studies: Hawaiian	3.0
HEB 202 - Second-Year Modern Hebrew 2	4.0
HEB 431 - (Not currently offered)	
HILIG 202 - Second-Year Language Study: Ilonggo/Hiligaynon	4.0
HILIG 330 - Advanced Language Proficiency Through Cultural Studies: Ilonggo/Hiligaynon	3.0
HINDI 202 - Second-Year Language Study: Hindi	4.0
HINDI 330 - Advanced Language Proficiency Through Cultural Studies: Hindi	3.0
HMONG 202 - Second-Year Language Study: Hmong	4.0
HMONG 330 - Advanced Language Proficiency Through Cultural Studies: Hmong	3.0
HUNG 330 - Cultural History of Hungary	3.0
ICLND 202 - Second-Year Icelandic	4.0
ICLND 429 - Old Icelandic Language and Literature	3.0
ILANG 202 - Second-Year Language Study: Ilangot	4.0
ILANG 330 - Advanced Language Proficiency Through Cultural Studies: Ilangot	3.0
ILOCN 202 - Second-Year Language Study: Ilocano	4.0
ILOCN 330 - Advanced Language Proficiency Through Cultural Studies: Ilocano	3.0
INDON 202 - Second-Year Language Study: Indonesian	4.0
INDON 330 - Advanced Language Proficiency Through Cultural Studies: Indonesian	3.0

ITAL 202 - Intermediate Italian 2	3.0
ITAL 340 - Introduction to Italian Literature	3.0
JAPAN 202 - Second-Year Japanese	4.0
JAPAN 301 - Japanese Reading and Culture	4.0
JAPAN 302 - Readings in Japanese History and Culture	4.0
JAVNS 202 - Second-Year Language Study: Javanese	4.0
JAVNS 330 - Advanced Language Proficiency Through Cultural Studies: Javanese	3.0
KAZAK 202 - Second-Year Language Study: Kazakh	4.0
KAZAK 330 - Advanced Language Proficiency Through Cultural Studies: Kazakh	3.0
KICHE 202 - Second-Year Language Study: K'iche	4.0
KICHE 330 - Advanced Language Proficiency Through Cultural Studies: K'iche	3.0
KOREA 202 - Second-Year Korean 2	4.0
KOREA 301 - Third-Year Korean 1	4.0
LAO 202 - Second-Year Language Study: Laotian	4.0
LAO 330 - Advanced Language Proficiency Through Cultural Studies: Laotian	3.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATVI 202 - Second-Year Language Study: Latvian	4.0
LATVI 330 - Cultural History of Latvia	3.0
LITHU 202 - Second-Year Language Study: Lithuanian	4.0
LITHU 330 - Cultural History of Lithuania	3.0
M GRK 202 - Second-Year Language Study: Modern Greek	4.0
M GRK 330 - Advanced Language Proficiency Through Cultural Studies: Modern Greek	3.0
MALAG 202 - Second-Year Language Study: Malagasy	4.0
MALAG 330 - Advanced Language Proficiency Through Cultural Studies: Malagasy	3.0
MALAY 202 - Second-Year Language Study: Malay	4.0
MALAY 330 - Advanced Language Proficiency Through Cultural Studies: Malay	3.0
MAORI 202 - Second-Year Language Study: Maori	4.0
MAORI 330 - Advanced Language Proficiency Through Cultural Studies: Maori	3.0
MARSH 202 - Second-Year Language Study: Marshallese	4.0
MARSH 330 - Advanced Language Proficiency Through Cultural Studies: Marshallese	3.0
MAYA 202 - Second-Year Language Study: Maya	4.0
MAYA 330 - Advanced Language Proficiency Through Cultural Studies: Maya	3.0
MONGO 202 - Second-Year Language Study: Mongolian	4.0
MONGO 330 - Advanced Language Proficiency Through Cultural Studies: Mongolian	3.0
NAVAJ 202 - Second-Year Language Study: Navajo	4.0
NAVAJ 330 - Advanced Language Proficiency Through Cultural Studies: Navajo	3.0
NIUEA 202 - Second-Year Language Study: Niuean	4.0
NIUEA 330 - Advanced Language Proficiency Through Cultural Studies: Niuean	3.0
NORWE 202 - Second Year Norwegian	4.0
NORWE 340 - Norwegian Literature	3.0
PERSI 202 - Second-Year Language Study: Persian	4.0
PERSI 330 - Advanced Language Proficiency Through Cultural Studies: Persian	3.0
POLSH 202 - Second-Year Polish	4.0
POLSH 330 - Cultural History of Poland	3.0
PORT 202 - Fourth-Semester Portuguese: Reading and Comprehension	4.0
PORT 315 - (Not currently offered)	
PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 345 - Portuguese Civilization	3.0
PORT 355 - Brazilian Civilization	3.0
PSHTO 202 - Second-Year Language Study: Pashto	4.0
PSHTO 330 - Advanced Language Proficiency Through Cultural Studies: Pashto	3.0
QUECH 202 - Second-Year Language Study: Quechua	4.0
QUECH 330 - Advanced Language Proficiency Through Cultural Studies: Quechua	3.0

RAROT 202 - Second-Year Language Study: Rarotongan	4.0
RAROT 330 - Advanced Language Proficiency Through Cultural Studies: Rarotongan	3.0
ROM 202 - Second-Year Language Study: Romanian	4.0
ROM 330 - Advanced Language Proficiency Through Cultural Studies: Romanian	3.0
ROM 340 - Introduction to Romanian Literature and Culture	3.0
RUSS 202 - Second-Year Russian, Part 2	5.0
RUSS 330 - Cultural History of Russia	3.0
SAMOA 202 - Second-Year Language Study: Samoan	4.0
SAMOA 330 - Advanced Language Proficiency Through Cultural Studies: Samoan	3.0
SLN 202 - Second-Year Language Study: Slovene	4.0
SLN 330 - Advanced Language Proficiency Through Cultural Studies: Slovene	3.0
SLOVK 202 - Second-Year Language Study: Slovak	4.0
SLOVK 330 - Advanced Language Proficiency Through Cultural Studies: Slovak	3.0
SPAN 205 - University Spanish 3	4.0
SPAN 345 - Iberian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SRBCR 330 - (Not currently offered)	
SRBIA 202 - Second-Year Language Study: Serbian	4.0
SRBIA 330 - Advanced Language Proficiency Through Cultural Studies: Serbian	3.0
SWAHI 330 - Advanced Language Proficiency Through Cultural Studies: Swahili	3.0
SWED 202 - Second Year Swedish	4.0
SWED 340 - Swedish Literature	3.0
TAGAL 202 - Second-Year Language Study: Filipino, Tagalog	4.0
TAGAL 330 - Advanced Language Proficiency Through Cultural Studies: Filipino, Tagalog	3.0
TAHTN 202 - Second-Year Language Study: Tahitian	4.0
TAHTN 330 - Advanced Language Proficiency Through Cultural Studies: Tahitian	3.0
TAIWN 202 - Second-Year Language Study: Taiwanese	4.0
TAIWN 330 - Advanced Language Proficiency Through Cultural Studies: Taiwanese	3.0
TAMIL 202 - Second-Year Language Study: Tamil	4.0
TAMIL 330 - Advanced Language Proficiency Through Cultural Studies: Tamil	3.0
THAI 202 - Second-Year Language Study: Thai	4.0
THAI 330 - Advanced Language Proficiency Through Cultural Studies: Thai	3.0
TONGA 202 - Second-Year Language Study: Tongan	4.0
TONGA 330 - Advanced Language Proficiency Through Cultural Studies: Tongan	3.0
TRUKS 202 - Second-Year Language Study: Trukese	4.0
TRUKS 330 - Advanced Language Proficiency Through Cultural Studies: Trukese	3.0
TURK 202 - Second-Year Language Study: Turkish	4.0
TURK 330 - Advanced Language Proficiency Through Cultural Studies: Turkish	3.0
TWI 202 - Second-Year Language Study: Twi	4.0
TWI 330 - Advanced Language Proficiency Through Cultural Studies: Twi	3.0
UKRAI 330 - Cultural History of Ukraine	3.0
URDU 202 - Second-Year Language Study: Urdu	4.0
URDU 330 - Advanced Language Proficiency Through Cultural Studies: Urdu	3.0
VANTU 202 - Second-Year Language Study: Vanuatu	4.0
VANTU 330 - Advanced Language Proficiency Through Cultural Studies: Vanuatu	3.0
VIET 202 - Second-Year Language Study: Vietnamese	4.0
VIET 330 - Advanced Language Proficiency Through Cultural Studies: Vietnamese	3.0
WARAY 202 - Second-Year Language Study: Waray-Waray	4.0
WARAY 330 - Advanced Language Proficiency Through Cultural Studies: Waray-Waray	3.0
WELSH 202 - Second-Year Language Study: Welsh	4.0
WELSH 330 - Advanced Language Proficiency Through Cultural Studies: Welsh	3.0
XHOSA 202 - Second-Year Language Study: Xhosa	4.0
XHOSA 330 - Advanced Language Proficiency Through Cultural Studies: Xhosa	3.0

If the language you completed is not listed, please contact the Humanities Advisement Center.

The English Department requires a minimum of 24 hours of English major course work to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

Engl 198 and Engl 398 are recommended.

Because upper-division English courses require substantial writing, students should complete their Engl 295 before they begin their first upper-division courses, preferably in the second semester of their sophomore year.

A teaching minor is not required for licensure. However, it is strongly recommended.

Engl 276R is prerequisite to Engl 329, 377, 378, 379, and 423. All are prerequisite to Engl 476R or Engl 496R.

✓ **REQUIREMENT 2** Complete 2 options

Core courses:

A. Because English is a writing-intensive major, students are strongly encouraged to take a first-year freshman college-level writing course regardless of their AP test scores (Wrtg 150 or Phil 150).st-year Writing course:

✓ **OPTION 2.1** Complete 1 course

B. Fundamentals of language and literature. NOTE: Students must complete Engl 251 before taking any 300-level courses.

ENGL 251 - Introduction to English Studies	3.0

✓ **OPTION 2.2** Complete 1 group

C. British and American literary history. NOTE: Students must complete the literary history courses in a period before taking any 300-level courses in that period.

✓ **GROUP 2.2.1** Complete 3 courses

ENGL 291 - British Literary History 1	3.0
ENGL 292 - British Literary History 2	3.0
ENGL 293 - American Literary History	3.0

✓ **GROUP 2.2.2** Complete 2 courses

ENGL 291 - British Literary History 1	3.0
ENGL 294 - Transatlantic Literary History	6.0

✓ **REQUIREMENT 3** Complete 1 course

ENGL 276R - Exploration of Teaching	3.0

✓ **REQUIREMENT 4** Complete 1 course

NOTE: Students must complete Engl 295 before taking most 300- and 400-level courses for teaching majors.

ENGL 295 - Writing Literary Criticism	3.0

✓ **REQUIREMENT 5** Complete 2 courses

ENGL 360 - American Literature to 1800	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
ENGL 365 - American Literature 1960 to Present	3.0

✓ **REQUIREMENT 6** Complete 1 course

NOTE: Engl 356 is recommended.

ENGL 345 - Literature and Film	3.0
ENGL 356 - Myth, Legend, and Folktales	3.0
ENGL 358R - Ethnic Literatures	3.0
ENGL 359 - The Short Story	3.0
ENGL 366 - Studies in Poetry	3.0

✓ **REQUIREMENT 7** Complete 3.0 hours from the following option(s)

Complete three elective hours from the following list (NOTE: TMA 457 is strongly recommended):

✓ **OPTION 7.1** Complete up to 3.0 hours from the following course(s)

TMA 457 - Media in the Contemporary Classroom	3.0

✓ **OPTION 7.2** Complete up to 3.0 hours from the following course(s)

Courses used to fill a previous requirement may not double count for this requirement.

ENGL 300R - English Literature in a Cultural Setting	6.0v
ENGL 305 - Critical Reading	3.0
ENGL 306 - Travel Writing	3.0v
ENGL 310 - Writing and Tutoring	3.0
ENGL 317R - Writing Creative Nonfiction	3.0
ENGL 318R - Writing Fiction	3.0
ENGL 319R - Writing Poetry	3.0
ENGL 320R - Writing for Children and Adolescents	3.0
ENGL 321R - English Department Reading Series	1.0
ENGL 322 - Fundamentals of Rhetoric	3.0
ENGL 323 - Introduction to Professional Writing	3.0
ENGL 324 - Writing with Style	3.0
ENGL 325 - Visual Rhetoric	3.0
ENGL 326 - Applied Digital Communication	3.0
ENGL 327R - Studies in Rhetoric	3.0
ENGL 328R - Studies in Composing	3.0
ENGL 330 - Literary English: History and Style	3.0
ENGL 333 - The English Novel	3.0
ENGL 336 - The American Novel	3.0

ENGL 337R - Advanced Studies in Contemporary Fiction	3.0
ENGL 337R - Advanced Studies in Contemporary Creative Non-Fiction	3.0
ENGL 337R - Advanced Studies in Contemporary Poetry	3.0
ENGL 337R - Advanced Studies in Genre	3.0
ENGL 337R - Advanced Studies in Contemporary Drama	3.0
ENGL 338 - Literary Studies of the Bible	3.0
ENGL 339 - Studies in Nonfiction	3.0
ENGL 341 - English Drama: Beginnings to 1800, Excluding Shakespeare	3.0
ENGL 343 - Modern British Drama	3.0
ENGL 343 - Modern American Drama	3.0
ENGL 343 - Modern English and American Drama	3.0
ENGL 345 - Literature and Film	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0
ENGL 356 - Myth, Legend, and Folktales	3.0
ENGL 358R - Jewish American Literature Before 1800	3.0
ENGL 358R - Ethnic Literatures	3.0
ENGL 358R - Latino/a American Literature 1800-1900	3.0
ENGL 358R - Latino/a American Literature Before 1800	3.0
ENGL 358R - African American Literature 1800-1900	3.0
ENGL 358R - Native American Literature Before 1800	3.0
ENGL 358R - Jewish American Literature 1900-Present	3.0
ENGL 358R - Jewish American Literature 1800-1900	3.0
ENGL 358R - Ethnic Literatures 1800-1900	3.0
ENGL 358R - African American Literature 1900-Present	3.0
ENGL 358R - Asian American Literature 1800-1900	3.0
ENGL 358R - Latino/a American Literature 1900-Present	3.0
ENGL 358R - Asian American Literature Before 1800	3.0
ENGL 358R - Asian American Literature 1900-Present	3.0
ENGL 358R - Native American Literature	3.0
ENGL 358R - Ethnic Literatures Before 1800	3.0
ENGL 358R - Native American Literature 1900-Present	3.0
ENGL 358R - Ethnic Literatures 1900-Present	3.0
ENGL 358R - Native American Literature 1800-1900	3.0
ENGL 358R - African American Literature Before 1800	3.0
ENGL 359 - The Short Story	3.0
ENGL 360 - American Literature to 1800	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
ENGL 364 - Literature and Cultures of the American West	3.0
ENGL 365 - American Literature 1960 to Present	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 367R - Urban Literature 1800-1900	3.0
ENGL 367R - American Regional Literature 1900-Present	3.0
ENGL 367R - American Regional Literature Before 1800	3.0
ENGL 367R - Southern American Literature 1900-Present	3.0
ENGL 367R - Southern American Literature Before 1800	3.0
ENGL 367R - Southern American Literature 1800-1900	3.0
ENGL 367R - American Regional Literature 1800-1900	3.0
ENGL 367R - American Regional Literature	3.0
ENGL 367R - Urban Literature 1900-Present	3.0
ENGL 367R - Urban Literature Before 1800	3.0
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 371 - British Literature to 1500: The Medieval Period	3.0

ENGL 372 - British Literature 1500 - 1603: The Early Renaissance	3.0
ENGL 373 - British Literature 1660 - 1789: The Enlightenment	3.0
ENGL 374 - British Literature 1789 - 1832: The Romantic Period	3.0
ENGL 375 - British Literature 1832-1900: The Victorian Period	3.0
ENGL 376 - British Literature 1900 - 1950: The Modern Period	3.0
ENGL 380 - British Literature 1950 - Present: The Contemporary Period	3.0
ENGL 381 - Chaucer	3.0
ENGL 383 - Milton	3.0
ENGL 384R - Later British Authors	3.0
ENGL 384R - Major Authors	3.0
ENGL 384R - American Authors	3.0
ENGL 384R - Early British Authors	3.0
ENGL 385 - British Literature 1603 - 1660: The Late Renaissance	3.0
ENGL 390R - Transnational/Transatlantic Literature from 1800-1900	3.0
ENGL 390R - Transnational/Transatlantic Literature	3.0
ENGL 390R - Transnational/Transatlantic Literature from 1900-Present	3.0
ENGL 390R - Transnational/Transatlantic Literature Before 1800	3.0
ENGL 391 - Introduction to Folklore	3.0
ENGL 392 - American Folklore	3.0
ENGL 393R - Studies in Folklore	3.0
ENGL 394R - Applied English	3.0
ENGL 395R - Studies in Literature	3.0
ENGL 396R - Studies in Women's Literature	3.0
ENGL 396R - Studies in Women's Literature 1900-Present	3.0
ENGL 396R - Studies in Women's Literature Before 1800	3.0
ENGL 396R - Studies in Women's Literature 1800-1900	3.0
ENGL 397R - Irish Literature 1800-1900	3.0
ENGL 397R - Post-Colonial Literature 1800-1900	3.0
ENGL 397R - South-Asian Literature 1900-Present	3.0
ENGL 397R - Hemispheric Literatures Before 1800	3.0
ENGL 397R - World Literatures in English 1800-1900	3.0
ENGL 397R - Caribbean Literature 1900-Present	3.0
ENGL 397R - South-Asian Literature Before 1800	3.0
ENGL 397R - Scottish Literature Before 1800	3.0
ENGL 397R - Post-Colonial Literature Before 1800	3.0
ENGL 397R - World Literatures in English	3.0
ENGL 397R - Post-Colonial Literature 1900-Present	3.0
ENGL 397R - Hemispheric Literatures 1800-1900	3.0
ENGL 397R - South-Asian Literature 1800-1900	3.0
ENGL 397R - Scottish Literature 1800-1900	3.0
ENGL 397R - World Literatures in English Before 1800	3.0
ENGL 397R - African Literature Before 1800	3.0
ENGL 397R - Scottish Literature 1900-Present	3.0
ENGL 397R - Hemispheric Literatures 1900-Present	3.0
ENGL 397R - African Literature 1900-Present	3.0
ENGL 397R - Irish Literature 1900-Present	3.0
ENGL 397R - Caribbean Literature Before 1800	3.0
ENGL 397R - Irish Literature Before 1800	3.0
ENGL 397R - African Literature 1800-1900	3.0
ENGL 397R - World Literatures in English 1900-Present	3.0
ENGL 397R - Caribbean Literature 1800-1900	3.0
ENGL 398 - Career Preparation for English Majors	0.5
ENGL 399R - Academic Internship	9.0v
ENGL 400 - Portfolio Capstone for Writing and Rhetoric Minors	1.0

ENGL 401 - Creative Writing Minor Capstone	1.0
ENGL 419R - Creative Writing Projects in Fiction	3.0
ENGL 419R - Creative Writing Projects: Writing for Children and Adolescents	3.0
ENGL 419R - Creative Writing Projects in Poetry	3.0
ENGL 419R - Advanced Creative Writing Practice and Theory	3.0
ENGL 419R - Creative Writing Projects in Creative Nonfiction	3.0
ENGL 451 - Literary Theory and Criticism 1: The Critical Tradition	3.0
ENGL 452 - Literary Theory and Criticism 2: Contemporary Criticism	3.0
ENGL 477R - Secondary Minor Student Teaching	4.0
ENGL 480R - Directed Research in English	3.0v
ENGL 490R - Individual Readings in English	3.0v
ENGL 499R - Honors Thesis	6.0v

✓ **OPTION 7.3** Complete up to 3.0 hours from the following course(s)

ENGL 218 - Creative Writing	3.0

✓ **OPTION 7.4** Complete up to 3.0 hours from the following course(s)

ELANG 322 - Modern American Usage	3.0
ELANG 324 - History of the English Language	3.0
ELANG 325 - The Grammar of English	3.0
ELANG 350 - Basic Editing Skills	3.0
ELANG 410R - Genre and Substantive Editing *You may take this course up to 1 time.*	3.0
ELANG 430R - Editing for Publication *You may take this course up to 1 time.*	3.0v

✓ **REQUIREMENT 8** Complete 9 courses

ENGL 329 - Teaching Grammar and Usage in Secondary Schools	3.0
ENGL 377 - Teaching English in Secondary Schools	3.0
ENGL 378 - Teaching Literature and Reading in Secondary Schools	3.0
ENGL 379 - Practicum in Secondary English Teaching	1.0
ENGL 382 - Shakespeare	3.0
ENGL 420 - Young Adult Literature	3.0
ENGL 423 - Teaching Composition in Secondary Schools	3.0
ENGL 479 - Secondary Student Teaching Seminar	1.0
ENGL 495 - The Senior Course	3.0

✓ **REQUIREMENT 9** Complete 2 options

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 9.1** Complete 6 courses

NOTE: FBI fingerprint and background clearance must be completed BEFORE registration for Engl 276R.

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0

IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

✔ **OPTION 9.2** Complete 12.0 hours from the following course(s)

ENGL 476 - Secondary English Student Teaching	12.0
ENGL 496R - Secondary English Teaching Internship *You may take up to 12 credit hours.*	12.0

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Competency in English Language and Literature

English teaching majors are required to meet all program and course outcomes for the English BA, and they demonstrate their disciplinary competency by taking the national standardized Praxis exam, "English Language Arts: Content and Analysis."

Instructional Design and Reflection for Improvement

English Teaching graduates will be able to design and implement several weeks of instruction, write complete lesson plans for delivering that instruction, and reflect in writing on the effectiveness of their plans and delivered instruction. These plans will reflect sound pedagogical understanding (including strong objectives, appropriate measures of learning, and learning activities that are meaningful and adapted to the needs of diverse students).

The work will be one of the capstone requirements in ENGL 377 and 379.

↑Top

English Teaching

Minor

Hours	34 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

The English Department requires a minimum of 12 minor hours to be taken in residence at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 1 course

Prerequisite courses:

ENGL 251 - Introduction to English Studies	3.0

✓ **REQUIREMENT 2** Complete 8 courses

ENGL 232 - Shakespeare	3.0
ENGL 292 - British Literary History 2	3.0
ENGL 293 - American Literary History	3.0
ENGL 329 - Teaching Grammar and Usage in Secondary Schools	3.0
ENGL 377 - Teaching English in Secondary Schools	3.0
ENGL 378 - Teaching Literature and Reading in Secondary Schools	3.0
ENGL 420 - Young Adult Literature	3.0
ENGL 423 - Teaching Composition in Secondary Schools	3.0

✓ **REQUIREMENT 3** Complete 1 course

ENGL 235 - Studies in American Literature	3.0

ENGL 336 - The American Novel	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0

✓ **REQUIREMENT 4** Complete 1 course

ENGL 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Entrepreneurial Management

BS

Hours	63 - 66 Credit Hours
LEP	Limited Enrollment Program of 40 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 option

Prerequisites:

✓ **OPTION 1.1** Complete 4 courses

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0

Based on student performance to date, permission may be granted to take some restricted major-only courses.

Apply and be formally accepted into the program.

✓ **REQUIREMENT 2** Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 116 - Essentials of Calculus	1.0

✓ **REQUIREMENT 3** Complete 5 courses

Complete the following required courses before the Management Core:

IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0
MATH 118 - Finite Mathematics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 4** Complete 1 course

BUS M 371R - Entrepreneurship Lecture Series	1.0
BUS M 382 - Technology Entrepreneurship Lecture Series	1.0

✓ **REQUIREMENT 5** Complete 2 options

✔ **OPTION 5.1** Complete 7 courses

Complete the Entrepreneurship Core courses:

BUS M 277 - Legal Issues in Entrepreneurship	3.0
BUS M 312 - Innovation Bootcamp	1.0
BUS M 313 - (BUS M-TECH) Startup Bootcamp	1.0
BUS M 326 - Career Development and Student Mentoring	1.0
BUS M 470 - Entrepreneurial Innovation	3.0
BUS M 471 - Creating New Ventures	3.0
BUS M 487 - Strategy and Economics	3.0

✔ **OPTION 5.2** Complete 3 courses

Complete three Entrepreneurship Elective courses:

BUS M 454 - Professional Selling and Sales Management	3.0
BUS M 457 - Internet Marketing of Products and Services	3.0
BUS M 462 - Customer Relationship Management	3.0
BUS M 472 - Entrepreneurial Marketing	3.0
BUS M 474 - Managing New Ventures and Family Business	3.0
BUS M 475 - Financing New Ventures	3.0
BUS M 476 - New Venture LaunchPad	3.0
BUS M 478A - Innovation Practicum	3.0
BUS M 478B - Advanced Innovation Practicum	3.0
BUS M 498 - Strategy and Organization	3.0
FIN 425 - Private Equity and Venture Capital	3.0

✔ **REQUIREMENT 6** Complete 4 courses

BUS M 200 - Introduction to Global Supply Chain Management	1.5
BUS M 300 - Introduction to Operations Management	1.5
BUS M 390 - Ethics for Management	3.0
ORG B 321 - Organizational Effectiveness	3.0

✔ **REQUIREMENT 7** Complete 1 course

Complete one additional 3.0 credit hour Marriott School course. Courses used to fulfill Requirement 5 cannot be used to fill this requirement.

ACC 310 - Principles of Accounting 2	3.0
BUS M 375 - Social Innovation: Do Good Better	3.0
BUS M 430 - Introduction to International Business	3.0
BUS M 431 - International Marketing	3.0
BUS M 450 - Global Business Negotiations	3.0
BUS M 454 - Professional Selling and Sales Management	3.0
BUS M 456 - Retailing Management	3.0
BUS M 457 - Internet Marketing of Products and Services	3.0
BUS M 459 - Marketing Strategy	3.0
BUS M 461 - Operations Analytics	3.0
BUS M 462 - Customer Relationship Management	3.0
BUS M 469 - Global Supply Chain Strategy	3.0
BUS M 472 - Entrepreneurial Marketing	3.0
BUS M 474 - Managing New Ventures and Family Business	3.0
BUS M 475 - Financing New Ventures	3.0
BUS M 476 - New Venture LaunchPad	3.0

BUS M 478A - Innovation Practicum	3.0
BUS M 478B - Advanced Innovation Practicum	3.0
BUS M 488 - Agribusiness Management 1	3.0
BUS M 489 - Agribusiness Management 2	3.0
BUS M 491R - Social Innovation Projects	3.0v
BUS M 494R - On-Campus Experiential Projects	3.0
BUS M 498 - Strategy and Organization	3.0
FIN 412 - Investments Academy	3.0
FIN 418 - Financial Planning	3.0
FIN 425 - Private Equity and Venture Capital	3.0
IS 303 - Introduction to Computer Programming	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
ORG B 327 - Human Resource Management	3.0
ORG B 330 - Organizational Development and Change	3.0
ORG B 347 - Managerial Leadership Development	3.0
ORG B 429 - Compensation, Benefits, and Performance Management	3.0

✓ REQUIREMENT 8

Complete Marriott School exit survey online.

Program Outcomes

Manage Uncertainty

Recognize sources of uncertainty and apply principles of search and testing to resolve the uncertainty faced in the entrepreneurial environment.

Innovate

Innovate to solve real-world problems.

Create New Businesses

Create and manage new businesses that solve customer problems.

↑Top

Environmental Science

BS

Hours	56 - 58 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 8 courses

Environmental science core:

PWS 155 - Careers in Environmental Science	1.0
PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	
PWS 305 - Soils and Water Quality	3.0
PWS 306 - Soil and Water Quality Laboratory	1.0
PWS 365 - Environmental Microbiology and Biogeochemistry	3.0
PWS 366 - Environmental Microbiology and Biogeochemistry Laboratory	1.0
PWS 375 - Environmental Policies and Laws	3.0

REQUIREMENT 2 Complete 1 course

Ecology courses:

BIO 350 - Ecology	3.0
PWS 350 - Rangeland Ecology	3.0

REQUIREMENT 3 Complete 1 course

Biology courses:

PDBIO 305 - Human Physiology	4.0
PWS 340 - Genetics	3.0
PWS 440 - Plant Physiology	3.0

REQUIREMENT 4 Complete 1 course

Experiential learning courses (Note: At least 2 hours are required if PWS 199R or PWS 494R is chosen):

PWS 199R - Academic Internship	3.0v
PWS 250 - Field Ecology	3.0
PWS 494R - Mentored Learning Experience	6.0v

REQUIREMENT 5 Complete 1 option

✔ **OPTION 5.1** Complete 7.0 hours from the following course(s)

This option is recommended for all tracks except Eco-business.

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 351 - Organic Chemistry 1	3.0

✔ **OPTION 5.2** Complete 7.0 hours from the following course(s)

CHEM 101 - Introductory General Chemistry	3.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0

✔ **REQUIREMENT 6** Complete 25.0 hours from the following option(s)

Complete 25 hours from the following list of general electives. This list is organized into suggested career tracks that students may find useful, but students may choose any combination of the courses listed below to fulfill their 25 hours.

SOIL SCIENCE & CONSERVATION CORE TRACK:

A. Complete the following: Chem 285, Geog 212, Geog 306, PWS 303, PWS 402, PWS 405.

B. Complete an additional 5 hours from the general major electives list below. (Recommended for advanced students: PWS 505, 540, 551.)

WATER RESOURCES & CONSERVATION CORE TRACK:

A. Complete the following: Chem 285, Geog 212, Geol 111, Geol 435, PWS 402, PWS 405.

B. Complete an additional 5 hours from the general major electives list below. (Recommended for advanced students: PWS 505, 551.)

ECOLOGY CORE TRACK:

A. Complete the following: PWS 215, PWS 344, PWS 355, PWS 417, PWS 419, PWS 440.

B. Complete an additional 7 hours from the general major electives list below. (Recommended for advanced students: PWS 540, 551, 553.)

ECO-BUSINESS CORE TRACK:

Complete the following: Acc 200, BusM 241 or BusM 489, BusM 371R, Econ 110, Fin 201, Geog 306, Hlth 322, PDBio 444, PDBio 445.

✔ **OPTION 6.1** Complete 25.0 hours from the following course(s)

General Major Electives:

ACC 200 - Principles of Accounting	3.0
BIO 235 - Field Botany	3.0
BIO 370 - Bioethics	2.0
BIO 420 - Evolutionary Biology	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
BIO 556 - Limnology	3.0
BIO 557 - Stream and Wetland Ecology	4.0

BUS M 241 - Marketing Management	3.0
BUS M 371R - Entrepreneurship Lecture Series	1.0
BUS M 489 - Agribusiness Management 2	3.0
CHEM 223 - Quantitative and Qualitative Analysis	4.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 303 - Biogeography	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOG 310 - Introduction to Urban and Regional Planning	3.0
GEOL 101 - Introduction to Geology	3.0
GEOL 111 - Physical Geology	4.0
GEOL 435 - Introduction to Groundwater	3.0
HLTH 322 - Environmental Health	3.0
MATH 302 - Mathematics for Engineering 1	4.0
MATH 303 - Mathematics for Engineering 2	4.0
MMBIO 221 - General Microbiology	3.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
MMBIO 261 - Infection and Immunity	3.0
PDBIO 120 - Science of Biology	3.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 365 - Pathophysiology	4.0
PDBIO 444 - BIO-Innovation and -Entrepreneurship 1	2.0
PDBIO 445 - BIO-Innovation and -Entrepreneurship 2	2.0
PHIL 205 - Introduction to Formal Logic	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0
PWS 100 - Plants in the Environment	3.0
PWS 150 - Environmental Biology	3.0
PWS 215 - Principles of Range Management	3.0
PWS 225 - Principles of Wildlife and Fisheries Management	3.0
PWS 275 - Genetics and Reproduction	3.0
PWS 303 - Soils Conservation and Resources	3.0
PWS 325 - Fisheries and Wetlands Management	3.0
PWS 330 - Rangeland Plant Identification and Ecology	3.0
PWS 331 - Science of Plant Pest Control	3.0
PWS 340 - Genetics	3.0
PWS 344 - Natural History of Wildlife	3.0
PWS 355 - Rangeland Vegetation Measurements and Analysis	3.0
PWS 402 - Soils and Water in the Urban Environment	3.0
PWS 405 - Environmental Chemistry Laboratory	2.0
PWS 411 - Watershed Management	3.0
PWS 416 - Rangeland Improvement and Restoration	3.0
PWS 417 - Rangeland Planning and GIS	3.0
PWS 419 - Forest Management and Ecology	3.0

PWS 431 - Plant Health Diagnostics	3.0
PWS 440 - Plant Physiology	3.0
PWS 505 - Aquatic and Terrestrial Biogeochemistry	3.0
PWS 511 - Environmental Biophysics: Soil and Plant Water Relations	4.0
PWS 540 - Plant Response to the Environment	3.0
PWS 551 - Quantitative Ecology	3.0
PWS 553 - Restoration Ecology	3.0
PWS 560 - Quantitative Environmental Chemistry	2.0

FEDERAL REGISTER REQUIREMENTS: The federal register requirements for environmental science ecology or physical science emphasis can be met by choosing appropriate electives. Ecology requires 30 semester hours of basic and applied biology, including at least 9 semester hours of ecology and 12 hours of physical and mathematical sciences. Physical science requires 25 semester hours of physical sciences (chemistry, physics, math, etc.).

Program Outcomes

Scientific Foundation

Possess a fundamental working knowledge of the biogeochemistry, ecology, plant biology, microbiology, and laws relating to soil and water conservation, quality, and pollution.

The Scientific Method

Devise experiments with testable hypotheses addressing environmental concerns, problems, and solutions in the environment based on the interpretation of primary scientific literature and the scientific method.

Environmental Measurements, Assessments, and Statistics

Conduct and design basic environmental quality measurements, site assessments, and statistics associated with resource management and conservation.

Environmental Policy

Understand the inception, current state, and future needs of seminal environmental policies and laws.

Effective Communication

Write effectively and concisely both within and outside the environmental science discipline.

Spiritual Foundation and Stewardship

Foster and promote environmental stewardship and sustainability within your realm of influence and demonstrate a desire to help all understand their spiritual connection to God's creations and Earth.

↑Top

Environmental Science

Minor

Hours	17 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 2 courses

Environmental science core courses:

PWS 150 - Environmental Biology	3.0
PWS 375 - Environmental Policies and Laws	3.0

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

PWS Supporting Core Courses:

PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	
PWS 305 - Soils and Water Quality	3.0
PWS 365 - Environmental Microbiology and Biogeochemistry	3.0
PWS 366 - Environmental Microbiology and Biogeochemistry Laboratory	1.0
PWS 490 - Case Studies	2.0
PWS 494R - Mentored Learning Experience	6.0v

✓ **REQUIREMENT 3** Complete 5.0 hours from the following course(s)

Other and PWS Supporting Core Courses:

BIO 220 - Biological Diversity: Animals	4.0
BIO 370 - Bioethics	2.0
BIO 441 - Entomology	3.0
CHEM 101 - Introductory General Chemistry	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 223 - Quantitative and Qualitative Analysis	4.0
CHEM 227 - Principles of Chemical Analysis	4.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
CHEM 351M - Organic Chemistry 1 - Majors	3.0
CHEM 352M - Organic Chemistry 2 - Majors	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481M - Biochemistry--Majors	3.0

ECON 440 - Natural Resources and Environmental Economics	3.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 303 - Biogeography	3.0
GEOG 305 - Geography of Landforms	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOG 307 - Landscape Ecology	3.0
GEOG 310 - Introduction to Urban and Regional Planning	3.0
GEOG 311 - Intermediate Geographic Information Systems	3.0
GEOG 331 - Economic Geography	3.0
GEOG 412 - Advanced Geographic Information Systems	3.0
GEOL 101 - Introduction to Geology	3.0
GEOL 111 - Physical Geology	4.0
GEOL 435 - Introduction to Groundwater	3.0
MATH 112 - Calculus 1	4.0
MATH 119 - Introduction to Calculus	4.0
MATH 302 - Mathematics for Engineering 1	4.0
MATH 303 - Mathematics for Engineering 2	4.0
MMBIO 221 - General Microbiology	3.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
PDBIO 360 - Cell Biology	3.0
PHIL 205 - Introduction to Formal Logic	3.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PWS 100 - Plants in the Environment	3.0
PWS 103 - Residential Landscape Design	3.0
PWS 215 - Principles of Range Management	3.0
PWS 225 - Principles of Wildlife and Fisheries Management	3.0
PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	
PWS 288 - Molecular Genetics Laboratory	2.0
PWS 303 - Soils Conservation and Resources	3.0
PWS 305 - Soils and Water Quality	3.0
PWS 306 - Soil and Water Quality Laboratory	1.0
PWS 330 - Rangeland Plant Identification and Ecology	3.0
PWS 331 - Science of Plant Pest Control	3.0
PWS 340 - Genetics	3.0
PWS 355 - Rangeland Vegetation Measurements and Analysis	3.0
PWS 365 - Environmental Microbiology and Biogeochemistry	3.0
PWS 366 - Environmental Microbiology and Biogeochemistry Laboratory	1.0
PWS 390R - Special Topics in Plant and Wildlife Sciences	3.0v
PWS 402 - Soils and Water in the Urban Environment	3.0
PWS 405 - Environmental Chemistry Laboratory	2.0
PWS 411 - Watershed Management	3.0
PWS 416 - Rangeland Improvement and Restoration	3.0
PWS 419 - Forest Management and Ecology	3.0
PWS 490 - Case Studies	2.0
PWS 491R - Undergraduate Seminar	1.0
PWS 494R - Mentored Learning Experience	6.0v

PWS 511 - Environmental Biophysics: Soil and Plant Water Relations	4.0
PWS 514 - Soil Microbiology	2.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

European Studies

BA

Hours	45 - 61 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 1 course

Complete the GE Foreign Language requirement in a European language.

ALBAN 330 - Advanced Language Proficiency Through Cultural Studies: Albanian	3.0
BASQ 330 - Advanced Language Proficiency Through Cultural Studies: Basque	3.0
BULGN 330 - Cultural History of Bulgaria	3.0
CATLN 330 - Advanced Language Proficiency Through Cultural Studies: Catalan	3.0
CROAT 330 - Advanced Language Proficiency Through Cultural Studies: Croatian	3.0
CZECH 330 - Cultural History of Czech Republic	3.0
DANSH 202 - Second Year Danish	4.0
DANSH 340 - Danish Literature	3.0
DUTCH 340 - Introduction to Dutch Literature	3.0
ESTON 330 - Advanced Language Proficiency Through Cultural Studies: Estonian	3.0
FINN 202 - Second Year Finnish	4.0
FINN 340 - Finnish Literature	3.0
FREN 202 - Intermediate French, Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0
GERM 202 - Second-Year German	4.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GREEK 301 - Classical Greek Poetry: Homer's Iliad	3.0
GREEK 302 - Classical Greek Prose	3.0
HUNG 330 - Cultural History of Hungary	3.0
ICLND 202 - Second-Year Icelandic	4.0
ICLND 429 - Old Icelandic Language and Literature	3.0
ITAL 202 - Intermediate Italian 2	3.0
ITAL 340 - Introduction to Italian Literature	3.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
NORWE 202 - Second Year Norwegian	4.0
NORWE 340 - Norwegian Literature	3.0
POLSH 202 - Second-Year Polish	4.0
POLSH 330 - Cultural History of Poland	3.0
PORT 202 - Fourth-Semester Portuguese: Reading and Comprehension	4.0
PORT 345 - Portuguese Civilization	3.0
PORT 355 - Brazilian Civilization	3.0

ROM 340 - Introduction to Romanian Literature and Culture	3.0
RUSS 202 - Second-Year Russian, Part 2	5.0
RUSS 330 - Cultural History of Russia	3.0
SLN 330 - Advanced Language Proficiency Through Cultural Studies: Slovene	3.0
SPAN 205 - University Spanish 3	4.0
SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 345 - Iberian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SRBIA 330 - Advanced Language Proficiency Through Cultural Studies: Serbian	3.0
SWED 202 - Second Year Swedish	4.0
SWED 340 - Swedish Literature	3.0
UKRAI 330 - Cultural History of Ukraine	3.0
WELSH 330 - Advanced Language Proficiency Through Cultural Studies: Welsh	3.0

✓ **REQUIREMENT 2** Complete 3 courses

EUROP 200 - Introduction to European Studies	3.0
EUROP 320R - European Literature, Art, and Culture	3.0
HIST 250 - Europe 1500 to the Present	3.0

✓ **REQUIREMENT 3** Complete 1 course

POLI 341 - Western European Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0

✓ **REQUIREMENT 4** Complete 2 courses

Complete two courses from the History Core:

HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
EUROP 336R - European Studies *You may take this course up to 1 time.*	6.0v
HIST 232 - Introduction to the History of Christianity	3.0
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 294 - The Age of the French Revolution	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 311 - The History of Film, Radio, and Television	3.0
HIST 312 - History of Ideas	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0

✓ **REQUIREMENT 5** Complete 1 option

Disciplinary tracks:

✓ **OPTION 5.1** Complete 2 groups

A. Social Sciences Track:

✓ **GROUP 5.1.1** Complete 2 courses

Note: Poli 341 and Poli 347 may only be used for the Social Sciences Track if not used in Requirement 3.

BUS M 430 - Introduction to International Business	3.0
BUS M 431 - International Marketing	3.0
BUS M 450 - Global Business Negotiations	3.0
ECON 257 - International Trade and Finance	3.0
GEOG 260 - Europe	3.0
HIST 310 - European Economic History	3.0
HIST 313 - Strategy in Peace and War	3.0
POLI 341 - Western European Politics	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 351 - British Government and Politics	3.0
SOC 345 - World Populations	3.0

✓ **GROUP 5.1.2** Complete 2 courses

Complete two additional courses from Requirement 4 above.

HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
EUROP 336R - European Studies	6.0v
HIST 232 - Introduction to the History of Christianity	3.0
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 294 - The Age of the French Revolution	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 311 - The History of Film, Radio, and Television	3.0
HIST 312 - History of Ideas	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0

✓ **OPTION 5.2**

B. Humanities Track: Complete four courses from the following: Any 300- or 400-level art history, film, humanities, literature, or philosophy course with a European emphasis. Certain 200-level courses may also count toward this requirement. Prior to registration each semester, the European Studies coordinator will distribute a list of courses that will count toward this requirement.

✓ **REQUIREMENT 6** Complete 1 course

EUROP 490R - Senior Seminar in European Studies	3.0

✓ **REQUIREMENT 7**

Complete 9 hours of supporting course work. In consultation with the faculty coordinator, propose a list of advanced courses (typically 300- or 400- level) that are European focused and that have a coherent logic relative to educational and career goals. Note that courses approved for this requirement may not be used to fulfill any other European Studies requirement. No more than three credits may be double-counted between the European Studies major and another major or minor. Students may count up to three hours of European-related academic internship credit (usually IAS 399R) toward this requirement.

✓ **REQUIREMENT 8**

Complete an exit interview or participate in a focus group with the European Studies coordinator during the final semester before graduation. At this interview, students will take a short assessment examination on European history, politics, and culture and will be asked to reflect on their progress in achieving the learning outcomes of the major, their experience in the program, and their life-long learning and career goals.

Program Outcomes

Factual Knowledge

Demonstrate advanced factual knowledge of European geography, history, politics, and cultures.

Analyzing European Topics

Show proficiency in analyzing and interpreting specific European topics at an in-depth level using major theories, concepts, and ideas from the core European Studies disciplines (history, political science, and the humanities).

Life-Long Learning

Develop the intellectual curiosity and habits of thought that will lead to life-long learning and continued investment in European history, literature, culture, languages, and current affairs.

International Experience

Acquire advanced international and intercultural competency through coursework in international studies, habitual reading of European and global news, regular attendance at Kennedy Center lectures, and meaningful study abroad and international internship experiences.

Language Proficiency

Demonstrate the ability to read and communicate, both orally and in writing, in a European language besides English.

Top

European Studies

Minor

Hours	18 - 34 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1

Complete the GE Languages of Learning requirement in a European language.

REQUIREMENT 2 Complete 2 courses

EUROP 200 - Introduction to European Studies	3.0
HIST 250 - Europe 1500 to the Present	3.0

REQUIREMENT 3 Complete 9.0 hours from the following course(s)

Note: Other Europe-related courses may be used here with European Studies coordinator's approval.

ARTHC 310 - Early Christian and Byzantine Art	3.0
ARTHC 316 - Art of the Medieval West	3.0
ARTHC 320 - Italian Renaissance	3.0
ARTHC 325 - Northern Renaissance Art	3.0
ARTHC 329 - Renaissance and Baroque Architecture	3.0
ARTHC 330 - Southern Baroque Art History: 1600-1700	3.0
ARTHC 335 - Northern European Art: 1600-1700	3.0
ARTHC 340 - Nineteenth-Century European Art	3.0
ARTHC 350 - Modern Art	3.0
ARTHC 355 - Contemporary Art	3.0
ENGL 300R - English Literature in a Cultural Setting	6.0v
EUROP 320R - European Literature, Art, and Culture	3.0
EUROP 336R - European Studies	6.0v
EUROP 490R - Senior Seminar in European Studies	3.0
FNART 270R - European Fine Arts	6.0v
GEOG 260 - Europe	3.0
HIST 232 - Introduction to the History of Christianity	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0

HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
IAS 399R - Academic Internship: International	9.0v
IHUM 270R - European Humanities and the Arts	6.0v
POLI 341 - Western European Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 351 - British Government and Politics	3.0
PORT 345 - Portuguese Civilization	3.0
SPAN 345 - Iberian Civilization	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Exercise & Wellness

BS

Hours	60.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete the senior exit interview.

✓ **REQUIREMENT 1** Complete 6 courses

Prerequisites to the exercise and wellness core:

HLTH 320 - Advanced First Aid and Safety	3.0
NDFS 100 - Essentials of Human Nutrition	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0
PDBIO 305 - Human Physiology	4.0
STAT 121 - Principles of Statistics	3.0
STDEV 150 - Public Speaking	3.0

✓ **REQUIREMENT 2** Complete 6 courses

Required core courses:

EXSC 302 - Philosophical and Ethical Issues in Exercise Sciences	1.0
EXSC 387 - Lifestyle and Chronic Disease Prevention	3.0
EXSC 410 - Stress Management	3.0
EXSC 463 - Exercise Physiology	3.0
EXSC 464 - Exercise Physiology Lab	0.5
EXSC 480 - Obesity and Weight Management	3.0

✓ **REQUIREMENT 3** Complete 4.0 hours from the following course(s)

Required core course:

EXSC 399R - Exercise and Wellness Internship *You may take up to 4 credit hours.*	9.0v

✓ **REQUIREMENT 4** Complete 24.0 hours from the following option(s)

Electives:

✓ **OPTION 4.1** Complete up to 24.0 hours from the following course(s)

Complete a minimum of 18 hours from the following:

EXSC 221 - Science of Wellness	3.0
EXSC 320 - Basic Athletic Training	3.0
EXSC 321 - Basic Athletic Training Lab	0.5
EXSC 349 - Body, Mind, Spirit	3.0
EXSC 365 - Scientific Bases of Sport: Kinesiology	2.0
EXSC 385 - Personal Training Strategies	3.0
EXSC 440 - Advanced Musculoskeletal Human Anatomy (includes lab)	4.0
EXSC 455 - Worksite Health Promotion	3.0
EXSC 468 - Problems in Exercise Prescription	2.0
HLTH 335 - Health Behavior Change	3.0
HLTH 345 - Principles of Epidemiology	3.0
HLTH 460 - Substance Abuse and Addictive Behavior	3.0
HLTH 466 - Health and the Aging Process	3.0
NDFS 310 - Nutrition and Metabolism in Sports and Exercise	2.0
PDBIO 365 - Pathophysiology	4.0
PSYCH 220 - Human Development: Life Span	3.0
PSYCH 356 - Introduction to Health Psychology	3.0
STDEV 317 - Career Strategies for Employment and Internships	2.0

✓ **OPTION 4.2** Complete up to 6.0 hours from the following course(s)

Complete up to 6 hours from the following:

ACC 200 - Principles of Accounting	3.0
BIO 130 - Biology	4.0
BUS M 241 - Marketing Management	3.0
BUS M 371R - Entrepreneurship Lecture Series *You may take this course up to 1 time.*	1.0
BUS M 372 - Basic Entrepreneurship Skills	3.0
CHEM 101 - Introductory General Chemistry	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
FIN 201 - Principles of Finance	3.0
HLTH 383 - Mind/Body Health	3.0
HLTH 403R - Special Topics	5.0v
HLTH 450 - Women's Health Issues	3.0
MMBIO 221 - General Microbiology	3.0
NDFS 200 - Nutrient Metabolism	3.0
ORG B 320 - Organizational Effectiveness	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
STDEV 170 - Introduction to Health Professions	1.0

Program Outcomes

Exercise and Wellness Knowledge

Demonstrate competency in skills and abilities relating to stress management, chronic disease prevention, anatomy, exercise physiology, appraising health and fitness, worksite wellness program component design, healthy diet, and weight management.

Health Assessment, Evaluation, and Prescription

Conduct fitness assessments, write exercise prescriptions, evaluate health behaviors/health outcomes, and risk factors for disease and physical dysfunction.

Career and Professional Preparation

Demonstrate an understanding of current ethical concerns in the profession and demonstrate interview skills to become a professional and secure employment in an Exercise and Wellness related area or continue in graduate studies in Exercise and Wellness.

Top

Exercise Science

BS

Hours	59.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete a senior exit interview.

✓ **REQUIREMENT 1** Complete 11 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
MMBIO 240 - Molecular Biology	3.0
NDFS 100 - Essentials of Human Nutrition	3.0
PDBIO 120 - Science of Biology	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 1 course

PDBIO 305 - Human Physiology	4.0

✓ **OPTION 2.2** Complete 2 courses

PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0

✓ **REQUIREMENT 3** Complete 8 courses

Major courses:

EXSC 302 - Philosophical and Ethical Issues in Exercise Sciences	1.0
EXSC 320 - Basic Athletic Training	3.0
EXSC 362 - Kinesiology and Biomechanics	3.0
EXSC 387 - Lifestyle and Chronic Disease Prevention	3.0
EXSC 440 - Advanced Musculoskeletal Human Anatomy (includes lab)	4.0
EXSC 460 - Orthopaedic Impairments and Therapeutic Exercise	3.0
EXSC 463 - Exercise Physiology	3.0

EXSC 464 - Exercise Physiology Lab	0.5

✓ **REQUIREMENT 4** Complete 8.0 hours from the following course(s)

Some of these electives have required prerequisites.

CHEM 285 - Introductory Bio-organic Chemistry	4.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 351M - Organic Chemistry 1 - Majors	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 352M - Organic Chemistry 2 - Majors	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
CHEM 481M - Biochemistry--Majors	3.0
EXSC 221 - Science of Wellness	3.0
EXSC 321 - Basic Athletic Training Lab	0.5
EXSC 455 - Worksite Health Promotion	3.0
EXSC 468 - Problems in Exercise Prescription	2.0
EXSC 470 - Functional Neuroanatomy	3.0
EXSC 497R - Undergraduate Research and Study *You may take this course up to 1 time.*	4.0v
HLTH 310 - Chronic Diseases: Prevention and Control	3.0
HLTH 320 - Advanced First Aid and Safety	3.0
HLTH 335 - Health Behavior Change	3.0
MATH 112 - Calculus 1	4.0
MATH 119 - Introduction to Calculus	4.0
MMBIO 221 - General Microbiology	3.0
MMBIO 222 - General Microbiology Laboratory	1.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
NDFS 200 - Nutrient Metabolism	3.0
NDFS 201 - Society, Nutrition, and Chronic Disease	2.0
NDFS 305 - Nutritional Implications of Disease	4.0
NDFS 310 - Nutrition and Metabolism in Sports and Exercise	2.0
PDBIO 320 - Dissection Techniques in Human Anatomy	1.0
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 360 - Cell Biology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 365 - Pathophysiology	4.0
PDBIO 484 - Human Embryology	3.0
PDBIO 561 - Physiology of Drug Mechanisms	3.0
PDBIO 565 - Endocrinology	3.0
PSYCH 111 - Introduction to Psychological Science	3.0
PSYCH 220 - Human Development: Life Span	3.0
PSYCH 342 - Abnormal Psychology	3.0
PWS 340 - Genetics	3.0
SOC 111 - Introductory Sociology	3.0
SOC 112 - Current Social Problems	3.0
STAT 121 - Principles of Statistics	3.0
STDEV 170 - Introduction to Health Professions	1.0
STDEV 399R - Health Professions Internship *You may take this course up to 1 time.*	3.0v

Note to Premed Students: Professional schools and graduate programs may require additional courses not required for this major. Contact the programs to which you may apply to determine specific courses that meet their entrance requirements. Students considering professional or graduate degrees should take at least two semesters of mathematical courses. The following required or elective courses are strongly recommended for students considering professional or graduate degrees in the exercise sciences: MMBio 241; PDBio 360, 362, 363; Chem 351, 352, 353, 481; Math 119; Stat 121. For more information contact the Preprofessional Advisement Center, 3328 WSC, (801) 422-3044. Contact potential schools of choice for a complete list of entrance requirements.

Program Outcomes

Exercise Science Fundamentals

Solve problems related to responses and adaptations to physical activity and exercise by applying an understanding of the principles of biology, chemistry, physics, and nutrition, and an advanced understanding of human anatomy and physiology.

Laboratory Skills and Practices

Perform basic laboratory skills pertaining to assessments, laboratory methods, sound experimental and analytical practices, data acquisition and reporting in the exercise sciences.

Advocating Physical Health

Students will be able to propose strategies for improving quality of life and reducing the risk and prevalence of lifestyle related diseases.

Career and Professional Preparation

Demonstrate an understanding of current ethical concerns in the profession leading them to successful employment or further schooling.

↑Top

Experience Design and Management

BS

Hours	64 Credit Hours
LEP	Limited Enrollment Program of 90 Students. Application Website
MAP	Major Academic Plan

Program Requirements

Students are advised to take Stat 121 to fulfill their Languages of Learning general education requirement.

✓ **REQUIREMENT 1** Complete 5 courses

Complete the following prerequisite management courses:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0
RECM 300 - Creating a Good Life through Experience Design	3.0

Apply and be formally accepted into the program.

✓ **REQUIREMENT 2** Complete 3 options

Complete the following Recreation Management Core courses:

✓ **OPTION 2.1** Complete 7 courses

RECM 404 - Theories and Frameworks of Experience Design and Management	2.0
RECM 415 - Experience Design	3.0
RECM 425 - Event and Experience Management	3.0
RECM 430 - Managing within the Experience Economy	3.0
RECM 486 - Risk Management in Experience Industries	3.0
RECM 487 - Experience Evaluation	3.0
RECM 489 - Careers in Recreation	1.0

✓ **OPTION 2.2** Complete 1 course

RECM 490 - Experience Design and Management Capstone	3.0
RECM 494R - Experience Design Lab	3.0

✓ **OPTION 2.3** Complete 3.0 hours from the following course(s)

RECM 496R - Senior Internship *You may take up to 3 credit hours.*	12.0v

✓ **REQUIREMENT 3** Complete 6 courses

Complete the following Management Core courses:

BUS M 361 - Operations Management	3.0
BUS M 390 - Ethics for Management	3.0
IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0
ORG B 321 - Organizational Effectiveness	3.0

✓ **REQUIREMENT 4** Complete 1 course

BUS M 487 - Strategy and Economics	3.0
BUS M 498 - Strategy and Organization	3.0

✓ **REQUIREMENT 5** Complete 6.0 hours from the following course(s)

Electives: (Note: RecM 494R cannot double count as a core class and an elective.)

RECM 301 - Family Recreation	3.0
RECM 321 - Experience Facilitation	3.0
RECM 330 - Hospitality Management	3.0
RECM 332 - Introduction to Sports and Entertainment Industries	3.0
RECM 335 - Sport and Entertainment Venue Management	3.0
RECM 344 - Youth Development	3.0
RECM 385 - Community Festivals and Special Events	3.0
RECM 482 - Experience Industry Marketing	3.0
RECM 494R - Experience Design Lab	3.0
RECM 497R - Special Topics and Research	4.0v

✓ **REQUIREMENT 6**

Complete the Senior Exit Survey.

✓ **RECOMMENDED** Complete 2 courses

Recommended Courses:

MATH 116 - Essentials of Calculus	1.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Foundational Knowledge - Nature and Scope of Industry

Students graduating from the experience industries management program shall demonstrate entry-level knowledge of the nature and scope of the experience industry management profession.

Foundational Knowledge - Professional Techniques & Processes

Students graduating from the experience industry management program shall demonstrate entry-level knowledge of the techniques and processes used by professionals in the recreation experience industries.

Foundational Knowledge - History, Science, Philosophy

Students graduating from the experience industry management program shall demonstrate entry-level knowledge of the foundation of the profession's history, science, and philosophy.

Experience Delivery Embracing Personal & Cultural Diversity

Students graduating from the experience industry management program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Management of Recreation Experience Industries

Students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in the recreation experience industries.

Internship - Potential to Succeed as Professionals

Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in the recreation experience industries.

↑Top

Family & Consumer Sciences Education

BS

Hours	76 Credit Hours
MAP	Major Academic Plan

Program Requirements

At least 18 hours of major credit must be taken in residency at BYU.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

Students must request to be added to the pre-teaching major initially. Upon completing some basic requirements, they will be eligible to apply for the teaching major.

Students must complete SFL 276R prior to applying for the teaching major.

✓ **REQUIREMENT 1** Complete 1 course

Complete the following human development course:

SFL 210 - Human Development	3.0

✓ **REQUIREMENT 2** Complete 2 options

Complete the following marriage, family relationships, and parenting courses:

✓ **OPTION 2.1** Complete 1 course

SFL 240 - Parenting and Child Guidance	3.0

✓ **OPTION 2.2** Complete 1 course

SFL 160 - Introduction to Family Processes	3.0
SFL 223 - Preparation for Marriage	3.0

✓ **REQUIREMENT 3** Complete 2 courses

Complete the following early childhood learning experiences practice with lab:

SFL 221 - Foundations of Developmentally Appropriate Practices in Programs for Young Children	1.0
SFL 222 - Practicum in Developmentally Appropriate Practices	3.0

✔ **REQUIREMENT 4** Complete 2 courses

Complete the following consumer and the market, family finance, family resource management courses:

SFL 260 - Family Finance	3.0
SFL 261 - Consumerism and the Marketplace for Secondary Teachers	3.0

✔ **REQUIREMENT 5** Complete 1 course

Complete the following nutrition through the life cycle course:

NDFS 100 - Essentials of Human Nutrition	3.0

✔ **REQUIREMENT 6** Complete 2 courses

Complete the following food preparation and meal management courses:

SFL 110 - Food Preparation in the Home	2.0
SFL 340 - Family Meal Management	2.0

✔ **REQUIREMENT 7** Complete 2 courses

Complete the following food science with lab courses:

NDFS 250 - Essentials of Food Science	3.0
NDFS 251 - Essentials of Food Science Laboratory	1.0

✔ **REQUIREMENT 8** Complete 1 course

Complete the following introduction to housing and interior design course:

SFL 102 - Introduction to Interiors	3.0

✔ **REQUIREMENT 9** Complete 1 course

Complete the following textiles course:

SFL 382 - Textiles	3.0

✔ **REQUIREMENT 10** Complete 1 course

Complete the following residential technology or housing: societal/environmental issues course:

SFL 202 - Design in the Home	3.0

✔ **REQUIREMENT 11** Complete 1 course

Complete the following intermediate clothing construction and alterations course:

SFL 287 - Intermediate Clothing Construction	3.0

✔ **REQUIREMENT 12** Complete 1 course

Complete one of the following flat pattern design or advanced clothing construction courses:

SFL 387 - Advanced Clothing Studies: Patternmaking	3.0
SFL 487 - Advanced Clothing Studies: Construction	3.0

✓ **REQUIREMENT 13** Complete 1 course

Complete the following clothing selection and psychology of clothing course:

SFL 280 - Dynamics of Clothing	2.0

✓ **REQUIREMENT 14** Complete 1 course

Complete the following teaching methods for family consumer science course:

SFL 377 - Teaching Methods and Instruction in Family and Consumer Sciences Education	3.0

✓ **REQUIREMENT 15** Complete 2 options

Professional education component:

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 15.1** Complete 8 courses

(Note: 4 hours of SFL 276R are required.)

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 276R - Exploration of Teaching *You may take this course up to 1 time.*	4.0v
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SFL 378 - Practicum in Secondary Education	1.0

Note: Fingerprinting and FBI clearance must be completed before registration in SFL 276R.

✓ **OPTION 15.2** Complete 12.0 hours from the following course(s)

SC ED 496R - Academic Internship: Secondary Education	12.0
SC ED 476R - Secondary Student-Teaching	12.0v

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Complete the Praxis II test.

Program Outcomes

Instructional Design and Reflection

Identify and use a variety of instructional strategies and tools of inquiry in Family and Consumer Sciences to create learning experiences that encourage students' development of critical thinking, problem solving, and performance skills.

Basic Utah Effective Teaching Standards

Demonstrate basic competence in the ten Utah Effective Teaching Standards established by the Department of Education of the State of Utah.

Family and Consumer Sciences Content

Demonstrate an understanding of the core concepts and principles associated with the Family and Consumer Sciences curricula taught in secondary classrooms (related to child development, family studies, foods and nutrition, clothing, home management, and interior design).

↑Top

Family History - Genealogy

BA

Hours	52 - 77 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

Complete the following in fulfillment of the University Core First-Year Writing requirement. Note: Waivers based on Advanced Placement (AP) or other test scores do not apply to this requirement. Students with AP credit for Engl 115 should take Wrtg 150.

WRTG 150 - Writing and Rhetoric	3.0

✓ **REQUIREMENT 2** Complete 2 courses

Complete the following in fulfillment of the university core Civilization 1 and 2 requirements:

HIST 201 - World Civilization to 1500	3.0
HIST 202 - World Civilization from 1500	3.0

✓ **REQUIREMENT 3** Complete 2 courses

Complete the following (may be used as partial fulfillment of the University Core Doctrinal Foundation and Religion requirement):

REL C 261 - Introduction to Family History (Genealogy)	2.0
REL C 293R - Specialized Studies in Family History (Genealogy) *You may take this course up to 1 time.*	1.0

✓ **REQUIREMENT 4** Complete 1 course

Note 1: Hist 217 should be completed no later than the sophomore year or in the first semester/term after the major is declared. Majors should consult with the family history coordinator soon after declaring. Note 2: Students must complete Hist 217 with a grade of C or higher in order to satisfy this requirement.

HIST 217 - The Family Historian's Craft	3.0

✓ **REQUIREMENT 5** Complete 3 courses

NOTE: Hist 200 and 317 should be completed no later than the sophomore year or in the first semester/term after the major is declared. Hist 200 and 490 combined satisfy the University Core Advanced Written and Oral Communications requirement.

HIST 200 - The Historian's Craft	3.0
HIST 220 - The United States Through 1877	3.0
HIST 317 - The Family and the Law in American History	3.0

✓ REQUIREMENT 6

Hist 220 must be completed as a college/university course and cannot be fulfilled with AP or other test scores. Contact your academic advisement center with questions.

✓ REQUIREMENT 7 Complete 1 course

HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0

✓ REQUIREMENT 8 Complete 3 courses

Note 1: Hist 280, 281, or 282 may be used to fulfill this requirement only if not fulfilling the above requirement. Note 2: Hist 390R must be a family history section.

HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 390R - Special Topics in History	3.0v
HIST 396 - Historical Narrative: A Writing Workshop	3.0
HIST 434 - Computers in Family Historical Research and Publication	3.0

✓ REQUIREMENT 9 Complete 1 course

HIST 420 - Latin Language Handwriting and Documents	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 422 - Germanic Language Handwriting and Documents	3.0
HIST 423 - Slavic Language Handwriting and Documents	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
HIST 425 - Scandinavian Language Handwriting and Documents	3.0

✓ REQUIREMENT 10 Complete 1 course

HIST 439 - Seminar on Professional Family History Research	3.0

✓ REQUIREMENT 11 Complete 3.0 hours from the following course(s)

HIST 496R - Academic Internship: Family, Local, and Social History *You may take up to 6 credit hours.*	6.0v

✓ REQUIREMENT 12 Complete 1 course

Social and cultural history courses. Seek faculty advice in choosing electives.

HIST 244 - Jewish History: A.D. 70 to the Present	3.0
HIST 290 - Nature and History: The Earth's Environmental Past	3.0
HIST 318 - European Women's History	3.0

HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 384 - United States Women's History	3.0

✔ **REQUIREMENT 13** Complete 1 course

Complete one course from list of history courses that (1) does not appear above and (2) relates to your selected geographical area of emphasis. Seek faculty advice in choosing electives.

HIST 190R - Thetean Publication	2.0v
HIST 190R - Thetean Editing	2.0v
HIST 190R - Thetean Production	2.0v
HIST 199R - Academic Internship	3.0v
HIST 201 - World Civilization to 1500	3.0
HIST 201 - Honors World Civilization to 1500	3.0
HIST 202 - Honors World Civilization from 1500	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 217 - The Family Historian's Craft	3.0
HIST 225 - In Quest of the American Character	3.0
HIST 231 - Introduction to East Asian History	3.0
HIST 232 - Introduction to the History of Christianity	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
HIST 242R - (Hist-NES 347R) Arab and Islamic Civilization	2.0v
HIST 243R - (Hist-NES 349R) Jewish Civilization	2.0v
HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
HIST 250 - Europe 1500 to the Present	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0
HIST 261 - Modern Africa	3.0
HIST 276 - Exploration of Teaching - Social Science	4.0
HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 294 - The Age of the French Revolution	3.0
HIST 295 - Latin America in the Age of Revolution, 1750-1850	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0

HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 311 - The History of Film, Radio, and Television	3.0
HIST 312 - History of Ideas	3.0
HIST 313 - Strategy in Peace and War	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 322 - Pre-Modern Britain	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 326 - The History of Mexico	3.0
HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 329 - The City in Brazil: An Urban History	3.0
HIST 330 - Tsarist Russia	3.0
HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
HIST 333 - History of the Ottoman Empire	3.0
HIST 334 - History of Ancient Iraq	3.0
HIST 335 - Crusades	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 339 - African Social Change	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 359 - Inter-American Relations	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 364 - Utah	3.0
HIST 365 - American South	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 369 - History of Travel and Tourism	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0
HIST 373 - Civil War Era, 1848-1877	3.0

HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 375 - Joseph Smith in Mormon History and Historiography	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 383 - African-American History, 1865 to Present	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 389 - Mormonism Among Christian Theologies: A Comparative History	3.0
HIST 390R - Special Topics in History	3.0v
HIST 390R - Family History Research in the Netherlands	3.0v
HIST 390R - Native American Family History Research	3.0v
HIST 390R - Family History Research	3.0v
HIST 390R - Advanced Southern European Family History Research	3.0v
HIST 390R - Family History Research in Ireland	3.0v
HIST 390R - Advanced British Family History Research	3.0v
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0
HIST 394 - Scripture in American History	3.0
HIST 395 - Technology in America	3.0
HIST 396 - Historical Narrative: A Writing Workshop	3.0
HIST 397 - Historical Literacies in United States History	3.0
HIST 398 - 20th-Century American Economic Policy	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0
HIST 430R - Greek City-State	3.0
HIST 430R - Greek Political Thought	3.0
HIST 430R - Roman Revolution	3.0
HIST 430R - Roman Religion	3.0
HIST 430R - Athens: Rise and Fall	3.0
HIST 430R - World of New Testament	3.0
HIST 430R - (Hist-Clscs) Topics in Greek and Roman History	3.0
HIST 430R - Classical Historiography	3.0
HIST 430R - Rome and Etruscans	3.0
HIST 430R - Imperial Rome	3.0
HIST 430R - Augustan Rome	3.0
HIST 430R - 4th Century Greece	3.0
HIST 430R - Early Chrisitanity	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Hellenistic World	3.0
HIST 430R - Rise of Rome	3.0
HIST 430R - Roman Politics	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Late Roman Empire	3.0
HIST 430R - Julio-Claudians	3.0
HIST 431 - Public History	3.0
HIST 439 - Seminar on Professional Family History Research	3.0
HIST 476 - Student Teaching - Social Science	12.0v
HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0
HIST 479R - Secondary Minor Student Teaching	4.0
HIST 481R - Directed Research in Family History	3.0v

HIST 485 - Topical Readings Seminar	3.0
HIST 487 - Philosophies of History	3.0
HIST 495R - Directed Research	3.0
HIST 496R - Academic Internship--Social Science Teaching	12.0
HIST 497R - Honors Readings	3.0v
HIST 498R - Directed Readings	3.0v

✔ **REQUIREMENT 14** Complete 1 course

Note: It is recommended that students select the section designated for family history majors only; offered annually.

HIST 490 - Capstone Research Seminar	3.0

Program Outcomes

Effective Genealogical Research

Demonstrate proficiency in using genealogical research methodology through informed and honest use of primary and secondary sources and by incorporating knowledge of the historical context.

Historical Knowledge

Gain a historical consciousness by demonstrating a knowledge of major developments in American and world history and understand key historical terms and theories.

Genealogical and Historical Analysis

Acquire the ability to analyze genealogical and historical questions and issues clearly, assess historical and genealogical information accurately, and distinguish between questionable and valid historical and genealogical assertions.

Effective Communication

Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

↑Top

Family History - Genealogy

Minor

Hours	17 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

Note: Minors should consult with the family history coordinator soon after declaring.

HIST 217 - The Family Historian's Craft	3.0
HIST 317 - The Family and the Law in American History	3.0
REL C 261 - Introduction to Family History (Genealogy)	2.0

✓ **REQUIREMENT 2** Complete 1 course

HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0

✓ **REQUIREMENT 3** Complete 1 course

HIST 420 - Latin Language Handwriting and Documents	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 422 - Germanic Language Handwriting and Documents	3.0
HIST 423 - Slavic Language Handwriting and Documents	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
HIST 425 - Scandinavian Language Handwriting and Documents	3.0

✓ **REQUIREMENT 4** Complete 3.0 hours from the following course(s)

Advanced skills courses (Note: courses used for Requirement 2 will not double count):

HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 434 - Computers in Family Historical Research and Publication	3.0
HIST 439 - Seminar on Professional Family History Research	3.0

HIST 496R - Academic Internship: Family, Local, and Social History 6.0v

You may take up to 3 credit hours.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Family Life

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is intended for non-School of Family Life majors only.

The School of Family Life requires a minimum of nine hours to be taken in residence at BYU and from the School of Family Life for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 3 courses

SFL 160 - Introduction to Family Processes	3.0
SFL 210 - Human Development	3.0
SFL 260 - Family Finance	3.0

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

SFL 102 - Introduction to Interiors	3.0
SFL 110 - Food Preparation in the Home	2.0
SFL 185R - Beginning Clothing Construction	3.0
SFL 200 - The Eternal Family	3.0
SFL 202 - Design in the Home	3.0
SFL 215 - Advanced Food Preparation	3.0
SFL 221 - Foundations of Developmentally Appropriate Practices in Programs for Young Children	1.0
SFL 222 - Practicum in Developmentally Appropriate Practices	3.0
SFL 223 - Preparation for Marriage	3.0
SFL 224 - Marriage Enhancement	3.0
SFL 230 - Housing the Family	3.0
SFL 240 - Parenting and Child Guidance	3.0
SFL 261 - Consumerism and the Marketplace for Secondary Teachers	3.0
SFL 276R - Exploration of Teaching: Family and Consumer Sciences	4.0v
SFL 280 - Dynamics of Clothing	2.0
SFL 287 - Intermediate Clothing Construction	3.0
SFL 290 - Critical Inquiry and Research Methods	3.0
SFL 325 - Forming Marital Relationships	3.0
SFL 328 - History of Interior Design and Architecture 1	3.0
SFL 329 - History of Interior Design and Architecture 2	3.0
SFL 330 - Preprofessional Preparation for Marriage and Family Therapy	1.0
SFL 331 - Infant Development in the Family	3.0
SFL 333 - (SFL-Soc 318) Adolescent Development in the Family and Other Social Contexts	3.0

SFL 334 - Adult Development and Aging in the Family	3.0
SFL 335 - Family Adaptation and Resiliency	3.0
SFL 336 - Theories in Family Perspective	3.0
SFL 340 - Family Meal Management	2.0
SFL 345 - Family Life in World Religions	3.0
SFL 351 - Social Development	3.0
SFL 352 - Cognitive Development	3.0
SFL 354 - Cross-Cultural Family and Human Development	3.0
SFL 355 - Language Development	3.0
SFL 358 - Media, Family, and Human Development	3.0
SFL 359 - Child Life in Healthcare Settings	3.0
SFL 360 - Advanced Family Finance	3.0
SFL 370 - Work, Family, and Community: Exploring Interconnections	3.0
SFL 376 - Healthy Sexuality in Marriage	3.0
SFL 377 - Teaching Methods and Instruction in Family and Consumer Sciences Education	3.0
SFL 378 - Practicum in Secondary Education	1.0
SFL 380 - History of Apparel	3.0
SFL 382 - Textiles	3.0
SFL 387 - Advanced Clothing Studies: Patternmaking	3.0
SFL 393R - Special Projects in Advanced Clothing Construction	3.0v
SFL 395R - Special Topics in Family Life	3.0v
SFL 399R - Academic Internship	9.0v
SFL 400 - Addiction, Recovery, Healing in Marriage and Families	3.0
SFL 401 - Helping Relationships	3.0
SFL 403R - Research/Creative Works Practicum	3.0v
SFL 420 - Administering Programs for Young Children	2.0
SFL 449 - Biological Foundations of Human Development	3.0
SFL 453 - Moral Development	3.0
SFL 460 - Advanced Family Processes	3.0
SFL 461 - The Family and the Law	3.0
SFL 465 - Marital and Family Therapy/Enrichment Techniques	3.0
SFL 471 - Philosophies of Family Work and Relationships	3.0
SFL 472 - Temporal Welfare in Families	3.0
SFL 476 - Secondary Student Teaching - Consumer Science	12.0
SFL 487 - Advanced Clothing Studies: Construction	3.0
SFL 488R - Women's Home-Based Entrepreneurs	1.0
SFL 489 - The Family and Public Policy	3.0
SFL 490 - Advanced Issues in Human Development	3.0
SFL 498 - Family Life Education: Integrating Theory, Research, and Practice	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Family Life: Family Studies

BS

Hours	46 Credit Hours
MAP	Major Academic Plan

Program Requirements

The School of Family Life requires a minimum of 18 hours of SFL upper-division course work to be taken in residency at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Students who do not plan to pursue a graduate program beyond the bachelor's degree should take other courses that will enhance their employment opportunities. Consult a faculty advisor or your academic advisor for suggested minors, majors, and skills. Students are encouraged to take student development courses related to career planning in their junior or senior year.

✓ **REQUIREMENT 1** Complete 6 courses

Complete the following School of Family Life core before taking 300- or 400-level courses:

SFL 101 - Introduction to School of Family Life	1.0
SFL 160 - Introduction to Family Processes	3.0
SFL 200 - The Eternal Family	3.0
SFL 210 - Human Development	3.0
SFL 290 - Critical Inquiry and Research Methods	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 1 course

Family studies upper-division core course:

SFL 354 - Cross-Cultural Family and Human Development	3.0

✓ **REQUIREMENT 3** Complete 3 courses

Family science core courses:

SFL 335 - Family Adaptation and Resiliency	3.0
SFL 336 - Theories in Family Perspective	3.0
SFL 460 - Advanced Family Processes	3.0

✓ **REQUIREMENT 4** Complete 1 option

Complete one of the following 2 tracks:

✓ **OPTION 4.1** Complete 3 groups

FAMILY STUDIES TRACK

✓ **GROUP 4.1.1** Complete 9.0 hours from the following course(s)

Note: SFL 395R and 403R may only be taken once each.

SFL 260 - Family Finance	3.0
SFL 325 - Forming Marital Relationships	3.0
SFL 334 - Adult Development and Aging in the Family	3.0
SFL 345 - Family Life in World Religions	3.0
SFL 376 - Healthy Sexuality in Marriage	3.0
SFL 382 - Textiles	3.0
SFL 395R - Special Topics in Family Life	3.0v
SFL 400 - Addiction, Recovery, Healing in Marriage and Families	3.0
SFL 401 - Helping Relationships	3.0
SFL 403R - Research/Creative Works Practicum	3.0v
SFL 461 - The Family and the Law	3.0
SFL 465 - Marital and Family Therapy/Enrichment Techniques	3.0

✓ **GROUP 4.1.2** Complete 3.0 hours from the following course(s)

Note: For SFL 399R and 403R, family studies-related experiences are preferred. Only 3 credit hours of 399R or 403R may count toward the 46 credit hour graduation requirement. For exceptions for capstone courses, contact the department.

SFL 399R - Academic Internship *You may take up to 3 credit hours.*	9.0v
SFL 403R - Research/Creative Works Practicum *You may take up to 3 credit hours.*	3.0v
SFL 498 - Family Life Education: Integrating Theory, Research, and Practice	3.0

✓ **GROUP 4.1.3** Complete 6.0 hours from the following course(s)

Any course you complete in the SFL may only be counted once. If you have any confusion about whether or not you have fulfilled your SFL major requirements, it is your responsibility to go to the advisement center.

SFL 102 - Introduction to Interiors	3.0
SFL 110 - Food Preparation in the Home	2.0
SFL 185R - Beginning Clothing Construction	3.0
SFL 200 - The Eternal Family	3.0
SFL 202 - Design in the Home	3.0
SFL 215 - Advanced Food Preparation	3.0
SFL 221 - Foundations of Developmentally Appropriate Practices in Programs for Young Children	1.0
SFL 222 - Practicum in Developmentally Appropriate Practices	3.0
SFL 223 - Preparation for Marriage	3.0
SFL 224 - Marriage Enhancement	3.0
SFL 230 - Housing the Family	3.0
SFL 240 - Parenting and Child Guidance	3.0
SFL 260 - Family Finance	3.0
SFL 261 - Consumerism and the Marketplace for Secondary Teachers	3.0
SFL 276R - Exploration of Teaching: Family and Consumer Sciences	4.0v
SFL 280 - Dynamics of Clothing	2.0
SFL 287 - Intermediate Clothing Construction	3.0

SFL 325 - Forming Marital Relationships	3.0
SFL 328 - History of Interior Design and Architecture 1	3.0
SFL 329 - History of Interior Design and Architecture 2	3.0
SFL 330 - Preprofessional Preparation for Marriage and Family Therapy	1.0
SFL 331 - Infant Development in the Family	3.0
SFL 333 - (SFL-Soc 318) Adolescent Development in the Family and Other Social Contexts	3.0
SFL 334 - Adult Development and Aging in the Family	3.0
SFL 340 - Family Meal Management	2.0
SFL 345 - Family Life in World Religions	3.0
SFL 351 - Social Development	3.0
SFL 352 - Cognitive Development	3.0
SFL 355 - Language Development	3.0
SFL 358 - Media, Family, and Human Development	3.0
SFL 359 - Child Life in Healthcare Settings	3.0
SFL 360 - Advanced Family Finance	3.0
SFL 370 - Work, Family, and Community: Exploring Interconnections	3.0
SFL 376 - Healthy Sexuality in Marriage	3.0
SFL 377 - Teaching Methods and Instruction in Family and Consumer Sciences Education	3.0
SFL 378 - Practicum in Secondary Education	1.0
SFL 380 - History of Apparel	3.0
SFL 382 - Textiles	3.0
SFL 387 - Advanced Clothing Studies: Patternmaking	3.0
SFL 393R - Special Projects in Advanced Clothing Construction	3.0v
SFL 395R - Special Topics in Family Life	3.0v
SFL 399R - Academic Internship	9.0v
SFL 400 - Addiction, Recovery, Healing in Marriage and Families	3.0
SFL 401 - Helping Relationships	3.0
SFL 403R - Research/Creative Works Practicum	3.0v
SFL 420 - Administering Programs for Young Children	2.0
SFL 449 - Biological Foundations of Human Development	3.0
SFL 453 - Moral Development	3.0
SFL 461 - The Family and the Law	3.0
SFL 465 - Marital and Family Therapy/Enrichment Techniques	3.0
SFL 471 - Philosophies of Family Work and Relationships	3.0
SFL 472 - Temporal Welfare in Families	3.0
SFL 476 - Secondary Student Teaching - Consumer Science	12.0
SFL 487 - Advanced Clothing Studies: Construction	3.0
SFL 488R - Women's Home-Based Entrepreneurs	1.0
SFL 489 - The Family and Public Policy	3.0
SFL 490 - Advanced Issues in Human Development	3.0
SFL 498 - Family Life Education: Integrating Theory, Research, and Practice	3.0

✔ **OPTION 4.2** Complete 3 groups

FAMILY SERVICES TRACK

✔ **GROUP 4.2.1** Complete 4 courses

SFL 334 - Adult Development and Aging in the Family	3.0
SOC W 200 - Introduction to Social Work	3.0
SOC W 331 - Social Welfare Policy	3.0
SOC W 360 - Social Work Practice with Individuals	3.0

✔ **GROUP 4.2.2** Complete 3.0 hours from the following course(s)

PSYCH 306 - Psychology of Gender	3.0
PSYCH 342 - Abnormal Psychology	3.0
SFL 376 - Healthy Sexuality in Marriage	3.0
SFL 400 - Addiction, Recovery, Healing in Marriage and Families	3.0
SFL 401 - Helping Relationships	3.0
SFL 465 - Marital and Family Therapy/Enrichment Techniques	3.0
SOC 322 - Class Inequality	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 367 - Sociology of Gender	3.0

✔ **GROUP 4.2.3** Complete 3.0 hours from the following course(s)

Note: Students planning to qualify for some Master of Social Work (MSW) degree programs may want to consider an SFL 399R experience in a human service-related agency. Some MSW programs may require more than 3 credit hours of internship, however, only 3 credit hours of internship may count for SFL credit.

SFL 399R - Academic Internship *You may take up to 3 credit hours.*	9.0v

Any course you complete in the SFL may only be counted once. If you have any confusion about whether or not you have fulfilled your SFL major requirements, it is your responsibility to go to the advisement center.

Program Outcomes

Marriage and Family Content and Theory

Demonstrate understanding of major concepts, theories, and research findings in substantive areas related to marriage, family, and home.

Research and Evaluation Methodologies

Critically evaluate and/or use the various methodologies used in marriage and family studies research.

Effective Writing and Analysis

Write professional research papers on marriage and family studies questions that demonstrate an ability to synthesize and critically evaluate research related to specific theories and/or substantive areas.

Top

Family Life: Human Development

BS

Hours	46 Credit Hours
MAP	Major Academic Plan

Program Requirements

The School of Family Life requires a minimum of 18 hours of upper-division major course work to be taken in residency at BYU for this degree program. (This requirement includes taking at least 12 hours minimum of the human development core in residency at BYU.) These hours may also go toward BYU's 30-hour residency requirement for graduation.

REQUIREMENT 1 Complete 1 option

Complete one of the following tracks:

OPTION 1.1 Complete 4 groups

HUMAN DEVELOPMENT TRACK

GROUP 1.1.1 Complete 11 courses

SFL 101 - Introduction to School of Family Life	1.0
SFL 160 - Introduction to Family Processes	3.0
SFL 200 - The Eternal Family	3.0
SFL 210 - Human Development	3.0
SFL 290 - Critical Inquiry and Research Methods	3.0
SFL 331 - Infant Development in the Family	3.0
SOC 318 - (Soc-SFL 333) Adolescent Development in the Family and Other Social Contexts	3.0
SFL 334 - Adult Development and Aging in the Family	3.0
SFL 351 - Social Development	3.0
SFL 354 - Cross-Cultural Family and Human Development	3.0
STAT 121 - Principles of Statistics	3.0

GROUP 1.1.2 Complete 9.0 hours from the following course(s)

Note: Courses taken beyond the required 9 credit hours may count towards the 3 credit hour elective requirement below.

SFL 240 - Parenting and Child Guidance	3.0
SFL 352 - Cognitive Development	3.0
SFL 355 - Language Development	3.0
SFL 358 - Media, Family, and Human Development	3.0
SFL 359 - Child Life in Healthcare Settings	3.0
SFL 449 - Biological Foundations of Human Development	3.0

SFL 453 - Moral Development	3.0

✓ **GROUP 1.1.3** Complete 1 selection

✓ **SELECTION 1.1.3.1** Complete 3.0 hours from the following course(s)

SFL 399R - Academic Internship	9.0v
SFL 403R - Research/Creative Works Practicum	3.0v
SFL 490 - Advanced Issues in Human Development	3.0

Note 1: If SFL 490 is not used to fulfill the capstone requirement, it may be used to fulfill three credit hours of the nine credit hour requirement above.

Note 2: For SFL 399R and 403R, human development-related experiences are preferred. Only three credit hours of 399R or 403R may count toward the degree requirements. Additional credits may, however, count towards the overall 120 credit hour graduation requirement.

✓ **GROUP 1.1.4** Complete 3.0 hours from the following course(s)

Any course you complete in SFL may only be counted once. If you have any confusion about whether or not you have fulfilled your SFL major requirements, it is your responsibility to go to the advisement center.

SFL 102 - Introduction to Interiors	3.0
SFL 110 - Food Preparation in the Home	2.0
SFL 185R - Beginning Clothing Construction	3.0
SFL 200 - The Eternal Family	3.0
SFL 202 - Design in the Home	3.0
SFL 215 - Advanced Food Preparation	3.0
SFL 221 - Foundations of Developmentally Appropriate Practices in Programs for Young Children	1.0
SFL 222 - Practicum in Developmentally Appropriate Practices	3.0
SFL 223 - Preparation for Marriage	3.0
SFL 224 - Marriage Enhancement	3.0
SFL 230 - Housing the Family	3.0
SFL 240 - Parenting and Child Guidance	3.0
SFL 260 - Family Finance	3.0
SFL 261 - Consumerism and the Marketplace for Secondary Teachers	3.0
SFL 276R - Exploration of Teaching: Family and Consumer Sciences	4.0v
SFL 280 - Dynamics of Clothing	2.0
SFL 287 - Intermediate Clothing Construction	3.0
SFL 325 - Forming Marital Relationships	3.0
SFL 328 - History of Interior Design and Architecture 1	3.0
SFL 329 - History of Interior Design and Architecture 2	3.0
SFL 330 - Preprofessional Preparation for Marriage and Family Therapy	1.0
SFL 335 - Family Adaptation and Resiliency	3.0
SFL 336 - Theories in Family Perspective	3.0
SFL 340 - Family Meal Management	2.0
SFL 345 - Family Life in World Religions	3.0
SFL 352 - Cognitive Development	3.0
SFL 355 - Language Development	3.0
SFL 358 - Media, Family, and Human Development	3.0
SFL 359 - Child Life in Healthcare Settings	3.0
SFL 360 - Advanced Family Finance	3.0
SFL 370 - Work, Family, and Community: Exploring Interconnections	3.0

SFL 376 - Healthy Sexuality in Marriage	3.0
SFL 377 - Teaching Methods and Instruction in Family and Consumer Sciences Education	3.0
SFL 378 - Practicum in Secondary Education	1.0
SFL 380 - History of Apparel	3.0
SFL 382 - Textiles	3.0
SFL 387 - Advanced Clothing Studies: Patternmaking	3.0
SFL 393R - Special Projects in Advanced Clothing Construction	3.0v
SFL 395R - Special Topics in Family Life	3.0v
SFL 399R - Academic Internship	9.0v
SFL 400 - Addiction, Recovery, Healing in Marriage and Families	3.0
SFL 401 - Helping Relationships	3.0
SFL 403R - Research/Creative Works Practicum	3.0v
SFL 420 - Administering Programs for Young Children	2.0
SFL 449 - Biological Foundations of Human Development	3.0
SFL 453 - Moral Development	3.0
SFL 460 - Advanced Family Processes	3.0
SFL 461 - The Family and the Law	3.0
SFL 465 - Marital and Family Therapy/Enrichment Techniques	3.0
SFL 471 - Philosophies of Family Work and Relationships	3.0
SFL 472 - Temporal Welfare in Families	3.0
SFL 476 - Secondary Student Teaching - Consumer Science	12.0
SFL 487 - Advanced Clothing Studies: Construction	3.0
SFL 488R - Women's Home-Based Entrepreneurs	1.0
SFL 489 - The Family and Public Policy	3.0
SFL 490 - Advanced Issues in Human Development	3.0
SFL 498 - Family Life Education: Integrating Theory, Research, and Practice	3.0

✓ **OPTION 1.2** Complete 4 groups

BIOLOGICAL FOUNDATIONS IN HUMAN DEVELOPMENT TRACK

✓ **GROUP 1.2.1** Complete 5 courses

SFL 101 - Introduction to School of Family Life	1.0
SFL 160 - Introduction to Family Processes	3.0
SFL 210 - Human Development	3.0
SFL 290 - Critical Inquiry and Research Methods	3.0
STAT 121 - Principles of Statistics	3.0

✓ **GROUP 1.2.2** Complete 4 courses

SFL 331 - Infant Development in the Family	3.0
SFL 351 - Social Development	3.0
SFL 352 - Cognitive Development	3.0
SFL 449 - Biological Foundations of Human Development	3.0
SFL 490 - Advanced Issues in Human Development	3.0

✓ **GROUP 1.2.3** Complete 15.0 hours from the following course(s)

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
NURS 102 - Nursing and Medical Terminology	2.0
NURS 333 - (Nurs-Soc) End-of-Life Care	3.0

PDBIO 120 - Science of Biology	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0
SFL 333 - (SFL-Soc 318) Adolescent Development in the Family and Other Social Contexts	3.0
SFL 334 - Adult Development and Aging in the Family	3.0
SFL 335 - Family Adaptation and Resiliency	3.0
SFL 352 - Cognitive Development	3.0
SFL 354 - Cross-Cultural Family and Human Development	3.0
SFL 355 - Language Development	3.0
SFL 359 - Child Life in Healthcare Settings	3.0

✓ **GROUP 1.2.4** Complete 6.0 hours from the following selection(s)

Any course you complete in SFL may only be counted once. If you have any confusion about whether or not you have fulfilled your SFL major requirements, it is your responsibility to go to the advisement center.

✓ **SELECTION 1.2.4.1** Complete up to 6.0 hours from the following course(s)

SFL 100 - Strengthening Marriage and Family: Proclamation Principles and Scholarship	3.0
SFL 102 - Introduction to Interiors	3.0
SFL 110 - Food Preparation in the Home	2.0
SFL 185R - Beginning Clothing Construction	3.0
SFL 200 - The Eternal Family	3.0
SFL 202 - Design in the Home	3.0
SFL 215 - Advanced Food Preparation	3.0
SFL 221 - Foundations of Developmentally Appropriate Practices in Programs for Young Children	1.0
SFL 222 - Practicum in Developmentally Appropriate Practices	3.0
SFL 223 - Preparation for Marriage	3.0
SFL 224 - Marriage Enhancement	3.0
SFL 230 - Housing the Family	3.0
SFL 240 - Parenting and Child Guidance	3.0
SFL 260 - Family Finance	3.0
SFL 261 - Consumerism and the Marketplace for Secondary Teachers	3.0
SFL 276R - Exploration of Teaching: Family and Consumer Sciences	4.0v
SFL 280 - Dynamics of Clothing	2.0
SFL 287 - Intermediate Clothing Construction	3.0
SFL 325 - Forming Marital Relationships	3.0
SFL 328 - History of Interior Design and Architecture 1	3.0
SFL 329 - History of Interior Design and Architecture 2	3.0
SFL 330 - Preprofessional Preparation for Marriage and Family Therapy	1.0
SFL 333 - (SFL-Soc 318) Adolescent Development in the Family and Other Social Contexts	3.0
SFL 334 - Adult Development and Aging in the Family	3.0
SFL 335 - Family Adaptation and Resiliency	3.0
SFL 336 - Theories in Family Perspective	3.0
SFL 340 - Family Meal Management	2.0
SFL 345 - Family Life in World Religions	3.0
SFL 352 - Cognitive Development	3.0
SFL 354 - Cross-Cultural Family and Human Development	3.0
SFL 355 - Language Development	3.0
SFL 358 - Media, Family, and Human Development	3.0
SFL 359 - Child Life in Healthcare Settings	3.0

SFL 360 - Advanced Family Finance	3.0
SFL 370 - Work, Family, and Community: Exploring Interconnections	3.0
SFL 376 - Healthy Sexuality in Marriage	3.0
SFL 377 - Teaching Methods and Instruction in Family and Consumer Sciences Education	3.0
SFL 378 - Practicum in Secondary Education	1.0
SFL 380 - History of Apparel	3.0
SFL 382 - Textiles	3.0
SFL 387 - Advanced Clothing Studies: Patternmaking	3.0
SFL 393R - Special Projects in Advanced Clothing Construction	3.0v
SFL 395R - Special Topics in Family Life	3.0v
SFL 399R - Academic Internship	9.0v
SFL 400 - Addiction, Recovery, Healing in Marriage and Families	3.0
SFL 401 - Helping Relationships	3.0
SFL 403R - Research/Creative Works Practicum	3.0v
SFL 420 - Administering Programs for Young Children	2.0
SFL 453 - Moral Development	3.0
SFL 460 - Advanced Family Processes	3.0
SFL 461 - The Family and the Law	3.0
SFL 465 - Marital and Family Therapy/Enrichment Techniques	3.0
SFL 471 - Philosophies of Family Work and Relationships	3.0
SFL 472 - Temporal Welfare in Families	3.0
SFL 476 - Secondary Student Teaching - Consumer Science	12.0
SFL 487 - Advanced Clothing Studies: Construction	3.0
SFL 488R - Women's Home-Based Entrepreneurs	1.0
SFL 489 - The Family and Public Policy	3.0
SFL 498 - Family Life Education: Integrating Theory, Research, and Practice	3.0

✓ **SELECTION 1.2.4.2** Complete up to 6.0 hours from the following course(s)

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
NURS 102 - Nursing and Medical Terminology	2.0
NURS 333 - (Nurs-Soc) End-of-Life Care	3.0
PDBIO 120 - Science of Biology	3.0

Program Outcomes

Human Development Content and Theory

Demonstrate understanding of major concepts, theories, and research findings in substantive areas of human development.

Research and Evaluation Methodologies

Critically evaluate and/or use the various methodologies used in human development research.

Effective Writing and Analysis

Write professional research papers on human development questions that demonstrate an ability to synthesize and critically evaluate research related to specific theories and/or substantive areas.

↑Top

Finance

BS

Hours	64 Credit Hours
LEP	Limited Enrollment Program of 175 Students. Application Website
MAP	Major Academic Plan

Program Requirements

No more than 12 semester hours of upper-division transfer credit will be accepted toward the major and only 6 hours beyond the Management Core. No transfer courses will be accepted for the Management Core courses.

✓ **REQUIREMENT 1** Complete 5 courses

Prerequisite Courses: Based on student performance to date, permission may be granted to take some restricted major-only courses.

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0
MATH 118 - Finite Mathematics	3.0

Apply and be formally accepted into the program.

✓ **REQUIREMENT 2** Complete 2 options

Required courses - complete before the finance junior core:

✓ **OPTION 2.1** Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 116 - Essentials of Calculus	1.0
MATH 119 - Introduction to Calculus	4.0

✓ **OPTION 2.2** Complete 2 courses

IS 110 - Spreadsheet Skills and Business Analysis	1.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 3** Complete 2 courses

Complete the following courses during your first year admitted to the major:

FIN 320 - Finance Career Orientation and Planning	0.5
FIN 321 - Finance Mentor Program	0.5

REQUIREMENT 4 Complete 5 courses

Complete the following junior core courses in the junior year:

ACC 305 - Principles of Accounting 2	3.0
FIN 401 - Advanced Financial Management	3.0
FIN 410 - Investments	3.0
FIN 411 - Financial Derivatives	3.0
FIN 453 - Money, Banking, and Business	3.0

Note: ACC 310 is an acceptable substitute for ACC 305.

REQUIREMENT 5 Complete 6.0 hours from the following course(s)

During the senior year, complete 6.0 additional finance elective hours from the following. Note: If Fin 415R is chosen, it must be taken for 1.5 credit hours in Fall and 1.5 credit hours in Winter. Fin 409 must be taken before Fin 415R.

ACC 440 - Corporate Financial Reporting	3.0
BUS M 498 - Strategy and Organization	3.0
FIN 413 - Real Estate Finance and Investment	3.0
FIN 415R - Portfolio Management *You may take up to 3 credit hours.*	1.5
FIN 417 - Advanced Financial and Strategic Analysis	3.0
FIN 420 - Fixed Income Analysis	3.0
FIN 432 - International Corporate Finance	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
MBA 521 - Global Treasury Management	3.0

REQUIREMENT 6 Complete 4 courses

Complete the following Management Core courses:

BUS M 361 - Operations Management	3.0
BUS M 390 - Ethics for Management	3.0
BUS M 487 - Strategy and Economics	3.0
ORG B 321 - Organizational Effectiveness	3.0

REQUIREMENT 7 Complete 3 courses

ACC 241 - Business Law in the Environment	3.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0

REQUIREMENT 8 Complete 1 course

BUS M 371R - Entrepreneurship Lecture Series	1.0
BUS M 380 - Executive Lectures	1.0
BUS M 382 - Technology Entrepreneurship Lecture Series	1.0

REQUIREMENT 9

Complete Marriott School exit survey online.

Program Outcomes

Analyze Financial Data

Acquire, interpret, and analyze accounting, economic, and financial data to facilitate decision making in corporate and investment environments in both personal and professional settings.

Calculate/Interpret Metrics

Make and effectively communicate sound and ethical financial decisions by calculating and interpreting standard financial-decision metrics such as NPV, IRR, duration, Sharpe Ratio, YTM, and OAS.

Perform Estimation/Optimization Procedures

Use standard data resources and software (such as Excel) to model asset valuation, construct optimal portfolios, and perform other useful estimation or optimization procedures.

Understand and Manage Risk

Understand and quantify risk, make sound and ethical financial decisions in a risky environment, and design financial strategies for managing business risks.

↑Top

Food Science

BS

Hours	66 - 68 Credit Hours
MAP	Major Academic Plan

Program Requirements

Consult with a faculty advisor prior to finalizing your curriculum plan.

✓ **REQUIREMENT 1** Complete 14 courses

Core requirements:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
MMBIO 221 - General Microbiology	3.0
MMBIO 222 - General Microbiology Laboratory	1.0
NDFS 100 - Essentials of Human Nutrition	3.0
NDFS 191 - Careers in Food Science	1.0
NDFS 250 - Essentials of Food Science	3.0
NDFS 251 - Essentials of Food Science Laboratory	1.0
NDFS 350 - Food Analysis	4.0
NDFS 355 - Food Process Engineering	4.0
NDFS 361 - Food Microbiology	3.0
NDFS 362 - Food Commodity Processing	3.0
NDFS 462 - Food Regulations and Quality Assurance	3.0
PHSCS 105 - General Physics 1	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 1 option

Complete one of the following tracks:

✓ **OPTION 2.1** Complete 2 groups

A. Food Science Technical Track:

✓ **GROUP 2.1.1** Complete 10 courses

CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
NDFS 450 - Food Chemistry	3.0

NDFS 464 - Food Sensory Evaluation	2.0
NDFS 465 - Food Product Development	3.0
PHSCS 106 - General Physics 2	3.0

✓ **GROUP 2.1.2** Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 119 - Introduction to Calculus	4.0

✓ **OPTION 2.2** Complete 3 groups

B. Food Industry Management Track:

✓ **GROUP 2.2.1** Complete 8 courses

ACC 200 - Principles of Accounting	3.0
BUS M 488 - Agribusiness Management 1	3.0
BUS M 489 - Agribusiness Management 2	3.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0
NDFS 399R - Academic Internship *You may take up to 9 credit hours.*	9.0v
ORG B 320 - Organizational Effectiveness	3.0

✓ **GROUP 2.2.2** Complete 1 course

BUS M 371R - Entrepreneurship Lecture Series *You may take this course up to 1 time.*	1.0
BUS M 380 - Executive Lectures	1.0
BUS M 382 - Technology Entrepreneurship Lecture Series	1.0

✓ **GROUP 2.2.3** Complete 1 course

BUS M 372 - Basic Entrepreneurship Skills	3.0
NDFS 200 - Nutrient Metabolism	3.0
NDFS 450 - Food Chemistry	3.0
NDFS 465 - Food Product Development	3.0

✓ REQUIREMENT 3

During the junior year or upon declaring food science as a major, students are strongly encouraged to select one of the following options to enhance career preparation (students in food industry management track MUST take 1 credit hour of NDFS 399R to graduate):

A. Choose a research topic and faculty mentor. Working in a research laboratory for 10-20 hours per week over the course of eight months, the student has daily contact with graduate students, technicians, and fellow undergraduate colleagues and frequent interactions with a faculty mentor. Student research often leads to participation in a publication and/or a presentation at a professional meeting. NDFS 494R credit is available.

B. Produce a senior thesis in collaboration with a faculty mentor, derived primarily from library study that extensively explores the relevant questions. The thesis is written in the format of a scientific review paper. NDFS 494R credit is available.

C. Work in an approved, faculty-supervised summer internship with a food company (generally the internship does not include study abroad). NDFS 399R credit is available.

✔ **RECOMMENDED** Complete 13 courses

A. Food Science Technical Track - recommended courses (consult with a faculty advisor before selecting):

CHEM 223 - Quantitative and Qualitative Analysis	4.0
ECON 110 - Economic Principles and Problems	3.0
ENGL 316 - Technical Communication	3.0
IAS 220 - Introduction to Development Studies	3.0
MFG 355 - Plastics Materials and Processing	3.0
NDFS 200 - Nutrient Metabolism	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0
PWS 100 - Plants in the Environment	3.0
STDEV 150 - Public Speaking	3.0
STDEV 317 - Career Strategies for Employment and Internships	2.0
TECH 201 - History of Creativity and Innovation in the Arts, Science, and Technology 1	3.0
TECH 202 - History of Creativity and Innovation in the Arts, Science, and Technology 2	3.0

✔ **RECOMMENDED** Complete 2 options

B. Food Industry Management Track - recommended courses (consult with a faculty advisor before selecting):

✔ **RECOMMENDED** Complete 1 course

ENGL 316 - Technical Communication	3.0
M COM 320 - Communication in Organizational Settings	3.0

✔ **RECOMMENDED** Complete 11 courses

IAS 220 - Introduction to Development Studies	3.0
MATH 119 - Introduction to Calculus	4.0
MFG 479 - Innovation and Entrepreneurship	3.0
NDFS 200 - Nutrient Metabolism	3.0
NDFS 450 - Food Chemistry	3.0
NDFS 464 - Food Sensory Evaluation	2.0
PHSCS 106 - General Physics 2	3.0
PWS 100 - Plants in the Environment	3.0
STDEV 150 - Public Speaking	3.0
TECH 201 - History of Creativity and Innovation in the Arts, Science, and Technology 1	3.0
TECH 202 - History of Creativity and Innovation in the Arts, Science, and Technology 2	3.0

Program Outcomes

Success Skills

Demonstrate the skills that lead to success in a food science career, including oral and written communication, problem solving, use of library resources, evaluating information, time management, leadership, ethical decision making, and life-long learning.

Food Chemistry and Analysis

Identify and explain the chemical changes occurring during food processing and storage, including reactions involving carbohydrates, protein and fats, and demonstrate proficiency in analyzing food for components listed in Nutrition Facts on a food label.

Food Safety and Microbiology

Assess and differentiate the role of microorganisms in food processing, food preservation, and food safety with respect to pathogenic, spoilage, and fermentative microorganisms, and apply the basic elements of sanitation and quality assurance programs to understand and control microbial effects in food.

Food Processing and Engineering

Describe and apply principles of engineering as they relate to converting agricultural commodities to the finished products seen on the grocery store shelf.

Applied Food Science

Apply the principles and various facets of food science, including quality assurance and sensory evaluation, in practical situations, problem solving, and product development.

Top

French

BA

Hours	46.5 - 67.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

The French and Italian Department requires a minimum of 15 major hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Complete a minor (approximately 16-21 hours) or 15 hours of course work in an area approved by the major advisor. Courses must be approved before the senior year.

It is strongly recommended that StDev 317, a 2-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

Complete the following prerequisite courses: Fren 101, 102, 201, 202. (May be waived with previous equivalent language experience.)

✓ **REQUIREMENT 2** Complete 3 courses

Core courses:

FREN 321 - Advanced French Part 1	3.0
FREN 322 - Advanced French Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0

✓ **REQUIREMENT 3** Complete 2 courses

FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
FREN 363 - Contemporary France and the Francophone World	3.0

✔ **REQUIREMENT 4** Complete 1 option

Electives:

✔ **OPTION 4.1** Complete 5 courses

FREN 431 - Introduction to French Linguistics	3.0
FREN 432 - History of French	3.0
FREN 433 - Studies in French Linguistics	3.0
FREN 452R - Studies in Period, Movement, and Theme *You may take this course up to 5 times.*	3.0
FREN 453R - Studies in Genre *You may take this course up to 5 times.*	3.0
FREN 454R - Studies in Author *You may take this course up to 5 times.*	3.0
FREN 455R - Studies in Literary Theory *You may take this course up to 5 times.*	3.0
FREN 456R - Francophone Studies *You may take this course up to 5 times.*	3.0
FREN 457R - Studies in French Culture *You may take this course up to 5 times.*	3.0

Note: French majors can select Fren 445, 490R, or Bus M 596R as one of the five required 400-level courses to count toward the major.

✔ **REQUIREMENT 5** Complete 1 course

FREN 495 - Senior Portfolio Seminar	0.5

Students who need to strengthen oral skills should enroll in Fren 211R, 311R, and 411R.

Program Outcomes

Language Competence

Graduates in French demonstrate advanced proficiency in French language skills. For speaking and writing, "advanced" corresponds to officially designated ACTFL guidelines and ratings.

Research Skills

Analyze the literature, language, and cultures of the French-speaking world, drawing upon an ability to evaluate and synthesize relevant primary and critical sources.

Critical Thinking

Students critically evaluate literary, cultural, and linguistic problems from the French-speaking world and discuss them in clear written and oral expression.

Portable Competencies

Graduates in French are able to synthesize and interpret information, communicate effectively, and navigate cultural difference. They can articulate the value of their humanities degree and the relationship between their academic experience and personal and professional goals. This results from coursework but also from experiential learning such as study abroad and internships.

↑Top

French

Minor

Hours	18 - 33 Credit Hours
MAP	Major Academic Plan

Program Requirements

The French and Italian Department requires a minimum of nine hours to be taken in residence at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Complete the following prerequisite courses: Fren 101, 102, 201, 202. (May be waived with previous equivalent language experience.)

✓ **REQUIREMENT 1** Complete 3 courses

FREN 321 - Advanced French Part 1	3.0
FREN 322 - Advanced French Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0

✓ **REQUIREMENT 2** Complete 2 courses

FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
FREN 363 - Contemporary France and the Francophone World	3.0

✓ **REQUIREMENT 3** Complete 1 course

BUS M 596R - Business Language	3.0
FREN 431 - Introduction to French Linguistics	3.0
FREN 432 - History of French	3.0
FREN 445 - Advanced Francophone Culture	3.0
FREN 452R - Studies in Period, Movement, and Theme *You may take this course up to 1 time.*	3.0
FREN 453R - Studies in Genre *You may take this course up to 1 time.*	3.0
FREN 454R - Studies in Author *You may take this course up to 1 time.*	3.0
FREN 455R - Studies in Literary Theory *You may take this course up to 1 time.*	3.0
FREN 456R - Francophone Studies *You may take this course up to 1 time.*	3.0
FREN 457R - Studies in French Culture	3.0
FREN 490R - Individual Study in French	3.0v

Program Outcomes

Please contact the individual department for outcome information.

Top

French Studies

BA

Hours	31.5 - 46.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students must complete the requirements for a primary major in another field.

The French and Italian Department requires a minimum of 15 major hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 4 courses

Prerequisite courses (or equivalent):

FREN 101 - First-Year French, Part 1	4.0
FREN 102 - First-Year French, Part 2	4.0
FREN 201 - Intermediate French, Part 1	4.0
FREN 202 - Intermediate French, Part 2	3.0

✓ **REQUIREMENT 3** Complete 3 courses

Core courses:

FREN 321 - Advanced French Part 1	3.0
FREN 322 - Advanced French Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0

✓ **REQUIREMENT 4** Complete 2 courses

FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
FREN 363 - Contemporary France and the Francophone World	3.0

✓ **REQUIREMENT 5** Complete 5 courses

Courses taken to complete requirements above may not be double counted here. NOTE 1: Students may substitute up to two approved courses from their primary major that are related to this French major. Each course must be approved by the French undergraduate coordinator and will require a "French secondary major course substitution approval form" signed by the *professor in their primary major. NOTE 2: A minimum of three of the five elective courses must be taught in French.*

BUS M 596R - Business Language	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
FREN 363 - Contemporary France and the Francophone World	3.0
FREN 377 - Introduction to French Language Teaching	3.0
FREN 431 - Introduction to French Linguistics	3.0
FREN 432 - History of French	3.0
FREN 433 - Studies in French Linguistics	3.0
FREN 445 - Advanced Francophone Culture	3.0
FREN 452R - Studies in Period, Movement, and Theme *You may take this course up to 5 times.*	3.0
FREN 453R - Studies in Genre *You may take this course up to 5 times.*	3.0
FREN 454R - Studies in Author *You may take this course up to 5 times.*	3.0
FREN 455R - Studies in Literary Theory *You may take this course up to 5 times.*	3.0
FREN 456R - Francophone Studies *You may take this course up to 5 times.*	3.0
FREN 457R - Studies in French Culture *You may take this course up to 5 times.*	3.0
FREN 470R - Direct Enrollment in French University	3.0v
FREN 490R - Individual Study in French *You may take this course up to 5 times.*	3.0v

✓ **REQUIREMENT 6** Complete 1 course

FREN 495 - Senior Portfolio Seminar	0.5

Program Outcomes

Language Competence

Demonstrate advanced proficiency in French language skills. For speaking and writing, "advanced" corresponds to officially designated ACTFL guidelines and ratings.

Research

Analyze the literature, language, and cultures of the French-speaking world, drawing upon an ability to evaluate and synthesize relevant primary and critical sources.

Critical Thinking

Demonstrate the ability to critically evaluate literary, cultural, and linguistic problems from the French-speaking world and to discuss them in clear written and oral expression.

Portable Competencies

Graduates in French are able to synthesize and interpret information, communicate effectively, and navigate cultural difference. They can articulate the value of their humanities degree and the relationship between their academic experience and personal and professional goals. This results from coursework but also from experiential learning such as study abroad and internships.

Top

French Teaching

BA

Hours	55 - 70 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

Obtain application instructions by meeting with the Department of French and Italian French secondary education supervisor. Applications are accepted during the first block of each semester while student is enrolled in FLang 276R.

The French and Italian Department requires a minimum of 18 major hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

A teaching minor in another subject is strongly recommended. Teaching opportunities in public schools may be significantly reduced without a second teaching subject that a teaching minor provides.

Complete the following prerequisite courses: Fren 101, 102, 201, 202. (May be waived with previous equivalent language experience.)

✓ **REQUIREMENT 1** Complete 6 courses

Note: Fren 378 must be taken the semester immediately before student teaching.

FREN 321 - Advanced French Part 1	3.0
FREN 322 - Advanced French Part 2	3.0
FREN 340 - Introduction to Literary Analysis	3.0
FREN 377 - Introduction to French Language Teaching	3.0
FREN 378 - French Language Teaching Procedures and Practicum	2.0
FREN 431 - Introduction to French Linguistics	3.0

✓ **REQUIREMENT 2** Complete 2 courses

FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
FREN 363 - Contemporary France and the Francophone World	3.0

✓ **REQUIREMENT 3** Complete 2 courses

Note: Only one registration of Fren 490R will count toward the major requirements.

FREN 432 - History of French	3.0
FREN 433 - Studies in French Linguistics	3.0
FREN 445 - Advanced Francophone Culture	3.0
FREN 452R - Studies in Period, Movement, and Theme *You may take this course up to 2 times.*	3.0
FREN 453R - Studies in Genre *You may take this course up to 2 times.*	3.0
FREN 454R - Studies in Author *You may take this course up to 2 times.*	3.0
FREN 455R - Studies in Literary Theory *You may take this course up to 2 times.*	3.0
FREN 456R - Francophone Studies *You may take this course up to 2 times.*	3.0
FREN 457R - Studies in French Culture *You may take this course up to 2 times.*	3.0
FREN 490R - Individual Study in French *You may take this course up to 1 time.*	3.0v

✓ **REQUIREMENT 4** Complete 1 option

Complete the following before enrolling in Fren 378. The rating will be recorded on the student's transcript. The expected minimum rating of ADVANCED-LOW must be completed before applying to student teach.

✓ **OPTION 4.1** Complete 1 course

FREN 491R - Senior Oral Proficiency Evaluation *You may take this course up to 1 time.*	0.0

Note: Before applying for student teaching or an internship, students must receive an official OPI certificate from ACTFL with a rating of ADVANCED-LOW or higher and take the French PRAXIS test. At least one month before student teaching applications are due, students should schedule an OPI through the Center for Language Studies, 3086 JFSB.

✓ **REQUIREMENT 5** Complete 2 options

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 5.1** Complete 7 courses

NOTE: FBI fingerprint and background clearance must be completed before enrollment in FLang 276.

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0

FLANG 276 - Exploration of Teaching Foreign Languages	4.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

✓ **OPTION 5.2** Complete 12.0 hours from the following course(s)

SC ED 476R - Secondary Student-Teaching *You may take up to 12 credit hours.*	12.0v
FREN 496R - Academic Internship: Secondary Education *You may take up to 12 credit hours.*	12.0

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Note: The Department of French and Italian offers the following resources to strengthen language skills: conversation courses (Fren 211R, 311R, 411R), Foreign Language Student Residence, Study Abroad, and internships in French-speaking countries. Please refer to the specific program or course description for detailed information about these resources.

Program Outcomes

Language and Linguistics

Candidates are proficient at the advanced level in French (as defined by the ACTFL Proficiency Guidelines) and understand underlying linguistic elements of French.

Language Acquisition Theory

Understand basic language acquisition theory, create supportive learning environments, and use a variety of instructional techniques.

Planning Instruction

Plan instruction based upon knowledge of subject matter, students, and goals.

Assessment

Understand and use formal and informal assessment strategies to evaluate performance, identify needs, provide feedback, and adjust instructional strategies.

Professionalism

Reflect on instructional choices and actions and foster relationships with school colleagues, parents, and the larger community. Seek opportunities to develop professionally and to strengthen language and cultural competencies.

Top

French Teaching

Minor

Hours	27 - 42 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public secondary schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

The French and Italian Department requires a minimum of 12 minor hours to be taken in residence at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

For students accepted into the minor after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

Complete the following prerequisite courses: Fren 101, 102, 201, 202. (May be waived with previous equivalent language experience.)

✓ **REQUIREMENT 1** Complete 1 option

✓ **OPTION 1.1** Complete 4 courses

FREN 321 - Advanced French Part 1	3.0
FREN 340 - Introduction to Literary Analysis	3.0
FREN 377 - Introduction to French Language Teaching	3.0
FREN 378 - French Language Teaching Procedures and Practicum	2.0

Note: Fren 377 and 378 must be taken before student teaching.

✓ **REQUIREMENT 2** Complete 2 courses

FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
FREN 363 - Contemporary France and the Francophone World	3.0

✓ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

FREN 431 - Introduction to French Linguistics	3.0

FREN 445 - Advanced Francophone Culture	3.0
FREN 452R - Studies in Period, Movement, and Theme *You may take this course up to 1 time.*	3.0
FREN 453R - Studies in Genre *You may take this course up to 1 time.*	3.0
FREN 454R - Studies in Author *You may take this course up to 1 time.*	3.0
FREN 456R - Francophone Studies *You may take this course up to 1 time.*	3.0
FREN 457R - Studies in French Culture *You may take this course up to 1 time.*	3.0
FREN 490R - Individual Study in French *You may take up to 3 credit hours.*	3.0v

✓ **REQUIREMENT 4** Complete 1 option

Oral Proficiency:

Complete Fren 491 and have an oral proficiency interview (OPI) before enrolling in Fren 378. The rating will be recorded on the student's transcript. The required minimum OPI rating is "Advanced-low" before applying to student teach in the major.

✓ **OPTION 4.1** Complete 1 course

FREN 491R - Senior Oral Proficiency Evaluation *You may take this course up to 1 time.*	0.0

Note: Before applying for student teaching or an internship, students must receive an official OPI certificate from ACTFL with a rating of ADVANCED-LOW or higher. At least one month before student teaching applications are due, students should schedule an OPI through the Center for Language Studies, 3086 JFSB.

✓ **REQUIREMENT 5** Complete 1 course

FREN 477R - Secondary Minor Student Teaching	4.0

Note: The Department of French and Italian offers the following resources to strengthen language skills: conversation courses (Fren 211R, 311R, 411R), the Foreign Language Student Residence, Study Abroad, or an internship in French-speaking countries. Please refer to the specific program or course description for detailed information about these resources.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

General Studies: American Studies

BGS

Hours	33 Credit Hours
MAP	Major Academic Plan

Program Requirements

This is a Bachelor of General Studies (BGS) Program. Please contact the BGS office at 1-888-298-3137 or (801) 422-4351.

Have 30 hours of campus residency.

Complete a minimum of 10 hours in the emphasis after formal admission to the BGS program.

Thirty of the 120 hours including 15 hours in the emphasis must be 300-level or above courses.

Students must earn a minimum 2.0 BYU grade point average, a minimum 2.0 cumulative grade point average, and a minimum 2.0 emphasis grade point average.

The program must be completed in eight years or less.

All emphasis courses taken after admission to BGS must be BYU courses.

✓ **REQUIREMENT 1** Complete 1 course

Prerequisite Course (must be completed before taking any other courses, includes preparing academic plan which must be approved before proceeding):

STDEV 100 - Essential College Skills	1.0

✓ **REQUIREMENT 2** Complete 4 courses

Core courses:

ECON 110 - Economic Principles and Problems	3.0
HIST 220 - The United States Through 1877	3.0
HIST 221 - The United States Since 1877	3.0
POLI 110 - American Government and Politics	3.0

✓ **REQUIREMENT 3** Complete 18.0 hours from the following option(s)

Elective courses:

✓ **OPTION 3.1** Complete up to 18.0 hours from the following course(s)

A HTG 100 - American Heritage	3.0
ENGL 293 - American Literary History	3.0
ENGL 336 - The American Novel	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
GEOG 250 - United States and Canada	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 364 - Utah	3.0
MUSIC 204 - Introduction to Jazz	3.0
POLI 316 - American Political Parties	3.0
POLI 321 - The Media in American Politics	3.0
REL C 341 - Joseph Smith and the Restoration, 1805-1845	2.0
REL C 342 - Pioneers and Persecution, 1846-1899	2.0
REL C 343 - The Global Church, 1900 to the Present	2.0

BYU undergraduate campus courses (including Salt Lake enter classes) from the approved American Studies list may also be used to fill emphasis electives.

✓ **REQUIREMENT 4** Complete 1 course

Complete a capstone course (last course to be completed):

STDEV 490 - Bachelor of General Studies Capstone	2.0

Program Outcomes

BGS Learning Outcome - Aims of a BYU Education

Reflect on and describe how their coursework in the BGS program has contributed to the aims of a BYU education:

- Spiritually strengthening
- Character building
- Intellectually enlarging
- Preparing for lifelong learning and service

American Culture

Demonstrate an understanding of the multifaceted nature of American culture and identity.

American History

Demonstrate an understanding of the major events in American history such as its social, political, economic, or literary aspects.

American Politics

Recognize the interdependence of culture and politics in American life and history.

↑Top

General Studies: English

BGS

Hours	33 Credit Hours
MAP	Major Academic Plan

Program Requirements

This is a Bachelor of General Studies (BGS) program. Please contact the BGS office at 1-888-298-3137 or (801) 422-4351.

Have 30 hours of campus residency.

Complete a minimum of 10 hours in the emphasis after formal admission to the BGS program.

Thirty of the 120 hours including 15 hours in the emphasis must be 300-level or above courses.

Students must earn a minimum 2.0 BYU grade point average, a minimum 2.0 cumulative grade point average, and a minimum 2.0 emphasis grade point average.

The program must be completed in eight years or less.

All emphasis courses taken after admission to BGS must be BYU courses.

✓ **REQUIREMENT 1** Complete 1 course

Prerequisite course (must be completed before taking any other courses, includes preparing academic plan which must be approved before proceeding):

STDEV 100 - Essential College Skills	1.0

✓ **REQUIREMENT 2** Complete 3 options

Core courses:

✓ **OPTION 2.1** Complete 1 course

ENGL 251 - Introduction to English Studies	3.0

✓ **OPTION 2.2** Complete 2 courses

ENGL 291 - British Literary History 1	3.0
ENGL 292 - British Literary History 2	3.0
ENGL 293 - American Literary History	3.0

✓ **OPTION 2.3** Complete 1 course

ENGL 312 - Persuasive Writing	3.0
ENGL 316 - Technical Communication	3.0

✓ **REQUIREMENT 3** Complete 15.0 hours from the following option(s)

Elective courses:

✓ **OPTION 3.1** Complete up to 15.0 hours from the following course(s)

BYU 300- and 400-level campus courses (including Salt Lake Center classes) in English may also be used to fill emphasis electives. Only one additional general education Advanced Written and Oral Communication course (Engl 311, 312, 313, 314, 315, or 316) may be used to satisfy emphasis requirements.

ELANG 322 - Modern American Usage	3.0
ELANG 350 - Basic Editing Skills	3.0
ENGL 218 - Creative Writing	3.0
ENGL 317R - Writing Creative Nonfiction	3.0
ENGL 319R - Writing Poetry	3.0
ENGL 320R - Writing for Children and Adolescents	3.0
ENGL 336 - The American Novel	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 374 - British Literature 1789 - 1832: The Romantic Period	3.0
ENGL 382 - Shakespeare	3.0
ENGL 385 - British Literature 1603 - 1660: The Late Renaissance	3.0
ENGL 395R - Studies in Literature	3.0
ENGL 420 - Young Adult Literature	3.0

✓ **REQUIREMENT 4** Complete 1 course

As the last course in the emphasis, (section 101):

ENGL 495 - The Senior Course	3.0

✓ **REQUIREMENT 5** Complete 1 course

Complete a capstone experience (last course to be completed):

STDEV 490 - Bachelor of General Studies Capstone	2.0

Program Outcomes

BGS Learning Outcomes - Aims of a BYU Education

Reflect on and describe how their coursework in the BGS program has contributed to the aims of a BYU education:

- Spiritually strengthening

- Character building

- Intellectually enlarging

- Preparing for lifelong learning and service.

Interpretive and Communicative Skills

English BGS graduates will develop and demonstrate critical reading strategies, professional writing expertise, and sophisticated analytical skills.

Interpretive and Communicative Contexts

English graduates will explore the development of literary traditions and genres as well as become familiar with the critical methodologies and scholarly conversations in the discipline; they will engage with these contexts in their written, oral, and visual work.

Interpretive and Communicative Ethics

English graduates will embrace literature as a source of wisdom, spiritual insight, and aesthetic pleasure; as a medium for encountering and reflecting upon the diversity of human experience; and as a guide for building relationships and discerning value.

↑Top

General Studies: Family Life

BGS

Hours	33 Credit Hours
MAP	Major Academic Plan

Program Requirements

This is a Bachelor of General Studies (BGS) program. Please contact the BGS office at 1-888-298-3137 or (801) 422-4351.

Have 30 hours of campus residency.

Complete a minimum of 10 hours in the emphasis after formal admission to the BGS program.

Thirty of the 120 hours including 15 hours in the emphasis must be 300-level or above courses.

Students must earn a minimum 2.0 BYU grade point average, a minimum 2.0 cumulative grade point average, and a minimum 2.0 emphasis grade point average.

The program must be completed in eight years or less.

All emphasis courses taken after admission to BGS must be BYU courses.

✓ **REQUIREMENT 1** Complete 1 course

Prerequisite course (must be completed before taking any other courses, includes preparing academic plan which must be approved before proceeding):

STDEV 100 - Essential College Skills	1.0

✓ **REQUIREMENT 2** Complete 4 courses

Core courses:

SFL 160 - Introduction to Family Processes	3.0
SFL 200 - The Eternal Family	3.0
SFL 210 - Human Development	3.0
SFL 290 - Critical Inquiry and Research Methods	3.0

✓ **REQUIREMENT 3** Complete 15.0 hours from the following option(s)

Elective courses:

✓ **OPTION 3.1** Complete up to 15.0 hours from the following course(s)

SFL 331 - Infant Development in the Family	3.0
SOC 318 - (Soc-SFL 333) Adolescent Development in the Family and Other Social Contexts	3.0
SFL 333 - (Not currently offered)	
SFL 334 - Adult Development and Aging in the Family	3.0
SFL 335 - Family Adaptation and Resiliency	3.0
SFL 351 - Social Development	3.0
SFL 354 - Cross-Cultural Family and Human Development	3.0
SFL 355 - Language Development	3.0
SFL 358 - Media, Family, and Human Development	3.0

BYU 300- or 400-level campus courses in the School of Family Life (including Salt Lake Center classes) may also be used to fill this requirement. Note: Only 3 credit hours of 399R may count toward the BGS degree requirements in Family Life. Additional 399R credits may be used as general electives for the upper division hour requirement and for total university hours.

✔ **REQUIREMENT 4** Complete 3.0 hours from the following option(s)

✔ **OPTION 4.1** Complete up to 3.0 hours from the following course(s)

Any courses not taken in requirement 3 above may be used toward fulfilling this three-hour elective requirement.

SFL 102 - Introduction to Interiors	3.0
SFL 110 - Food Preparation in the Home	2.0
SFL 223 - Preparation for Marriage	3.0
SFL 224 - Marriage Enhancement	3.0
SFL 240 - Parenting and Child Guidance	3.0
SFL 260 - Family Finance	3.0
SFL 359 - Child Life in Healthcare Settings	3.0

✔ **REQUIREMENT 5** Complete 1 course

Complete a capstone experience (last course to be completed):

STDEV 490 - Bachelor of General Studies Capstone	2.0

Program Outcomes

Aims of a BYU Education

Describe how their coursework in the BGS program has contributed to the aims of a BYU education:

Spiritually strengthening

Character building

Intellectually enlarging

Preparing for lifelong learning and service.

Marriage, Family, and Human Development Knowledge

Describe major theories and research findings related to marriage, family living, & human development.

Effective Writing and Critical Thinking

Write professional research papers in the discipline that demonstrate an ability to synthesize and critically evaluate research related to specific theories and/or substantive areas.

Top

General Studies: History

BGS

Hours	33 Credit Hours
MAP	Major Academic Plan

Program Requirements

This is a Bachelor of General Studies (BGS) program. Please contact the BGS office at 1-888-298-3137 or (801) 422-4351.

Have 30 hours of campus residency.

Complete a minimum of 10 hours in the emphasis after formal admission to the BGS program.

Thirty of the 120 hours including 15 hours in the emphasis must be 300-level or above courses.

Students must earn a minimum 2.0 BYU grade point average, a minimum 2.0 cumulative grade point average, and a minimum 2.0 emphasis grade point average.

The program must be completed in eight years or less.

All emphasis courses taken after admission to BGS must be BYU courses.

REQUIREMENT 1 Complete 1 course

Prerequisite course (must be completed before taking any other courses, includes preparing academic plan which must be approved before proceeding):

STDEV 100 - Essential College Skills	1.0

REQUIREMENT 2 Complete 4 courses

Core courses:

HIST 201 - World Civilization to 1500	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 220 - The United States Through 1877	3.0
HIST 221 - The United States Since 1877	3.0

REQUIREMENT 3 Complete 1 option

Complete 18 hours from one of the following tracks:

OPTION 3.1 Complete 18.0 hours from the following group(s)

History Track:

✓ **GROUP 3.1.1** Complete up to 18.0 hours from the following course(s)

Complete 18 hours from the following:

HIST 252 - Modern Latin America	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 319 - The Family in Europe	3.0
HIST 364 - Utah	3.0

✓ **OPTION 3.2** Complete 2 groups

Family History Track:

✓ **GROUP 3.2.1** Complete 6.0 hours from the following selection(s)

✓ **SELECTION 3.2.1.1** Complete up to 6.0 hours from the following course(s)

Complete 6 hours from the following:

HIST 252 - Modern Latin America	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 319 - The Family in Europe	3.0
HIST 364 - Utah	3.0

✓ **GROUP 3.2.2** Complete 12.0 hours from the following selection(s)

✓ **SELECTION 3.2.2.1** Complete up to 12.0 hours from the following course(s)

Complete 12 hours from the following:

ENGL 220 - Composing Personal History	3.0
HIST 217 - The Family Historian's Craft	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 481R - Directed Research in Family History	3.0v
HIST 496R - Academic Internship: Family, Local, and Social History	6.0v
LATIN 121 - Latin for Genealogists	3.0
REL C 261 - Introduction to Family History (Genealogy)	2.0

✓ **REQUIREMENT 4** Complete 1 course

Complete a capstone experience (last course to be completed):

STDEV 490 - Bachelor of General Studies Capstone	2.0

Note 1: Other BYU undergraduate courses (including Salt Lake Center classes) in history may also be used to fill emphasis electives in either track.

Note 2: In the Family History track, Hist 317 can be used to meet either requirement 3.2.1 or requirement 3.2.2; it cannot be double-counted.

Program Outcomes

Aims of a BYU Education

Describe how coursework in the BGS program has contributed to the aims of a BYU education:

- Spiritually strengthening
- Character building
- Intellectually enlarging
- Preparing for lifelong learning and service.

American and World History

Gain a historical consciousness by demonstrating knowledge of major developments in American and world history and understand key historical terms and theories

Historical Research Methods

Demonstrate basic proficiency in using the historical method of research

Effective Writing

Write effectively about historical topics.

Top

General Studies: Management

BGS

Hours	34 Credit Hours
MAP	Major Academic Plan

Program Requirements

This is a Bachelor of General Studies (BGS) program. Please contact the BGS office at 1-888-298-3137 or (801) 422-4351.

Have 30 hours of campus residency.

Complete a minimum of 10 hours in the emphasis after formal admission to the BGS program.

Thirty of the 120 hours including 15 hours in the emphasis must be 300-level or above courses.

Emphasis requirements must be filled with courses less than 15 years old.

All emphasis courses taken after admission to BGS must be BYU courses.

Students must earn a minimum 2.0 BYU grade point average, a minimum 2.25 emphasis grade point average, and a minimum 2.0 cumulative grade point average.

The program must be completed in eight years or less.

✓ **REQUIREMENT 1** Complete 1 course

Prerequisite course (must be completed before taking any other courses, includes preparing academic plan which must be approved before proceeding):

STDEV 100 - Essential College Skills	1.0

✓ **REQUIREMENT 2** Complete 1 course

Pre-core course:

IS 110 - Spreadsheet Skills and Business Analysis	1.0

✓ **REQUIREMENT 3** Complete 3 courses

Core 1 courses:

ACC 200 - Principles of Accounting	3.0
ECON 110 - Economic Principles and Problems	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 4** Complete 4 courses

Core 2 courses:

BUS M 241 - Marketing Management	3.0
BUS M 390 - Ethics for Management	3.0
M COM 320 - Communication in Organizational Settings	3.0
ORG B 320 - Organizational Effectiveness	3.0

✓ **REQUIREMENT 5** Complete 1 course

BUS M 201 - Financial Management	3.0
FIN 201 - Principles of Finance	3.0

✓ **REQUIREMENT 6** Complete 2 courses

Elective courses:

ACC 300 - Introduction to Accounting 2	3.0
BUS M 430 - Introduction to International Business	3.0
FIN 453 - Money, Banking, and Business	3.0
ORG B 327 - Human Resource Management	3.0
ORG B 347 - Managerial Leadership Development	3.0

✓ **REQUIREMENT 7** Complete 1 course

Complete a capstone experience (last course to be completed):

STDEV 490 - Bachelor of General Studies Capstone	2.0

Program Outcomes

BGS Learning Outcome - Aims of a BYU Education

- Reflect on and describe how their coursework in the BGS program has contributed to the aims of a BYU education:
    - Spiritually strengthening
    - Character building
    - Intellectually enlarging
    - Preparing for lifelong learning and service.

Management Skills

Demonstrate knowledge of basic management skills, including accounting, finance, marketing, organizational behavior, and human resource management.

Business Ethics and Decision Making

Demonstrate an understanding of principles of ethics and be able to make and defend moral and ethical business decisions.

Top

General Studies: Psychology

BGS

Hours	33 Credit Hours
MAP	Major Academic Plan

Program Requirements

This is a Bachelor of General Studies (BGS) program. Please contact the BGS office at 1-888-298-3137 or (801) 422-4351.

Have 30 hours of campus residency.

Complete a minimum of 10 hours in the emphasis after formal admission to the BGS program.

Thirty of the 120 hours including 15 hours in the emphasis must be 300-level or above courses.

Students must earn a minimum 2.0 BYU grade point average, a minimum 2.0 cumulative grade point average, and a minimum 2.0 emphasis grade point average.

The program must be completed in eight years or less.

All emphasis courses taken after admission to BGS must be BYU courses.

✓ **REQUIREMENT 1** Complete 1 course

Prerequisite course (must be completed before taking any other courses, includeds preparing academic plan which must be approved before proceeding):

STDEV 100 - Essential College Skills	1.0

✓ **REQUIREMENT 2** Complete 2 options

Core courses:

✓ **OPTION 2.1** Complete 5 courses

PSYCH 111 - Introduction to Psychological Science	3.0
PSYCH 210 - A History of Psychology	3.0
PSYCH 308 - Psychological Statistics	4.0
PSYCH 350 - (Psych-Soc) Introduction to Social Psychology	3.0
PSYCH 381 - Behavioral Neurobiology	3.0

✓ **OPTION 2.2** Complete 1 course

PSYCH 320 - Developmental Psychology: Childhood	3.0

PSYCH 342 - Abnormal Psychology	3.0

✔ **REQUIREMENT 3** Complete 11.0 hours from the following option(s)

Elective courses:

Complete 11 hours from the following (including any courses not used for core above):

✔ **OPTION 3.1** Complete up to 11.0 hours from the following course(s)

ANTHR 101 - Social/Cultural Anthropology	3.0
PSYCH 306 - Psychology of Gender	3.0
PSYCH 307 - Writing Within Psychology	3.0
PSYCH 330 - Organizational Psychology	3.0
PSYCH 338 - Sport Psychology	3.0
PSYCH 341 - Personality	3.0
PSYCH 353 - LDS Perspectives and Psychology	3.0
PSYCH 358 - Leadership Development	3.0
PSYCH 361 - Principles of Learning	3.0
PSYCH 365 - Motivation	3.0

BYU undergraduate courses (including Salt Lake Center classes) in psychology may be used to fill emphasis electives.

✔ **REQUIREMENT 4** Complete 1 course

Complete a capstone experience (last course to be completed):

STDEV 490 - Bachelor of General Studies Capstone	2.0

Program Outcomes

BGS General Learning Outcome - Aims of a BYU Education

Describe how their coursework in the BGS program has contributed to the aims of a BYU education:

- Spiritually strengthening
- Character building
- Intellectually enlarging
- Preparing for lifelong learning and service.

Psychology Theory

Identify the major theoretical approaches in psychology & how they apply to human behavior

Human Development

Identify the stages of human development & factors that influence it

Psychological Science and the Gospel of Jesus Christ

Describe possible connections between psychological science & the principles and values of the restored gospel of Jesus Christ

⬆Top

Genetics, Genomics & Biotechnology

BS

Hours	60 - 62 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 13 courses

Core courses:

BIO 165 - Introduction to Bioinformatics	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
MATH 112 - Calculus 1	4.0
MMBIO 240 - Molecular Biology	3.0
PDBIO 360 - Cell Biology	3.0
PWS 188 - Introduction to Genetics, Genomics, and Biotechnology	1.0
PWS 288 - Molecular Genetics Laboratory	2.0
PWS 340 - Genetics	3.0
MMBIO 468 - (MMBio-Bio-PWS) Genomics	3.0
PWS 470 - Analysis of Genetic and Genomic Data	2.0
PWS 488 - Readings in Biotechnology	3.0

✓ **REQUIREMENT 2** Complete 1 course

MMBio121 is recommended for Track C below. PDBio 120 is recommended for core tracks A and B below.

MMBIO 121 - General Biology: Health and Disease	3.0
PDBIO 120 - Science of Biology	3.0

✓ **REQUIREMENT 3** Complete 1 option

Complete 24 hours from ONE of the following tracks:

✓ **OPTION 3.1** Complete 2 groups

A. Plant genetics and biotechnology core track:

✔ **GROUP 3.1.1** Complete 7 courses

BIO 230 - Biological Diversity: Plants	4.0
BIO 420 - Evolutionary Biology	2.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 481 - Biochemistry	3.0
PWS 100 - Plants in the Environment	3.0
PWS 440 - Plant Physiology	3.0

✔ **GROUP 3.1.2** Complete 3.0 hours from the following course(s)

Complete an additional 3 hours from the general major electives list. Recommended courses are:

BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0
BIO 350 - Ecology	3.0
BIO 365 - Computational Biology	3.0
BIO 370 - Bioethics	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
BIO 430 - Plant Classification and Identification	4.0
BIO 450 - Conservation Biology	3.0
BIO 463 - Genetics of Human Disease	3.0
BIO 465 - Bioinformatics	3.0
BIO 560 - Population Genetics	4.0
MMBIO 221 - General Microbiology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
MMBIO 261 - Infection and Immunity	3.0
MMBIO 360 - Microbial Genetics	4.0
MMBIO 363 - Microbial Ecology	3.0
MMBIO 364 - Bacterial Pathogenesis	3.0
MMBIO 390R - Readings in Molecular Biology *You may take this course up to 1 time.*	1.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
MMBIO 461 - Advanced Bacterial Physiology	3.0
MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0
MMBIO 466 - Virology Laboratory	1.0
MMBIO 467 - Immunology Lab	1.0
MMBIO 490R - Molecular Biology Seminar *You may take this course up to 1 time.*	1.0
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 382 - Developmental Biology	3.0
PDBIO 444 - BIO-Innovation and -Entrepreneurship 1	2.0
PDBIO 445 - BIO-Innovation and -Entrepreneurship 2	2.0
PDBIO 562 - Reproductive Physiology	3.0
PDBIO 582 - Developmental Genetics	3.0
PWS 100 - Plants in the Environment	3.0
PWS 199R - Academic Internship *You may take this course up to 1 time.*	3.0v
PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	
PWS 301 - Plant Growth and Reproduction	3.0

PWS 305 - Soils and Water Quality	3.0
PWS 306 - Soil and Water Quality Laboratory	1.0
PWS 331 - Science of Plant Pest Control	3.0
PWS 335 - Comparative Animal Nutrition	3.0
PWS 431 - Plant Health Diagnostics	3.0
PWS 494R - Mentored Learning Experience *You may take this course up to 1 time.*	6.0v
PWS 514 - Soil Microbiology	2.0
PWS 559 - Molecular Plant Breeding	3.0
PWS 575 - Plant Pathology	3.0
PWS 586 - Plant Cell Biology	3.0
PWS 588 - Metagenomics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **OPTION 3.2** Complete 4 groups

B. Biomedical genetics core track:

✓ **GROUP 3.2.1** Complete 4 courses

BIO 420 - Evolutionary Biology	2.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 481 - Biochemistry	3.0

✓ **GROUP 3.2.2** Complete 1 course

BIO 463 - Genetics of Human Disease	3.0
PDBIO 382 - Developmental Biology	3.0

✓ **GROUP 3.2.3** Complete 1 course

BIO 380 - Comparative Animal Physiology and Anatomy	4.0
PDBIO 305 - Human Physiology	4.0
PDBIO 362 - Advanced Physiology	3.0

✓ **GROUP 3.2.4** Complete 6.0 hours from the following course(s)

Complete an additional 6-7 hours from the general major electives list. Recommended courses are:

BIO 220 - Biological Diversity: Animals	4.0
BIO 370 - Bioethics	2.0
MMBIO 221 - General Microbiology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 444 - BIO-Innovation and -Entrepreneurship 1	2.0
PDBIO 445 - BIO-Innovation and -Entrepreneurship 2	2.0
PDBIO 562 - Reproductive Physiology	3.0
PDBIO 582 - Developmental Genetics	3.0
PWS 199R - Academic Internship *You may take this course up to 1 time.*	3.0v
PWS 335 - Comparative Animal Nutrition	3.0
PWS 494R - Mentored Learning Experience *You may take this course up to 1 time.*	6.0v
PWS 588 - Metagenomics	3.0
STAT 121 - Principles of Statistics	3.0

✔ **OPTION 3.3** Complete 2 groups

C. Microbial genetics and biotechnology core track:

✔ **GROUP 3.3.1** Complete 7 courses

BIO 420 - Evolutionary Biology	2.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 481 - Biochemistry	3.0
MMBIO 151 - Introduction to Microbiology	4.0
MMBIO 360 - Microbial Genetics	4.0
MMBIO 461 - Advanced Bacterial Physiology	3.0

✔ **GROUP 3.3.2** Complete 2.0 hours from the following course(s)

Complete an additional 2 hours from the general major electives list.
Recommended courses are:

BIO 370 - Bioethics	2.0
BIO 463 - Genetics of Human Disease	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
MMBIO 261 - Infection and Immunity	3.0
MMBIO 360 - Microbial Genetics	4.0
MMBIO 363 - Microbial Ecology	3.0
MMBIO 364 - Bacterial Pathogenesis	3.0
MMBIO 390R - Readings in Molecular Biology *You may take this course up to 1 time.*	1.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
MMBIO 461 - Advanced Bacterial Physiology	3.0
MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0
MMBIO 466 - Virology Laboratory	1.0
MMBIO 467 - Immunology Lab	1.0
MMBIO 490R - Molecular Biology Seminar *You may take this course up to 1 time.*	1.0
PWS 199R - Academic Internship *You may take this course up to 1 time.*	3.0v
PWS 494R - Mentored Learning Experience *You may take this course up to 1 time.*	6.0v
PWS 588 - Metagenomics	3.0
STAT 121 - Principles of Statistics	3.0

✔ **OPTION 3.4** Complete 4 groups

D. Bio-business core track:

✔ **GROUP 3.4.1** Complete 5 courses

ACC 200 - Principles of Accounting	3.0
BUS M 201 - Financial Management	3.0
BUS M 488 - Agribusiness Management 1	3.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
ORG B 320 - Organizational Effectiveness	3.0

✔ **GROUP 3.4.2** Complete 1 course

BUS M 241 - Marketing Management	3.0

BUS M 489 - Agribusiness Management 2	3.0

✓ **GROUP 3.4.3** Complete 1 course

BUS M 371R - Entrepreneurship Lecture Series *You may take this course up to 1 time.*	1.0
BUS M 380 - Executive Lectures	1.0

✓ **GROUP 3.4.4** Complete 4.0 hours from the following course(s)

Complete an additional 4 hours from the general major electives list. Recommended courses are:

BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0
BIO 350 - Ecology	3.0
BIO 365 - Computational Biology	3.0
BIO 370 - Bioethics	2.0
BIO 420 - Evolutionary Biology	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
BIO 430 - Plant Classification and Identification	4.0
BIO 450 - Conservation Biology	3.0
BIO 463 - Genetics of Human Disease	3.0
BIO 465 - Bioinformatics	3.0
BIO 560 - Population Genetics	4.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
MMBIO 221 - General Microbiology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
MMBIO 261 - Infection and Immunity	3.0
MMBIO 360 - Microbial Genetics	4.0
MMBIO 363 - Microbial Ecology	3.0
MMBIO 364 - Bacterial Pathogenesis	3.0
MMBIO 390R - Readings in Molecular Biology *You may take this course up to 1 time.*	1.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
MMBIO 461 - Advanced Bacterial Physiology	3.0
MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0
MMBIO 466 - Virology Laboratory	1.0
MMBIO 467 - Immunology Lab	1.0
MMBIO 490R - Molecular Biology Seminar *You may take this course up to 1 time.*	1.0
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 382 - Developmental Biology	3.0
PDBIO 444 - BIO-Innovation and -Entrepreneurship 1	2.0
PDBIO 445 - BIO-Innovation and -Entrepreneurship 2	2.0
PDBIO 562 - Reproductive Physiology	3.0
PDBIO 582 - Developmental Genetics	3.0
PWS 100 - Plants in the Environment	3.0
PWS 199R - Academic Internship *You may take this course up to 1 time.*	3.0v
PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	
PWS 301 - Plant Growth and Reproduction	3.0

PWS 305 - Soils and Water Quality	3.0
PWS 306 - Soil and Water Quality Laboratory	1.0
PWS 331 - Science of Plant Pest Control	3.0
PWS 335 - Comparative Animal Nutrition	3.0
PWS 365 - Environmental Microbiology and Biogeochemistry	3.0
PWS 366 - Environmental Microbiology and Biogeochemistry Laboratory	1.0
PWS 431 - Plant Health Diagnostics	3.0
PWS 494R - Mentored Learning Experience *You may take this course up to 1 time.*	6.0v
PWS 514 - Soil Microbiology	2.0
PWS 559 - Molecular Plant Breeding	3.0
PWS 575 - Plant Pathology	3.0
PWS 586 - Plant Cell Biology	3.0
PWS 588 - Metagenomics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **RECOMMENDED** Complete 4 options

Recommended Courses:

✓ **RECOMMENDED** Complete 6 courses

For preprofessional students in tracks A, B, or C above:

ACC 200 - Principles of Accounting	3.0
BUS M 201 - Financial Management	3.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0

✓ **RECOMMENDED** Complete 4 courses

For graduate school preparation in biotechnology:

PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0

✓ **RECOMMENDED** Complete 1 course

For students seeking employment in the biotech industry:

PWS 199R - Academic Internship	3.0v

✓ **RECOMMENDED** Complete 2 courses

GE courses for bio-business students seeking a Marriott School of Management minor:

ECON 110 - Economic Principles and Problems	3.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Molecular Genetics Fundamentals

Exhibit a broad understanding of core molecular genetics and biology concepts including bioinformatics, molecular biology, genetics, cellular biology, physiology and evolution.

Biotechnology Skills and Practices

Independently perform key biotechnology and molecular biology benchwork protocols and can use popular computational software packages for DNA sequence analysis as they apply to plant and animal improvement programs or microbial genomics. Graduates of the biotechnology business track will have additional skills acquired from case studies-oriented management courses.

Genome Organization and Manipulation

Explain key concepts of genome organization and manipulation in depth, for example genetic map construction, sequencing methods and strategies, genome annotation, comparative genomics, global gene expression profiling, metagenomics, and transgenic plant and animal technologies. Also, students can independently assemble bacterial genomes and parse metagenomic sequencing data.

Quantitative Reasoning and Analysis

Demonstrate proficiency in applying the quantitative and analytical skills necessary for successful research science and/or clinical health careers. Examples include designing properly controlled experiments (PWS288), critically analyzing experimental data in the literature (PDBIO 360, PWS488), and writing scripts to parse genomic datasets (BIO165, PWS470),

Literature Summation and Discussion

Graduates can summarize the background, methodology, results and conclusions of a set of experiments, as published in a single or in multiple related scientific papers, and lead classroom discussions on them.

↑Top

Geography: Environmental Studies

BS

Hours	50 - 59 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 9 courses

Core courses:

GEOG 100 - The Geographic Approach	1.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 222 - Statistics for Geographers 1	3.0
GEOG 322 - Statistics for Geographers 2	3.0

✓ **REQUIREMENT 2** Complete 6 courses

Environmental studies core courses:

GEOG 213 - Earth Observation and Image Interpretation	2.0
GEOG 303 - Biogeography	3.0
GEOG 304 - Geography of Climates	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOG 307 - Landscape Ecology	3.0
PWS 150 - Environmental Biology	3.0

✓ **REQUIREMENT 3** Complete 4 courses

Elective courses:

BIO 350 - Ecology	3.0
BIO 370 - Bioethics	2.0
BIO 450 - Conservation Biology	3.0
GEOG 305 - Geography of Landforms	3.0
GEOG 310 - Introduction to Urban and Regional Planning	3.0

GEOG 311 - Intermediate Geographic Information Systems	3.0
GEOG 312 - Cartographic Design	4.0
GEOG 313 - Remote Sensing 1	3.0
GEOG 399R - Academic Internship	6.0v
GEOG 414 - Applied Urban Environmental Modeling	3.0
GEOG 415R - Geographic Field Methods	3.0v
GEOG 423 - Planning for Unique and Sensitive Lands	2.0
GEOL 411 - Geomorphology and Remote Sensing	3.0
PWS 225 - Principles of Wildlife and Fisheries Management	3.0
PWS 303 - Soils Conservation and Resources	3.0
PWS 305 - Soils and Water Quality	3.0
PWS 340 - Genetics	3.0
PWS 375 - Environmental Policies and Laws	3.0
PWS 419 - Forest Management and Ecology	3.0

✔ REQUIREMENT 4

Complete the exit assessment during the final semester, no later than one month before graduation.

Program Outcomes

Environmental Change and Ecological Systems

Analyze the causes and potential impacts of global and local environmental change on ecological systems (NGS standards 7, 15, 16, 18).

Environmental Problem Solving

Develop a solution to a given environmental issue that incorporates the relevant political, ethical, economic, legal, and cultural factors, in addition to the principles of physical geography (NGS standard 18, skills)

Physical Processes and the Natural Landscape

Evaluate the biological, geological, climatic, and other physical processes that produce spatial patterns in the natural landscape.

Core geographic knowledge and skills

Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.

↑Top

Geography: Geospatial Intelligence

BS

Hours	59 - 60 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 15 courses

Core courses:

GEOG 100 - The Geographic Approach	1.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 213 - Earth Observation and Image Interpretation	2.0
GEOG 222 - Statistics for Geographers 1	3.0
GEOG 271 - Middle East	3.0
GEOG 304 - Geography of Climates	3.0
GEOG 313 - Remote Sensing 1	3.0
GEOG 322 - Statistics for Geographers 2	3.0
GEOG 331 - Economic Geography	3.0
GEOG 341 - Political Geography	3.0

✓ REQUIREMENT 2 Complete 1 course

GIS courses:

GEOG 217 - Programming for Geographers	3.0
GEOG 311 - Intermediate Geographic Information Systems	3.0
GEOG 312 - Cartographic Design	4.0
GEOG 317 - Analytical Cartography	3.0
GEOG 412 - Advanced Geographic Information Systems	3.0
GEOG 413 - Remote Sensing 2	3.0

✓ REQUIREMENT 3 Complete 2 courses

Regional geography courses:

GEOG 255 - Middle and South America	3.0
GEOG 265 - Russia and the Former Soviet Union	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0

✓ **REQUIREMENT 4** Complete 2 courses

GEOG 441 - Seminar in Geography and Geospatial Intelligence 1	3.0
GEOG 442 - Seminar in Geography and Geospatial Intelligence 2	3.0

✓ **REQUIREMENT 5**

Complete the exit assessment during the final semester, no later than one month before graduation.

Program Outcomes

Core geographic knowledge and skills

Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.

Intelligence and the Intelligence Community

Students will be able to act professionally using fundamental principles of intelligence (e.g., collection, analysis) and describe how intelligence is used in government and private environments. Contributing courses include Geography 441 and 442.

Geography and Security

Students will be able to analyze simple security and intelligence problems using a geographic perspective, relating human actions to cultural, political, economic, social,and physical landscapes.

Case Study Analysis

Students will be able to analyze social science data (case histories) using structured analytical methods peculiar to intelligence analysis as practiced at the Federal level.

Collaboration and Problem Solving

Students will be able to combine their acquired group research habits with their individual competencies in oral and written information exchange using geographic concepts and investigative techniques.

Top

Geography: Geospatial Science & Technology

BS

Hours	56 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 9 courses

Core courses:

GEOG 100 - The Geographic Approach	1.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 222 - Statistics for Geographers 1	3.0
GEOG 322 - Statistics for Geographers 2	3.0

✓ **REQUIREMENT 2** Complete 2 courses

Physical, regional, or human geography courses:

GEOG 305 - Geography of Landforms	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOG 307 - Landscape Ecology	3.0
GEOG 310 - Introduction to Urban and Regional Planning	3.0
GEOG 331 - Economic Geography	3.0
GEOG 336 - Urban Geography	3.0
GEOG 346 - Population Geography	3.0
GEOG 410 - Urban Planning Methods	3.0
GEOG 421 - Urban Planning Law	3.0v
GEOG 422 - Principles of Urban Design	2.0
GEOG 423 - Planning for Unique and Sensitive Lands	2.0
GEOG 424 - Urban Transportation Planning	3.0
GEOG 510 - Professional Planning Studio	3.0

✓ **REQUIREMENT 3** Complete 6 courses

Major courses:

GEOG 213 - Earth Observation and Image Interpretation	2.0
GEOG 217 - Programming for Geographers	3.0
GEOG 311 - Intermediate Geographic Information Systems	3.0
GEOG 312 - Cartographic Design	4.0
GEOG 313 - Remote Sensing 1	3.0
GEOG 317 - Analytical Cartography	3.0

✓ **REQUIREMENT 4** Complete 2 courses

Complete two courses (6 credit hours) from the following:

GEOG 399R - Academic Internship *You may take up to 3 credit hours.*	6.0v
GEOG 411 - Issues in Computer Cartography	3.0
GEOG 412 - Advanced Geographic Information Systems	3.0
GEOG 413 - Remote Sensing 2	3.0
GEOG 414 - Applied Urban Environmental Modeling	3.0
GEOG 495R - Mentored Research *You may take up to 3 credit hours.*	3.0v
GEOG 521R - Geographic Information Practicum *You may take this course up to 1 time.*	3.0

✓ **REQUIREMENT 5**

Complete the exit assessment during the final semester, no later than one month before graduation.

Program Outcomes

Core geographic knowledge and skills

Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.

Geographic Information Science

Explain the fundamental theories underlying geospatial technologies, and correlate them to the data models and procedures implemented in those technologies (*NGS Standard 2, BoK Knowledge Area CF: Conceptual Foundations*)

Geospatial Data Acquisition and Management

Acquire and manage geospatial data as appropriate to a given application, using the proper sources, data models, and data formats (*NGS standard 1; NGS Skill 2: acquiring geographic information and 3: organizing geographic information; BoK Knowledge Areas GD: Geospatial Data, DA: Design Aspects, DM: Data Models*).

Geospatial Data Analysis

Analyze geospatial data to accomplish geographic tasks in scientific research and/or decision support, by applying spatial thinking principles using geospatial analysis procedures (GIS, RS, statistical) (*NGS Standard 3; NGS skill 4: analyzing geographic information; BoK Knowledge Area*

AM: Analytical Methods)

Cartography

Design quality maps to visualize and communicate geographic information and analysis results (*NGS standard 1; NGS skill 5: answering geographic questions; BoK Knowledge Area CV: Cartography and Visualization*).

Programming

Create programs and scripts to automate geospatial tasks and implement geographic concepts (*NGS skill 5: answering geographic questions; BoK Unit DA6: Application Design*)

↑Top

Geography: Global Studies

BS

Hours	41 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 8 courses

Geography core courses:

GEOG 100 - The Geographic Approach	1.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 222 - Statistics for Geographers 1	3.0

✓ **REQUIREMENT 2** Complete 3 courses

Regional courses:

GEOG 245 - Geography of Utah	3.0
GEOG 250 - United States and Canada	3.0
GEOG 255 - Middle and South America	3.0
GEOG 260 - Europe	3.0
GEOG 265 - Russia and the Former Soviet Union	3.0
GEOG 271 - Middle East	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0

✓ **REQUIREMENT 3** Complete 3 courses

Systematic courses:

GEOG 303 - Biogeography	3.0
GEOG 304 - Geography of Climates	3.0
GEOG 305 - Geography of Landforms	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOG 331 - Economic Geography	3.0
GEOG 336 - Urban Geography	3.0

GEOG 341 - Political Geography	3.0
GEOG 346 - Population Geography	3.0
GEOG 348 - Tourism: Patterns and Analysis	3.0
GEOG 349 - Global Adventure Travel	3.0

✔ REQUIREMENT 4

Complete the exit assessment during the final semester, no later than one month before graduation.

Program Outcomes

Human and Environmental Processes

Evaluate the core human and environmental processes which create the context for global issues (Geog 110, 120, human and physical geography courses)

Regional Geography

Examine the characteristics of a given place or region *vis a vis* the physical and human patterns and processes that are present (NGS element: *Places and Regions*).

Current World Issues

Recommend viable solutions to current world problems based on increased knowledge, understanding, passion and emphathy(Courses: Geog 120, 331, 341, regional courses).

Core geographic knowledge and skills

Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.

↑Top

Geography: Tourism Studies

BS

Hours	47 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 9 courses

Geography core courses:

GEOG 100 - The Geographic Approach	1.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 222 - Statistics for Geographers 1	3.0
GEOG 250 - United States and Canada	3.0

REQUIREMENT 2 Complete 1 course

Regional courses:

GEOG 245 - Geography of Utah	3.0
GEOG 255 - Middle and South America	3.0
GEOG 260 - Europe	3.0
GEOG 265 - Russia and the Former Soviet Union	3.0
GEOG 271 - Middle East	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0

REQUIREMENT 3 Complete 2 courses

Major courses:

GEOG 347 - Tourism: A Conceptual Framework	3.0
GEOG 348 - Tourism: Patterns and Analysis	3.0

REQUIREMENT 4 Complete 4 courses

Advanced tourism courses (Note: if Geog 399R is chosen, 3 credit hours are required):

BUS M 241 - Marketing Management	3.0
GEOG 322 - Statistics for Geographers 2	3.0
GEOG 349 - Global Adventure Travel	3.0
GEOG 350 - Tourism Planning	3.0
GEOG 353 - Heritage and Cultural Tourism	3.0
GEOG 399R - Academic Internship *You may take up to 3 credit hours.*	6.0v
HIST 369 - History of Travel and Tourism	3.0
RECM 300 - Creating a Good Life through Experience Design	3.0
RECM 330 - Hospitality Management	3.0

REQUIREMENT 5

Complete the exit assessment during the final semester, no later than one month before graduation.

Program Outcomes

Core geographic knowledge and skills

Understand, explain & apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.

Geography and Tourism

Understand and explain how the different geographies of tourism are created, maintained, and utilized in the modern world. Evaluate the impacts of tourism on present and future economies, cultures, societies, and physical environments.

Tourism Issues and Trends

Interpret tourism issues and trends *vis a vis* key geographic concepts of globalization, mobility, production, and consumption. Explain the spatial patterns of tourism development and the dynamic relationships between travel generating regions and destination regions using geographic principles.

Tourism and Cultural Understanding

Leverage tourism activities to promote increased understanding, knowledge, passion, respect, and empathy for other peoples, cultures, and places.

↑Top

Geography: Urban & Regional Planning

BS

Hours	59 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 8 courses

Geography core courses:

GEOG 100 - The Geographic Approach	1.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 222 - Statistics for Geographers 1	3.0

✓ **REQUIREMENT 2** Complete 1 course

GEOG 311 - Intermediate Geographic Information Systems	3.0
GEOG 322 - Statistics for Geographers 2	3.0

✓ **REQUIREMENT 3** Complete 7 courses

Urban planning core courses:

GEOG 310 - Introduction to Urban and Regional Planning	3.0
GEOG 336 - Urban Geography	3.0
GEOG 410 - Urban Planning Methods	3.0
GEOG 421 - Urban Planning Law	3.0v
GEOG 422 - Principles of Urban Design	2.0
GEOG 424 - Urban Transportation Planning	3.0
GEOG 510 - Professional Planning Studio	3.0

✓ **REQUIREMENT 4** Complete 2 options

Complete three elective courses, at least one of which must be Geog 306, 307, or 423:

✓ **OPTION 4.1** Complete 1 course

GEOG 306 - Global Conservation Designations	3.0
GEOG 307 - Landscape Ecology	3.0
GEOG 423 - Planning for Unique and Sensitive Lands	2.0

✓ **OPTION 4.2** Complete 2 courses

GEOG 306 - Global Conservation Designations	3.0
GEOG 307 - Landscape Ecology	3.0
GEOG 313 - Remote Sensing 1	3.0
GEOG 346 - Population Geography	3.0
GEOG 412 - Advanced Geographic Information Systems	3.0
GEOG 414 - Applied Urban Environmental Modeling	3.0
GEOG 423 - Planning for Unique and Sensitive Lands	2.0

✓ **REQUIREMENT 5** Complete 3.0 hours from the following course(s)

Professional experience courses:

GEOG 399R - Academic Internship *You may take up to 3 credit hours.*	6.0v
GEOG 495R - Mentored Research *You may take up to 3 credit hours.*	3.0v

✓ **REQUIREMENT 6**

Complete the exit assessment during the final semester, no later than one month before graduation.

Program Outcomes

Core geographic knowledge and skills

Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.

Understand Human Settlement as it relates to Urban Planning

Identify and describe the social, economic, legal, and environmental structure of urban and regional systems and how these play out spatially in the urban landscape.

Understand Historical and Contemporary Planning Practice

Evaluate new and historic projects to identify patterns of failure and strategies for success.

Possess the Skills Needed to Practice Planning

Develop coherent solutions to urban and other land management issues, that respect the diverse (and sometimes conflicting) needs of planners, engineers, architects, land developers, elected officials, and citizens including using the methods of of plan creation, plan adoption, and plan implementation to bring about the greatest pubic good while mitigating foreseeable negative impacts.

Plan Development

Create plans, maps, ordinances, and reports to communicate effectively with citizens and officials concerning planning issues and solutions

Top

Geography Teaching

Hours	24 Credit Hours
MAP	Major Academic Plan

Minor

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 4 courses

GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0

✓ **REQUIREMENT 2** Complete 1 course

GEOG 245 - Geography of Utah	3.0
GEOG 250 - United States and Canada	3.0

✓ **REQUIREMENT 3** Complete 2 courses

HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0

✓ **REQUIREMENT 4** Complete 1 course

GEOG 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Geology

BS

Hours	74 - 75 Credit Hours
MAP	Major Academic Plan

Program Requirements

No D credit is allowed in major courses.

✓ **REQUIREMENT 1** Complete 11 courses

GEOL 111 - Physical Geology	4.0
GEOL 112 - Historical Geology	4.0
GEOL 210 - Field Studies	3.0
GEOL 230 - Geological Communications	3.0
GEOL 351 - Mineralogy	4.0
GEOL 352 - Petrology	3.0
GEOL 370 - Sedimentology and Stratigraphy	3.0
GEOL 375 - Structural Geology	3.0
GEOL 420 - Geological Field Methods	2.0
GEOL 421 - Geological Mapping	2.0
GEOL 422 - Geologic Writing	2.0

✓ **REQUIREMENT 2** Complete 2.0 hours from the following course(s)

Take 4 times.

GEOL 491R - Geology Seminar *You may take this course up to 4 times.*	0.5

✓ **REQUIREMENT 3** Complete 4 courses

GEOL 405 - Applied Mathematics in the Geological Sciences	3.0
GEOL 411 - Geomorphology and Remote Sensing	3.0
GEOL 435 - Introduction to Groundwater	3.0
GEOL 440 - Solid Earth Geophysics	3.0
GEOL 445 - Geochemistry	3.0
GEOL 452 - Petrography to Petrogenesis	3.0
GEOL 460 - Economic and Resource Geology	3.0
GEOL 476 - Introduction to Seismic Interpretation	3.0
GEOL 480 - Paleontology	3.0

✓ **REQUIREMENT 4** Complete 1 option

✓ **OPTION 4.1** Complete 3 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0

✓ **OPTION 4.2** Complete 2 courses

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0

✓ **REQUIREMENT 5** Complete 6 courses

ENGL 316 - Technical Communication	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 6**

All students are required to construct a portfolio of their work that includes samples of their writing, scientific data analysis, and presentations¿both oral and written. The portfolio will be evaluated during the semester before graduation.

Program Outcomes

Effective Inquiry and Communication

Demonstrate competence in scientific inquiry, writing, and oral presentation.

Professional Preparation

Be employable in geology-related fields, or able to further their education in graduate programs.

Technical Competence

Demonstrate competence in relevant computer applications, laboratory methods, and field methods.

Discussing Society's Impact on the Planet

Demonstrate the ability to critically discuss issues related to geology that impact society and planet Earth.

Discussing Science and Religion

Demonstrate the ability to critically discuss the relationship between science and religion.

↑Top

Geology

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

When all of the geology credit required for a minor is transferred from another school, at least one course in geology must be taken at BYU.

No D credit is allowed in minor courses.

✓ **REQUIREMENT 1** Complete 2 courses

GEOL 111 - Physical Geology	4.0
GEOL 112 - Historical Geology	4.0

✓ **REQUIREMENT 2** Complete 8.0 hours from the following course(s)

GEOL 100 - Dinosaurs	3.0
GEOL 109 - Geology of the Planets	3.0
GEOL 210 - Field Studies	3.0
GEOL 351 - Mineralogy	4.0
GEOL 352 - Petrology	3.0
GEOL 370 - Sedimentology and Stratigraphy	3.0
GEOL 375 - Structural Geology	3.0
GEOL 405 - Applied Mathematics in the Geological Sciences	3.0
GEOL 411 - Geomorphology and Remote Sensing	3.0
GEOL 435 - Introduction to Groundwater	3.0
GEOL 440 - Solid Earth Geophysics	3.0
GEOL 445 - Geochemistry	3.0
GEOL 452 - Petrography to Petrogenesis	3.0
GEOL 460 - Economic and Resource Geology	3.0
GEOL 480 - Paleontology	3.0
GEOL 546 - Isotope Geochemistry-Low Temperature Applications	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Geology Teaching

Hours	24 - 25 Credit Hours
MAP	Major Academic Plan

Minor

Program Requirements

When all of the geology credit required for a minor is transferred from another school, at least one course in geology must be taken at BYU.

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Advisement Center, 350 MCKB, (801) 422-3426.

When all the geology credit required for a minor is transferred from another school, at least one course in geology must be taken at BYU.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 3 courses

GEOL 111 - Physical Geology	4.0
GEOL 112 - Historical Geology	4.0
PHY S 377 - Teaching Methods and Instruction	3.0

✓ **REQUIREMENT 2** Complete 8.0 hours from the following course(s)

GEOL 100 - Dinosaurs	3.0
GEOL 109 - Geology of the Planets	3.0
GEOL 210 - Field Studies	3.0
GEOL 351 - Mineralogy	4.0
GEOL 352 - Petrology	3.0
GEOL 370 - Sedimentology and Stratigraphy	3.0
GEOL 375 - Structural Geology	3.0
GEOL 405 - Applied Mathematics in the Geological Sciences	3.0
GEOL 411 - Geomorphology and Remote Sensing	3.0
GEOL 435 - Introduction to Groundwater	3.0

GEOL 440 - Solid Earth Geophysics	3.0
GEOL 445 - Geochemistry	3.0
GEOL 452 - Petrography to Petrogenesis	3.0
GEOL 460 - Economic and Resource Geology	3.0
GEOL 480 - Paleontology	3.0
GEOL 546 - Isotope Geochemistry-Low Temperature Applications	3.0

✓ **REQUIREMENT 3** Complete 1 course

GEOL 477 - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Geospatial Science & Technology

Minor

Hours	22 - 23 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 311 - Intermediate Geographic Information Systems	3.0
GEOG 312 - Cartographic Design	4.0

✓ **REQUIREMENT 2** Complete 3 courses

GEOG 213 - Earth Observation and Image Interpretation	2.0
GEOG 217 - Programming for Geographers	3.0
GEOG 313 - Remote Sensing 1	3.0
GEOG 411 - Issues in Computer Cartography	3.0
GEOG 412 - Advanced Geographic Information Systems	3.0
GEOG 413 - Remote Sensing 2	3.0
GEOG 521R - Geographic Information Practicum	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

German

Minor

Hours	18 - 34 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete the following prerequisite courses: Germ 101, 102, 201, 202. Some or all may be waived based on placement exam. See german.byu.edu for more information or contact the department.

✓ **REQUIREMENT 1** Complete 5 courses

GERM 302 - Advanced German Language 1	3.0
GERM 303 - Advanced German Language 2	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GERM 343 - Introduction to Literary Analysis	3.0
GERM 344 - Introduction to Phonetics	3.0

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

Complete 6 hours of courses numbered 215 or higher. At least three of these hours must be approved literature or culture courses such as advanced literature seminars, advanced critical theory, German film, and other courses related to culture, theory, and literary scholarship.

GERM 215 - Pro-Seminar 2	3.0v
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
GERM 250 - Marx, Nietzsche, Freud	3.0
GERM 301 - Intermediate German	3.0
GERM 311R - Advanced Conversation	5.0v
GERM 315 - Directed Research in Lit/Film/Culture 1	1.0
GERM 316 - Directed Research in Linguistics 1	3.0v
GERM 340 - Writing About Literature	3.0
GERM 345R - Field Studies in German	6.0v
GERM 377 - Methods in Teaching German	3.0
GERM 399R - Academic Internship: German Work	9.0v
GERM 410R - German Proficiency Workshop 1	3.0v
GERM 412R - German Proficiency Workshop 2	3.0v
GERM 415 - Directed Research in Lit/Film/Culture 2	1.0
GERM 416 - Directed Research in Linguistics 2	3.0v
GERM 440R - German Literary Periods and Movements	5.0v
GERM 441R - Studies in German Literary Genres	5.0v
GERM 442R - Major German Authors	5.0v
GERM 443R - Studies in Literary Theory	5.0v

GERM 444R - Interdisciplinary Studies	5.0v
GERM 445R - Special Topics in German Cultural Studies	5.0v
GERM 450 - History of the German Language	3.0
GERM 460 - Structure of Modern German	3.0
GERM 490R - Special Studies in German	3.0v
GERM 497R - Senior Seminar in German Language	3.0
GERM 499R - Honors Thesis	6.0v

Program Outcomes

Please contact the individual department for outcome information.

Top

German: Linguistics

BA

Hours	37 - 56 Credit Hours
MAP	Major Academic Plan

Program Requirements

The Department of German and Russian requires a minimum of 18 hours of upper-division major credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Complete the following prerequisite courses: Germ 101, 102, 201, 202. Some or all may be waived based on placement exam. See german.byu.edu for more information or contact the department.

✓ **REQUIREMENT 1** Complete 3.0 hours from the following course(s)

Complete 3 hours of the following or equivalent residency (mission, study abroad, internship, German language residence):

GERM 311R - Advanced Conversation *You may take this course up to 1 time.*	5.0v

✓ **REQUIREMENT 2** Complete 5 courses

GERM 302 - Advanced German Language 1	3.0
GERM 303 - Advanced German Language 2	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GERM 343 - Introduction to Literary Analysis	3.0
GERM 344 - Introduction to Phonetics	3.0

✓ **REQUIREMENT 3** Complete 1 course

ENGL 310 - Writing and Tutoring	3.0
ENGL 311 - Writing About the Arts and Humanities	3.0
ENGL 312 - Persuasive Writing	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0
ENGL 314 - Writing About Literature	3.0
ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
GERM 340 - Writing About Literature	3.0
M COM 320 - Communication in Organizational Settings	3.0
PHIL 300 - Philosophical Writing	3.0

✓ **REQUIREMENT 4** Complete 3 courses

Note: Germ 497R must be a topic related to advanced German linguistics.

GERM 450 - History of the German Language	3.0
GERM 460 - Structure of Modern German	3.0
GERM 497R - Senior Seminar in German Language *You may take this course up to 10 times.*	3.0

✔ **REQUIREMENT 5** Complete 8.0 hours from the following course(s)

Complete 8 additional hours of pro-seminars and/or courses numbered 215 or higher, 5 hours of which must be approved linguistics courses such as second language acquisition, dialectology, Middle High German, or Old Saxon.

GERM 215 - Pro-Seminar 2	3.0v
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
GERM 250 - Marx, Nietzsche, Freud	3.0
GERM 300R - Third-Year Proficiency Tutorial	3.0v
GERM 301 - Intermediate German	3.0
GERM 315 - Directed Research in Lit/Film/Culture 1	1.0
GERM 316 - Directed Research in Linguistics 1	3.0v
GERM 345R - Field Studies in German	6.0v
GERM 377 - Methods in Teaching German	3.0
GERM 378 - Practicum in Teaching German	1.0
GERM 399R - Academic Internship: German Work	9.0v
GERM 410R - German Proficiency Workshop 1	3.0v
GERM 412R - German Proficiency Workshop 2	3.0v
GERM 415 - Directed Research in Lit/Film/Culture 2	1.0
GERM 416 - Directed Research in Linguistics 2	3.0v
GERM 440R - German Literary Periods and Movements	5.0v
GERM 441R - Studies in German Literary Genres	5.0v
GERM 442R - Major German Authors	5.0v
GERM 443R - Studies in Literary Theory	5.0v
GERM 444R - Interdisciplinary Studies	5.0v
GERM 445R - Special Topics in German Cultural Studies	5.0v
GERM 476 - Secondary Student Teaching	12.0
GERM 490R - Special Studies in German	3.0v
GERM 496R - Academic Internship: German Teaching	12.0
GERM 499R - Honors Thesis	6.0v

✔ **REQUIREMENT 6** Complete 2 courses

Complete the following during one of the last two semesters before graduation (not offered spring or summer). The courses must be taken concurrently. Germ 400R prepares students for proficiency exams. Germ 401 posts the capstone paper grade to the transcript. The capstone paper must have a topic related to Germanic linguistics or second language acquisition.

GERM 400R - Fourth-Year Proficiency Tutorial	1.0
GERM 401 - Capstone Paper	1.0

Program Outcomes

1. German Language Proficiency

At the end of each of these courses, students will demonstrate German language proficiency according to the 2012 ACTFL Proficiency Guidelines as follows:

101: Novice High; 102 Intermediate Low (Some higher)

201: Intermediate Low/ Intermediate Mid; 202: Intermediate Mid (Some higher)

301: Intermediate High; 302 Intermediate High/Advanced Low; 303: Advanced Low (Some higher)

400R: When preparing for graduation, students will complete the ACTFL Proficiency tests, including OPI (oral), WPT (written) and reading. The minimum aspiration is for Advanced Low across all these tests upon graduation.

2. Written Assignments and Research Papers

In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to 1) find problems and questions in the artifacts that they are discussing 2) compose thesis statements that make defensible claims that address the problems and questions in the artifact; 3) Compose a well-ordered argument that logically develops the ideas in the thesis statement; 4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs.

3. German Language History

Describe and explain the critical changes and influences that shaped the history of the German language.

4. German Linguistic Structures

Describe the basic principles underlying the linguistic structure (e.g., word structure, sound system and sentence structure) of German and be able to recognize how this knowledge can help them increase their own receptive understanding and creativity with the German language.

5. Reading and Evaluating Sophisticated Texts

Read and summarize sophisticated texts, including but not limited to journal articles, on topics in linguistics and second language acquisition (including pedagogy). Students should be able to evaluate the content, limitations and argumentation of these texts.

6. Self-Reflection

Students will be able to reflect upon their own learning, language skills, writing, critical skills, etc. Students will be able to formulate for themselves the value of the time and effort that they have spent studying the German language and culture. Students will also be able to explain the experiences from their major in a way that will be recognized and understood by future employers and other members of the non-academic community.

7. Community-Based Learning and Engagement

Students will apply their learning in given classes to create projects that help contribute to the enrichment of others outside of those classes. They will move their research beyond the culmination of a final product submitted for a grade, bringing their work into the community and public domain, including helping projects outside the classroom in concrete ways, e.g., developing materials for an online lexicon project, creating enrichment materials and activities for K-16 German classes, creating posters and papers for conferences, being able to help other students in their learning and resarch. As a result, students will be able to articulate how their learning can be applied in real life and can be extended outside of the classroom and ultimately that their learning has and should have community impact.

↑Top

German: Literature/Film/Culture

BA

Hours	40 - 56 Credit Hours
MAP	Major Academic Plan

Program Requirements

The Department of German and Russian requires a minimum of 18 hours of upper-division major credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Complete the following prerequisite courses: Germ 101, 102, 201, 202. Some or all may be waived based on placement exam. See german.byu.edu for more information or contact the department.

✓ **REQUIREMENT 1** Complete 3.0 hours from the following course(s)

Complete 3 hours of the following or equivalent residency (mission, study abroad, internship, German language residence):

GERM 311R - Advanced Conversation *You may take up to 3 credit hours.*	5.0v

✓ **REQUIREMENT 2** Complete 5 courses

GERM 302 - Advanced German Language 1	3.0
GERM 303 - Advanced German Language 2	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GERM 343 - Introduction to Literary Analysis	3.0
GERM 344 - Introduction to Phonetics	3.0

✓ **REQUIREMENT 3** Complete 1 course

ENGL 310 - Writing and Tutoring	3.0
ENGL 311 - Writing About the Arts and Humanities	3.0
ENGL 312 - Persuasive Writing	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0
ENGL 314 - Writing About Literature	3.0
ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
GERM 340 - Writing About Literature	3.0
M COM 320 - Communication in Organizational Settings	3.0
PHIL 300 - Philosophical Writing	3.0

✓ **REQUIREMENT 4** Complete 12.0 hours from the following course(s)

GERM 440R - German Literary Periods and Movements *You may take this course up to 10 times.*	5.0v
GERM 441R - Studies in German Literary Genres *You may take this course up to 10 times.*	5.0v
GERM 442R - Major German Authors *You may take this course up to 10 times.*	5.0v
GERM 443R - Studies in Literary Theory *You may take this course up to 10 times.*	5.0v
GERM 444R - Interdisciplinary Studies *You may take this course up to 10 times.*	5.0v
GERM 445R - Special Topics in German Cultural Studies *You may take this course up to 10 times.*	5.0v

✔ **REQUIREMENT 5** Complete 5.0 hours from the following course(s)

Credits from repeatable courses in Requirement 4 (440R, etc.) can be applied here once Requirement 4 is fulfilled.

GERM 215 - Pro-Seminar 2	3.0v
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
GERM 250 - Marx, Nietzsche, Freud	3.0
GERM 300R - Third-Year Proficiency Tutorial	3.0v
GERM 301 - Intermediate German	3.0
GERM 315 - Directed Research in Lit/Film/Culture 1	1.0
GERM 316 - Directed Research in Linguistics 1	3.0v
GERM 345R - Field Studies in German	6.0v
GERM 377 - Methods in Teaching German	3.0
GERM 378 - Practicum in Teaching German	1.0
GERM 399R - Academic Internship: German Work	9.0v
GERM 410R - German Proficiency Workshop 1	3.0v
GERM 412R - German Proficiency Workshop 2	3.0v
GERM 415 - Directed Research in Lit/Film/Culture 2	1.0
GERM 416 - Directed Research in Linguistics 2	3.0v
GERM 450 - History of the German Language	3.0
GERM 460 - Structure of Modern German	3.0
GERM 490R - Special Studies in German	3.0v
GERM 497R - Senior Seminar in German Language	3.0
GERM 499R - Honors Thesis	6.0v

✔ **REQUIREMENT 6** Complete 2 courses

Complete the following courses during one of last two semesters before graduation (not offered spring or summer). Courses must be taken concurrently. Germ 400R prepares students for proficiency exams. Germ 401 posts the capstone paper grade to the transcript. The capstone paper must have a literature/film/culture topic.

GERM 400R - Fourth-Year Proficiency Tutorial	1.0
GERM 401 - Capstone Paper	1.0

Program Outcomes

1. German Language Proficiency

At the end of each of these courses, most students will demonstrate German language proficiency according to the 2012 ACTFL Proficiency Guidelines as follows:

- 101: Novice High
- 102: Intermediate Low
- 201: Intermediate Low/Intermediate Mid
- 202: Intermediate Mid
- 301: Intermediate High
- 302: Intermediate High/Advanced Low
- 303: Advanced Low
- Other upper-division courses will variously contribute to Advanced-level written and oral communication.

2. Written Assignments and Research Papers

In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to

1) find problems and questions in the artifacts that they are discussing

2) compose thesis statements that make defensible claims that address the problems and questions in the artifact

3) Compose a well-ordered argument that logically develops the ideas in the thesis statement

4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs.

3. Entering the Critical Discourse

When confronted with new concepts and/or artifacts, students will demonstrate a level-appropriate capacity to do the following:

1) Test and question the soundness of ideas;

2) Apply difficult theoretical concepts in their analysis;

3) Recognize ethical problems and global implications;

4) explore the multivalent nature of the object of their analysis

5) engage in ongoing critical discussions and negotiate between a plurality of viewpoints.

4. Cultural Literacy

Students will be able to engage with and cogently discuss a variety of culturally significant German-language literary, historical, artistic, filmic and musical texts and artifacts from all major periods. They will be able to analyze and discuss these works in their various social, cultural, historical and religious/ethical contexts.

5. Self-Reflection

Students will be able to reflect upon their own learning, language skills, writing, critical skills, etc. Students will be able to formulate for themselves the value of the time and effort that they have spent studying the German language and culture. Students will also be able to explain the experiences from their major in a way that will be recognized and understood by future employers and other members of the non-academic community.

↑Top

German Studies

BA

Hours	32 - 48 Credit Hours
MAP	Major Academic Plan

Program Requirements

This is a secondary major, so students must complete the requirements for a primary major in another field.

Complete the following prerequisite courses: Germ 101, 102, 201, 202. Some or all may be waived based on placement exam. See german.byu.edu for more information or contact the department.

✓ **REQUIREMENT 1** Complete 3.0 hours from the following course(s)

Complete 3 hours of the following or equivalent residency (mission, Study Abroad, internship, German language residence):

GERM 311R - Advanced Conversation *You may take up to 3 credit hours.*	5.0v

✓ **REQUIREMENT 2** Complete 5 courses

GERM 302 - Advanced German Language 1	3.0
GERM 303 - Advanced German Language 2	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GERM 343 - Introduction to Literary Analysis	3.0
GERM 344 - Introduction to Phonetics	3.0

✓ **REQUIREMENT 3** Complete 1 course

ENGL 310 - Writing and Tutoring	3.0
ENGL 311 - Writing About the Arts and Humanities	3.0
ENGL 312 - Persuasive Writing	3.0
ENGL 313 - Expository Writing for Elementary Education Majors	3.0
ENGL 314 - Writing About Literature	3.0
ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
GERM 340 - Writing About Literature	3.0
M COM 320 - Communication in Organizational Settings	3.0
PHIL 300 - Philosophical Writing	3.0

✓ **REQUIREMENT 4** Complete 1 course

GERM 440R - German Literary Periods and Movements *You may take this course up to 10 times.*	5.0v
GERM 441R - Studies in German Literary Genres *You may take this course up to 10 times.*	5.0v
GERM 442R - Major German Authors *You may take this course up to 10 times.*	5.0v
GERM 443R - Studies in Literary Theory *You may take this course up to 10 times.*	5.0v
GERM 444R - Interdisciplinary Studies *You may take this course up to 10 times.*	5.0v
GERM 445R - Special Topics in German Cultural Studies *You may take this course up to 10 times.*	5.0v
GERM 450 - History of the German Language	3.0
GERM 460 - Structure of Modern German	3.0
GERM 497R - Senior Seminar in German Language *You may take this course up to 10 times.*	3.0

✔ **REQUIREMENT 5** Complete 6.0 hours from the following course(s)

Credits from repeatable courses in Requirement 4 (440R, 497R, etc.) can be applied here once Requirement 4 is fulfilled. If not used for Requirement 4, the non-repeatable Germ 450 and Germ 460 can also be used here.

GERM 215 - Pro-Seminar 2	3.0v
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
GERM 250 - Marx, Nietzsche, Freud	3.0
GERM 300R - Third-Year Proficiency Tutorial	3.0v
GERM 301 - Intermediate German	3.0
GERM 315 - Directed Research in Lit/Film/Culture 1	1.0
GERM 316 - Directed Research in Linguistics 1	3.0v
GERM 345R - Field Studies in German	6.0v
GERM 377 - Methods in Teaching German	3.0
GERM 378 - Practicum in Teaching German	1.0
GERM 399R - Academic Internship: German Work	9.0v
GERM 410R - German Proficiency Workshop 1	3.0v
GERM 412R - German Proficiency Workshop 2	3.0v
GERM 415 - Directed Research in Lit/Film/Culture 2	1.0
GERM 416 - Directed Research in Linguistics 2	3.0v
GERM 490R - Special Studies in German	3.0v
GERM 497R - Senior Seminar in German Language	3.0
GERM 499R - Honors Thesis	6.0v

✔ **REQUIREMENT 6** Complete 2 courses

Complete the following courses during one of last two semesters in the German Studies program (not offered spring or summer). The courses must be taken concurrently. Germ 400R prepares students for proficiency exams. Germ 401 posts the capstone paper grade to the transcript.

GERM 400R - Fourth-Year Proficiency Tutorial	1.0
GERM 401 - Capstone Paper	1.0

Program Outcomes

1. German Language Proficiency

At the end of each of these courses, most students will demonstrate German language proficiency according to the 2012 ACTFL Proficiency Guidelines as follows:

- 101: Novice High
- 102: Intermediate Low
- 201: Intermediate Low/Intermediate Mid
- 202: Intermediate Mid
- 301: Intermediate High
- 302: Intermediate High/Advanced Low
- 303: Advanced Low
- Other upper-division courses will variously contribute to Advanced-level written and oral communication.

2. Written Assignments and Research Papers

In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to

1) find problems and questions in the artifacts that they are discussing

2) compose thesis statements that make defensible claims that address the problems and questions in the artifact;

3) Compose a well-ordered argument that logically develops the ideas in the thesis statement;

4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs.

3. Entering the Critical Discourse

When confronted with new concepts and/or artifacts, students will demonstrate a level-appropriate capacity to do the following:

1) Test and question the soundness of ideas;

2) Apply difficult theoretical concepts in their analysis;

3) Recognize ethical problems and global implications;

4) explore the multivalent nature of the object of their analysis

5) engage in ongoing critical discussions and negotiate between a plurality of viewpoints.

4. Cultural Literacy

Students will be able to engage with and cogently discuss a variety of culturally significant German-language literary, historical, artistic, filmic and musical texts and artifacts from all major periods. They will be able to analyze and discuss these works in their various social, cultural, historical and religious/ethical contexts.

5. Self Reflection

Students will be able to reflect upon their own learning, language skills, writing, critical skills, etc. Students will be able to formulate for themselves the value of the time and effort that they have spent studing the German language and culture. Students will also be able to explain the experiences from their major in a way that will be recognized and understood by future employers and other members of the non-academic community.

Top

German Teaching

BA

Hours	65 - 81 Credit Hours
MAP	Major Academic Plan

Program Requirements

The German and Russian Department requires a minimum of 18 hours of upper-division major credit to be taken in residence at BYU for this degree program. These hours may also be applied to BYU's 30-hour residency requirement for graduation.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

A teaching minor in another subject is strongly recommended.

Declare the major at the Humanities Advisement Center and contact the German Teaching major advisor for advising.

Complete the following prerequisite courses: Germ 101, 102, 201, 202. Some or all may be waived based on placement exam. See german.byu.edu for more information or contact the department.

✓ **REQUIREMENT 1** Complete 3.0 hours from the following course(s)

Complete 3 hours of the following or equivalent residency (mission, study abroad, internship, German language residence):

GERM 311R - Advanced Conversation *You may take up to 3 credit hours.*	5.0v

✓ **REQUIREMENT 2** Complete 7 courses

Note: Germ 377 must be taken concurrently with Germ 378. Germ 377 and 378 may be waived for students who have taken a methods course for another language.

GERM 302 - Advanced German Language 1	3.0
GERM 303 - Advanced German Language 2	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GERM 343 - Introduction to Literary Analysis	3.0
GERM 344 - Introduction to Phonetics	3.0
GERM 377 - Methods in Teaching German	3.0

GERM 378 - Practicum in Teaching German	1.0

✔ **REQUIREMENT 3** Complete 1 course

GERM 340 - Writing About Literature	3.0

✔ **REQUIREMENT 4** Complete 13.0 hours from the following course(s)

Complete 13 additional hours of courses numbered 215 or higher.

GERM 215 - Pro-Seminar 2	3.0v
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
GERM 250 - Marx, Nietzsche, Freud	3.0
GERM 300R - Third-Year Proficiency Tutorial	3.0v
GERM 301 - Intermediate German	3.0
GERM 315 - Directed Research in Lit/Film/Culture 1	1.0
GERM 316 - Directed Research in Linguistics 1	3.0v
GERM 345R - Field Studies in German	6.0v
GERM 399R - Academic Internship: German Work	9.0v
GERM 410R - German Proficiency Workshop 1	3.0v
GERM 412R - German Proficiency Workshop 2	3.0v
GERM 415 - Directed Research in Lit/Film/Culture 2	1.0
GERM 416 - Directed Research in Linguistics 2	3.0v
GERM 440R - German Literary Periods and Movements	5.0v
GERM 441R - Studies in German Literary Genres	5.0v
GERM 442R - Major German Authors	5.0v
GERM 443R - Studies in Literary Theory	5.0v
GERM 444R - Interdisciplinary Studies	5.0v
GERM 445R - Special Topics in German Cultural Studies	5.0v
GERM 450 - History of the German Language	3.0
GERM 460 - Structure of Modern German	3.0
GERM 497R - Senior Seminar in German Language	3.0
GERM 499R - Honors Thesis	6.0v

Complete the Teacher Work Sample which serves as the required capstone paper.

Complete an ACTFL Oral Proficiency Interview and receive a minimum rating of Advanced-Low before applying to student teach. Contact the Center for Language Studies, 3086 JFSB, to schedule your interview. This requirement may also be satisfied during Germ 400R.

✔ **REQUIREMENT 5** Complete 2 courses

Complete the following courses during one of last two semesters before graduation (not offered spring or summer). The courses must be taken concurrently. Germ 400R prepares students for proficiency exams. Germ 401 posts the Teacher Work Sample grade to the transcript.

GERM 400R - Fourth-Year Proficiency Tutorial	1.0
GERM 401 - Capstone Paper	1.0

Complete the ETS Praxis test for German prior to applying for graduation and certification. Contact Education Student Services in 120 MCKB to sign up for the test.

✔ **REQUIREMENT 6**

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

All candidates for teacher licensure are required to be fingerprinted and pass an FBI background check prior to enrolling in FLANG 276. Go to 350 MCKB for fingerprinting and an FBI background check. Allow 2-3 weeks for processing. Fingerprint clearance is valid for three years only. If clearance expires prior to student teaching, candidates must repeat the fingerprint clearance and fee process. Failing to expunge or clear up a police record of any kind prior to the background check may result in a blocked registration while a review board investigates the charges. Candidates who do not pass an FBI background check will be removed from the teacher education licensure program.

✔ **REQUIREMENT 7** Complete 7 courses

Note: FBI fingerprint and background clearance must be completed before enrollment in FLANG 276. Note: FLANG 276 is the prerequisite for CPSE 402, IP&T 286, SC ED 353, and SC ED 375.

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
FLANG 276 - Exploration of Teaching Foreign Languages	4.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

✔ **REQUIREMENT 8** Complete 12.0 hours from the following course(s)

GERM 476 - Secondary Student Teaching	12.0
GERM 496R - Academic Internship: German Teaching *You may take up to 12 credit hours.*	12.0

Student teachers/interns must complete required forms in their mYlink accounts and attach their TWS to their mYlink account for their program. All requirements must be completed to be cleared for graduation.

Program Outcomes

1. German Language Proficiency

At the end of each of these courses, students will demonstrate minimum German language proficiency according to the 2012 ACTFL Oral Proficiency Guidelines as follows:

101: Novice High; 102 Intermediate Low

201: Intermediate Low/ Intermediate Mid; 202: Intermediate Mid/High

301: Intermediate High; 302 Intermediate High/Advanced Low; 303: Advanced Low (Some higher)

330: Students will demonstrate ability to complete written assignments in German

2. Written Assignments and Research Papers

In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to

1) find problems and questions in the artifacts that they are discussing

2) compose thesis statements that make defensible claims that address the problems and questions in the artifact;

3) Compose a well-ordered argument that logically develops the ideas in the thesis statement;

4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs.

3. Entering the Critical Discourse

When confronted with new concepts and/or artifacts, students will demonstrate a level-appropriate capacity to do the following:

1) test and question the soundness of ideas;

2) apply theoretical concepts in their analysis;

3) recognize ethical problems and global implications;

4) explore the multivalent nature of the object of their analysis;

5) engage in ongoing critical discussions and negotiate between a plurality of viewpoints.

4. Cultural Literacy

Students will be able to engage with and cogently discuss a variety of culturally significant German-language literary, historical, artistic, filmic and musical texts and artifacts from all major periods. They will be able to analyze and discuss these works in their various social, cultural, historical and religious/ethical contexts.

5. Second Language Acquisition and Learning Theories

Apply second language acquisition and general learning theories to create effective language learning environments and programs.

6. Planning and Delivering Instruction

Plan and deliver instruction based upon knowledge of subject matter, students, goals, and national and state standards.

7. Assessment

Use formal and informal assessment strategies to evaluate and improve learner performance and improve language instruction.

8. Professionalism and Self-Reflection

Maintain professional standards by self-reflection and improvement, professional development, and development of productive relationships with colleagues, the profession, and the community.

↑Top

German Teaching

Minor

Hours	25 - 41 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

Declare the minor at the Humanities Advisement Center and contact the German Teaching major advisor for advising.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

Complete the following prerequisite courses: Germ 101, 102, 201, 202. Some or all may be waived based on placement exam. See german.byu.edu for more information or contact the department.

✓ **REQUIREMENT 1** Complete 6 courses

Note: Germ 377 must be taken concurrently with Germ 378. Germ 377 and 378 may be waived for students who have taken a methods course for another language.

GERM 302 - Advanced German Language 1	3.0
GERM 303 - Advanced German Language 2	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GERM 344 - Introduction to Phonetics	3.0
GERM 377 - Methods in Teaching German	3.0
GERM 378 - Practicum in Teaching German	1.0

✓ **REQUIREMENT 2** Complete 3.0 hours from the following course(s)

Complete 3 additional hours of courses numbered 215 or higher.

GERM 215 - Pro-Seminar 2	3.0v
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
GERM 250 - Marx, Nietzsche, Freud	3.0
GERM 300R - Third-Year Proficiency Tutorial	3.0v

GERM 301 - Intermediate German	3.0
GERM 311R - Advanced Conversation	5.0v
GERM 315 - Directed Research in Lit/Film/Culture 1	1.0
GERM 316 - Directed Research in Linguistics 1	3.0v
GERM 340 - Writing About Literature	3.0
GERM 343 - Introduction to Literary Analysis	3.0
GERM 345R - Field Studies in German	6.0v
GERM 399R - Academic Internship: German Work	9.0v
GERM 410R - German Proficiency Workshop 1	3.0v
GERM 412R - German Proficiency Workshop 2	3.0v
GERM 415 - Directed Research in Lit/Film/Culture 2	1.0
GERM 416 - Directed Research in Linguistics 2	3.0v
GERM 440R - German Literary Periods and Movements	5.0v
GERM 441R - Studies in German Literary Genres	5.0v
GERM 442R - Major German Authors	5.0v
GERM 443R - Studies in Literary Theory	5.0v
GERM 444R - Interdisciplinary Studies	5.0v
GERM 445R - Special Topics in German Cultural Studies	5.0v
GERM 450 - History of the German Language	3.0
GERM 460 - Structure of Modern German	3.0
GERM 476 - Secondary Student Teaching	12.0
GERM 490R - Special Studies in German	3.0v
GERM 496R - Academic Internship: German Teaching	12.0
GERM 497R - Senior Seminar in German Language	3.0
GERM 499R - Honors Thesis	6.0v

Complete an ACTFL Oral Proficiency Interview and receive a minimum rating of Advanced-Low before applying to student teach. Contact the Center for Language Studies, 3086 JFSB, to schedule your interview. This requirement may also be satisfied during Germ 400R if taken early enough.

✔ **REQUIREMENT 3** Complete 1 course

Complete the following course during one of last two semesters before graduation (not offered spring or summer). Germ 400R prepares students for proficiency exams.

GERM 400R - Fourth-Year Proficiency Tutorial	1.0

✔ **REQUIREMENT 4** Complete 1 course

GERM 477R - Secondary Minor Student Teaching	4.0

Complete the ETS Praxis test in German prior to applying for graduation and certification. Contact Education Student Services in 350 MCKB to sign up for the test.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Gerontology

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 option

✓ **OPTION 1.1** Complete 3.0 hours from the following course(s)

EXSC 497R - Undergraduate Research and Study *You may take this course up to 3 times.*	4.0v
HLTH 491R - Mentored Research *You may take this course up to 3 times.*	3.0v
NEURO 449R - Undergraduate Research Experience *You may take this course up to 3 times.*	3.0v
PDBIO 494R - (Not currently offered)	
PDBIO 495R - Advanced Undergraduate Research in Physiology and Developmental Biology *You may take this course up to 3 times.*	4.0v
PSYCH 499R - Independent Research *You may take this course up to 3 times.*	3.0v
RECM 497R - Special Topics and Research *You may take this course up to 3 times.*	4.0v
SFL 403R - Research/Creative Works Practicum *You may take this course up to 3 times.*	3.0v
SOC 497R - Directed Research in Sociology *You may take this course up to 3 times.*	6.0v

✓ **OPTION 1.2** Complete 2 courses

NURS 491 - Nursing Capstone	2.0
NURS 492 - Clinical Practicum for Capstone Nursing	5.5

✓ **OPTION 1.3** Complete 3.0 hours from the following course(s)

Note: Internships other than those listed below can be approved by the Academic Advisor (major specific).

EXSC 399R - Exercise and Wellness Internship *You may take this course up to 3 times.*	9.0v
HLTH 496R - Academic Internship *You may take this course up to 3 times.*	9.0v
NEURO 496R - Neuroscience Academic Internship *You may take this course up to 3 times.*	12.0v
PDBIO 399R - Academic Internship: Physiology and Developmental Biology *You may take this course up to 3 times.*	9.0v

PSYCH 399R - Academic Internship *You may take this course up to 3 times.*	9.0v
RECM 496R - Senior Internship *You may take this course up to 3 times.*	12.0v
SFL 399R - Academic Internship *You may take this course up to 3 times.*	9.0v
SOC 399R - Academic Internship *You may take this course up to 3 times.*	6.0v

✔ **REQUIREMENT 2** Complete 6.0 hours from the following option(s)

Complete 6 hours from the following core courses:

✔ **OPTION 2.1** Complete up to 6.0 hours from the following course(s)

EXSC 387 - Lifestyle and Chronic Disease Prevention	3.0
HLTH 466 - Health and the Aging Process	3.0
NEURO 205 - Neurobiology	3.0
PSYCH 220 - Human Development: Life Span	3.0
SFL 334 - Adult Development and Aging in the Family	3.0
SOC 365 - Sociology of Aging	3.0

✔ **OPTION 2.2** Complete up to 6.0 hours from the following course(s)

NURS 291 - Nursing Care of the Older Adult	2.0
NURS 292 - Clinical Practicum for Nursing Care of the Older Adult	1.5
NURS 293 - Communication Lab for Nursing Majors	0.5

✔ **OPTION 2.3** Complete up to 3.0 hours from the following course(s)

NURS 333 - (Nurs-Soc) End-of-Life Care	3.0
SOC 333 - (Soc-Nurs) End-of-Life Care	3.0

✔ **OPTION 2.4** Complete up to 4.0 hours from the following course(s)

PDBIO 305 - Human Physiology	4.0
PDBIO 362 - Advanced Physiology	3.0

✔ **REQUIREMENT 3** Complete 6.0 hours from the following option(s)

✔ **OPTION 3.1** Complete up to 6.0 hours from the following course(s)

Complete 6 hours from the following or other electives approved by the academic advisor.

HLTH 320 - Advanced First Aid and Safety	3.0
NDFS 100 - Essentials of Human Nutrition	3.0
PDBIO 205 - Human Biology	3.0
PSYCH 322 - Developmental Psychology: Adulthood	3.0
PSYCH 342 - Abnormal Psychology	3.0
SFL 210 - Human Development	3.0
SOC W 581 - Social Services for the Aging	3.0

✔ **OPTION 3.2** Complete up to 3.0 hours from the following course(s)

PDBIO 210 - Human Anatomy (with virtual lab)	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0

Program Outcomes

Please contact the individual department for outcome information.

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Global Business and Literacy

Minor

Hours	21 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
BUS M 430 - Introduction to International Business	3.0
ECON 110 - Economic Principles and Problems	3.0

✓ **REQUIREMENT 2** Complete 1 course

BUS M 201 - Financial Management	3.0
FIN 201 - Principles of Finance	3.0

✓ **REQUIREMENT 3** Complete 1 course

Complete one language course--either Bus M 596R OR a language course approved by the College of Humanities Advisement Center.

BUS M 596R - Business Language	3.0

Oral Proficiency: Score at least at the Intermediate-High level on the ACTFL Oral Proficiency Exam.

✓ **REQUIREMENT 4** Complete 1 option

Complete one literature or civilization course from the following:

✓ **OPTION 4.1** Complete 1 course

Literature Courses:

ARAB 424R - Modern Arabic Literature	2.0
ARAB 425R - Classical Arabic Texts	2.0
CHIN 343 - Chinese Literature in Translation--Poetry	3.0
CHIN 344 - Chinese Literature in Translation--Prose	3.0
DANSH 340 - Danish Literature	3.0
FINN 340 - Finnish Literature	3.0
FREN 340 - Introduction to Literary Analysis	3.0
GERM 343 - Introduction to Literary Analysis	3.0

HEB 432R - Ancient Hebrew Texts	2.0
ICLND 429 - Old Icelandic Language and Literature	3.0
ITAL 340 - Introduction to Italian Literature	3.0
KOREA 340 - Korean Literature to 1900	3.0
NORWE 340 - Norwegian Literature	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0
RUSS 340 - Masterpieces of the Russian Novel in English	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SWED 340 - Swedish Literature	3.0

✔ **OPTION 4.2** Complete 1 course

Civilization Courses:

ARAB 423R - Current Events in Arabic	2.0
CHIN 345R - Chinese Culture	3.0
FREN 361 - French Civilization from the Beginning to 1715	3.0
FREN 362 - French Civilization from 1715 to the Present	3.0
FREN 363 - Contemporary France and the Francophone World	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
ITAL 360 - Italian Civilization from the Beginning to 1600	3.0
ITAL 361 - Italian Civilization from 1600 to the Present	3.0
JAPAN 345 - Japanese Culture	3.0
KOREA 345 - Korean Culture	3.0
PORT 345 - Portuguese Civilization	3.0
PORT 355 - Brazilian Civilization	3.0
RUSS 330 - Cultural History of Russia	3.0
SPAN 345 - Iberian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0

Note: Give attention to prerequisites for all courses.

Program Outcomes

Please contact the individual department for outcome information.

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Global Studies

Minor

Hours	19 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 5 courses

GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 120 - Geography and World Affairs	3.0
GEOG 130 - Introduction to Human Geography	3.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0

✓ **REQUIREMENT 2** Complete 3.0 hours from the following course(s)

GEOG 100 - The Geographic Approach	1.0
GEOG 110 - Landscapes of Disaster: An Introduction to Natural Hazards	3.0
GEOG 120 - Honors Geography and World Affairs	3.0
GEOG 213 - Earth Observation and Image Interpretation	2.0
GEOG 217 - Programming for Geographers	3.0
GEOG 245 - Geography of Utah	3.0
GEOG 250 - United States and Canada	3.0
GEOG 255 - Middle and South America	3.0
GEOG 260 - Europe	3.0
GEOG 265 - Russia and the Former Soviet Union	3.0
GEOG 271 - Middle East	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0
GEOG 303 - Biogeography	3.0
GEOG 304 - Geography of Climates	3.0
GEOG 305 - Geography of Landforms	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOG 307 - Landscape Ecology	3.0
GEOG 310 - Introduction to Urban and Regional Planning	3.0
GEOG 311 - Intermediate Geographic Information Systems	3.0
GEOG 312 - Cartographic Design	4.0
GEOG 313 - Remote Sensing 1	3.0
GEOG 317 - Analytical Cartography	3.0
GEOG 322 - Statistics for Geographers 2	3.0
GEOG 331 - Economic Geography	3.0

GEOG 336 - Urban Geography	3.0
GEOG 341 - Political Geography	3.0
GEOG 346 - Population Geography	3.0
GEOG 347 - Tourism: A Conceptual Framework	3.0
GEOG 348 - Tourism: Patterns and Analysis	3.0
GEOG 349 - Global Adventure Travel	3.0
GEOG 350 - Tourism Planning	3.0
GEOG 353 - Heritage and Cultural Tourism	3.0
GEOG 410 - Urban Planning Methods	3.0
GEOG 411 - Issues in Computer Cartography	3.0
GEOG 412 - Advanced Geographic Information Systems	3.0
GEOG 413 - Remote Sensing 2	3.0
GEOG 414 - Applied Urban Environmental Modeling	3.0
GEOG 415R - Geographic Field Methods	3.0v
GEOG 421 - Urban Planning Law	3.0v
GEOG 422 - Principles of Urban Design	2.0
GEOG 423 - Planning for Unique and Sensitive Lands	2.0
GEOG 424 - Urban Transportation Planning	3.0
GEOG 441 - Seminar in Geography and Geospatial Intelligence 1	3.0
GEOG 442 - Seminar in Geography and Geospatial Intelligence 2	3.0
GEOG 477R - Secondary Minor Student Teaching	4.0
GEOG 495R - Mentored Research	3.0v

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Global Supply Chain Management

BS

Hours	64 - 67 Credit Hours
LEP	Limited Enrollment Program of 65 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Prerequisites:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0

Apply and be formally accepted to the program.

✓ **REQUIREMENT 2** Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 116 - Essentials of Calculus	1.0

✓ **REQUIREMENT 3** Complete 5 courses

IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0
MATH 118 - Finite Mathematics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 4** Complete 1 course

BUS M 380 - Executive Lectures	1.0
BUS M 371R - Entrepreneurship Lecture Series	1.0

✓ **REQUIREMENT 5** Complete 1 course

ACC 241 - Business Law in the Environment	3.0
BUS M 277 - Legal Issues in Entrepreneurship	3.0

✓ **REQUIREMENT 6** Complete 5 courses

GSCM Core courses to be completed during first Fall semester in program:

BUS M 326 - Career Development and Student Mentoring	1.0
BUS M 361 - Operations Management	3.0
BUS M 463 - Quality Management	3.0
BUS M 466 - Purchasing and Supply Management	3.0
BUS M 468 - Supply Chain Logistics	3.0

✓ **REQUIREMENT 7** Complete 2 courses

Complete 2 of the following courses during first Winter semester in program:

BUS M 450 - Global Business Negotiations	3.0
BUS M 461 - Operations Analytics	3.0
BUS M 462 - Customer Relationship Management	3.0

✓ **REQUIREMENT 8** Complete 1 course

BUS M 469 - Global Supply Chain Strategy	3.0

✓ **REQUIREMENT 9** Complete 3 courses

Management Core courses:

BUS M 390 - Ethics for Management	3.0
BUS M 487 - Strategy and Economics	3.0
ORG B 321 - Organizational Effectiveness	3.0

✓ **REQUIREMENT 10** Complete 1 course

Complete one additional 3.0 credit hour Marriott School course:

ACC 310 - Principles of Accounting 2	3.0
BUS M 372 - Basic Entrepreneurship Skills	3.0
BUS M 375 - Social Innovation: Do Good Better	3.0
BUS M 430 - Introduction to International Business	3.0
BUS M 431 - International Marketing	3.0
BUS M 450 - Global Business Negotiations	3.0
BUS M 454 - Professional Selling and Sales Management	3.0
BUS M 456 - Retailing Management	3.0
BUS M 457 - Internet Marketing of Products and Services	3.0
BUS M 459 - Marketing Strategy	3.0
BUS M 461 - Operations Analytics	3.0
BUS M 462 - Customer Relationship Management	3.0
BUS M 470 - Entrepreneurial Innovation	3.0
BUS M 471 - Creating New Ventures	3.0
BUS M 472 - Entrepreneurial Marketing	3.0
BUS M 474 - Managing New Ventures and Family Business	3.0
BUS M 475 - Financing New Ventures	3.0
BUS M 476 - New Venture LaunchPad	3.0
BUS M 478A - Innovation Practicum	3.0
BUS M 478B - Advanced Innovation Practicum	3.0
BUS M 488 - Agribusiness Management 1	3.0
BUS M 489 - Agribusiness Management 2	3.0
BUS M 491R - Social Innovation Projects	3.0v
BUS M 494R - On-Campus Experiential Projects	3.0
BUS M 498 - Strategy and Organization	3.0

FIN 412 - Investments Academy	3.0
FIN 418 - Financial Planning	3.0
IS 303 - Introduction to Computer Programming	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
ORG B 327 - Human Resource Management	3.0
ORG B 330 - Organizational Development and Change	3.0
ORG B 347 - Managerial Leadership Development	3.0
ORG B 429 - Compensation, Benefits, and Performance Management	3.0

REQUIREMENT 11

Complete Marriott School exit survey online.

Program Outcomes

Analytical Skills

Students will be able to assess and analyze operational and supply chain situations and data in order to identify opportunities for process improvement.

Communication Skills

Students will be able to communicate supply chain management concepts in a logical and compelling way.

Coordination Skills

Students will be able to develop strategies that will lead to productive relationships and efficient processes to connect supply chain members and customers.

Top

Graphic Design

BFA

Hours	73 Credit Hours
LEP	Limited Enrollment Program of 40 Students. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 4 courses

Core requirements:

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DES 114 - Drawing	3.0
DES 115 - Composition	3.0
DES 117 - Design Thinking	3.0

Obtain acceptance into the BA program: Graphic Design emphasis.

REQUIREMENT 2 Complete 3 courses

DESGD 243 - Typography 1	3.0
DESGD 245 - Design 1	3.0
DESGD 280 - Media Design 1	3.0

Obtain acceptance into the Graphic Design BFA program.

REQUIREMENT 3 Complete 8 courses

DESGD 340 - Branding 1	3.0
DESGD 341 - 3-Dimensional Design	3.0
DESGD 343 - Typography 2	3.0
DESGD 360 - Interaction Design 1	3.0
DESGD 380 - Motion 1	3.0
DESGD 441R - Design Lab	3.0
DESGD 442 - Portfolio	3.0
DESGD 488 - Studio Practices for Designers	2.0

REQUIREMENT 4 Complete 12.0 hours from the following course(s)

DES 394R - Special Topics	3.0
DESGD 394R - Special Topics *You may take up to 12 credit hours.*	3.0
DESGD 440 - Branding 2	3.0
DESGD 460 - Interaction Design 2	3.0
DESGD 480 - Motion 2	3.0

✓ **REQUIREMENT 5** Complete 4 courses

History courses:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
DES 385 - Issues in Contemporary Design	3.0
DESGD 349 - History of Graphic Design	3.0

✓ **REQUIREMENT 6** Complete 2 courses

DESGD 497R - BFA Capstone Project: Implementation	1.0
DESGD 497R - BFA Capstone Project: Research	3.0

✓ **REQUIREMENT 7** Complete 3.0 hours from the following course(s)

ART 330 - Bookbinding	3.0
BUS M 241 - Marketing Management	3.0
COMMS 230 - Introduction to Advertising	3.0
DES 496R - Academic Internship: Professional Internship	6.0v
DESGD 248R - Letterpress Studio	3.0
DESIL 251 - Illustration 1	3.0
DESIL 351 - Illustration 2	3.0

Program Outcomes

Cultural Change, Context and Audience

Students will be able to recognize design as a catalyst for positive cultural change and consider the importance of context, audience, and history in their work.

Design Thinking

Students will be able to create strong, conceptual work which is informed by research, design thinking, and their own personal voice.

Effective Communication Through Design

Students will be able to create dynamic visual communications which utilize effective composition, typography, and visual form.

Professional Practice

Students will be able to exhibit a professional work ethic, demonstrate the ability to work collaboratively, and present themselves professionally through a well-designed portfolio and effective written and oral communication.

Design Impact and Sustainability

Students will be able to choose sustainable methods of working that anticipate the economic, environmental, ethical, moral, spiritual, and cross-cultural impact of their design.

Design Across Media Types

Students will be able to create design solutions across multiple mediums, including print, interactive media, and film.

Top

History

BA

Hours	42 - 62 Credit Hours
MAP	Major Academic Plan

Program Requirements

The History Department requires a minimum of 24 hours of history credit to be taken in residence at BYU's Provo campus for this degree program. BYU Independent Study courses do not count toward residency. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 1 course

Complete one of the following courses in fulfillment of the University Core First-Year Writing requirement. NOTE: Waivers based on Advanced Placement (AP) or other test scores do not apply to this requirement. Students with AP credit for Engl 115 are encouraged to take Wrtg 150 or Phil 150.

PHIL 150 - Reasoning and Writing	3.0
WRTG 150 - Writing and Rhetoric	3.0

✓ **REQUIREMENT 2** Complete 1 course

NOTE: For majors, Hist 200 should be completed prior to elective courses. It must be completed no later than the sophomore year or in the first semester/term after the major is declared. Hist 200 and 490 combined satisfy the University Core Advanced Written and Oral Communications requirement.

HIST 200 - The Historian's Craft	3.0

✓ **REQUIREMENT 3** Complete 2 options

Core Courses:

✓ **OPTION 3.1** Complete 4 courses

NOTE: University Core Civilization courses (201/202) offered by other departments are not equivalent.

HIST 201 - World Civilization to 1500	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 220 - The United States Through 1877	3.0
HIST 221 - The United States Since 1877	3.0

✓ **OPTION 3.2**

Hist 220 and 221 must be completed as college/university courses and cannot be fulfilled with AP or other test scores. Contact your academic advisement center with questions.

✔ **REQUIREMENT 4** Complete 21.0 hours from the following course(s)

Complete seven electives (21 total hours) from the approved list. Seek faculty advice in choosing electives. Students must not present all their preparation in a single region. Complete three electives (9 hours) by taking at least one course in three of the following areas of study: Asia, Europe, Latin America, Near East, United States, Africa, or the world. (Course regions are identified on the approved list.) Majors are urged to focus their remaining four electives on a single theme, region, or period. NOTE: No more than 6 combined hours of 199R, 495R, and 498R will count toward elective credit.

HIST 190R - Thetean Editing	2.0v
HIST 190R - Thetean Production	2.0v
HIST 190R - Thetean Publication	2.0v
HIST 199R - Academic Internship	3.0v
HIST 217 - The Family Historian's Craft	3.0
HIST 225 - In Quest of the American Character	3.0
HIST 231 - Introduction to East Asian History	3.0
HIST 232 - Introduction to the History of Christianity	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
HIST 242R - (Hist-NES 347R) Arab and Islamic Civilization	2.0v
HIST 243R - (Hist-NES 349R) Jewish Civilization	2.0v
HIST 244 - Jewish History: A.D. 70 to the Present	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
HIST 250 - Europe 1500 to the Present	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0
HIST 261 - Modern Africa	3.0
HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0
HIST 290 - Nature and History: The Earth's Environmental Past	3.0
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 294 - The Age of the French Revolution	3.0
HIST 295 - Latin America in the Age of Revolution, 1750-1850	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 311 - The History of Film, Radio, and Television	3.0

HIST 312 - History of Ideas	3.0
HIST 313 - Strategy in Peace and War	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
HIST 322 - Pre-Modern Britain	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 326 - The History of Mexico	3.0
HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 329 - The City in Brazil: An Urban History	3.0
HIST 330 - Tsarist Russia	3.0
HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
HIST 333 - History of the Ottoman Empire	3.0
HIST 334 - History of Ancient Iraq	3.0
HIST 335 - Crusades	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 339 - African Social Change	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 364 - Utah	3.0
HIST 365 - American South	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 369 - History of Travel and Tourism	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0

HIST 373 - Civil War Era, 1848-1877	3.0
HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 375 - Joseph Smith in Mormon History and Historiography	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 383 - African-American History, 1865 to Present	3.0
HIST 384 - United States Women's History	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 389 - Mormonism Among Christian Theologies: A Comparative History	3.0
HIST 390R - Special Topics in History	3.0v
HIST 390R - Family History Research in the Netherlands	3.0v
HIST 390R - Native American Family History Research	3.0v
HIST 390R - Family History Research	3.0v
HIST 390R - Advanced Southern European Family History Research	3.0v
HIST 390R - Family History Research in Ireland	3.0v
HIST 390R - Advanced British Family History Research	3.0v
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0
HIST 394 - Scripture in American History	3.0
HIST 395 - Technology in America	3.0
HIST 396 - Historical Narrative: A Writing Workshop	3.0
HIST 397 - Historical Literacies in United States History	3.0
HIST 398 - 20th-Century American Economic Policy	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0
HIST 420 - Latin Language Handwriting and Documents	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 422 - Germanic Language Handwriting and Documents	3.0
HIST 423 - Slavic Language Handwriting and Documents	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
HIST 425 - Scandinavian Language Handwriting and Documents	3.0
HIST 430R - Athens: Rise and Fall	3.0
HIST 430R - World of New Testament	3.0
HIST 430R - (Hist-Clscs) Topics in Greek and Roman History	3.0
HIST 430R - Classical Historiography	3.0
HIST 430R - Rome and Etruscans	3.0
HIST 430R - Imperial Rome	3.0
HIST 430R - Augustan Rome	3.0
HIST 430R - 4th Century Greece	3.0
HIST 430R - Early Chrisitanity	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Hellenistic World	3.0
HIST 430R - Rise of Rome	3.0
HIST 430R - Roman Politics	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Late Roman Empire	3.0
HIST 430R - Julio-Claudians	3.0
HIST 430R - Greek City-State	3.0
HIST 430R - Greek Political Thought	3.0

HIST 430R - Roman Revolution	3.0
HIST 430R - Roman Religion	3.0
HIST 431 - Public History	3.0
HIST 433 - Writing Narrative Biographies	3.0
HIST 434 - Computers in Family Historical Research and Publication	3.0
HIST 439 - Seminar on Professional Family History Research	3.0
HIST 476 - Student Teaching - Social Science	12.0v
HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0
HIST 479R - Secondary Minor Student Teaching	4.0
HIST 481R - Directed Research in Family History	3.0v
HIST 482 - Capstone Seminar: Writing and Professional Paths in Family History	3.0
HIST 485 - Topical Readings Seminar	3.0
HIST 487 - Philosophies of History	3.0
HIST 495R - Directed Research	3.0
HIST 496R - Academic Internship: Family, Local, and Social History	6.0v
HIST 496R - Academic Internship--Social Science Teaching	12.0
HIST 497R - Honors Readings	3.0v
HIST 498R - Directed Readings	3.0v

✓ **REQUIREMENT 5** Complete 1 course

Capstone course:

HIST 490 - Capstone Research Seminar	3.0

✓ **RECOMMENDED** Complete 1 course

Majors are strongly encouraged to minor in a field that further enhances their preparation for employment or graduate school. Consult with faculty.

REL C 261 - Introduction to Family History (Genealogy)	2.0

Program Outcomes

Historical Knowledge

Gain a historical consciousness by demonstrating a knowledge of major developments in American and world history and understand key historical terms and theories. (For course-specific application of this learning outcome, please see:

History Course Learning Outcomes

Historical Analysis

Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions. (For course-specific application of this learning outcome, please see:

History Course Learning Outcomes

Effective Historical Research

Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources. (For course-specific application of this learning outcome, please see:

History Course Learning Outcomes

Data Integration and Effective Communication

Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication. (For course-specific application of this learning outcome, please see:

History Course Learning Outcomes

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History

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

The History Department requires a minimum of 9 hours of history credit to be taken in residency at BYU's Provo campus for this minor program. BYU Independent Study courses do not count toward residency. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 2 courses

Core courses. NOTE: Minors must complete two core courses in history at the college level. University Core Civilization courses (201/202) offered by other departments are not equivalent. Advanced Placement U.S. history courses are not equivalent.

HIST 201 - World Civilization to 1500	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 220 - The United States Through 1877	3.0
HIST 221 - The United States Since 1877	3.0

✓ **REQUIREMENT 2** Complete 12.0 hours from the following course(s)

Elective courses:

HIST 190R - Thetean Editing	2.0v
HIST 190R - Thetean Production	2.0v
HIST 190R - Thetean Publication	2.0v
HIST 199R - Academic Internship	3.0v
HIST 200 - The Historian's Craft	3.0
HIST 217 - The Family Historian's Craft	3.0
HIST 225 - In Quest of the American Character	3.0
HIST 231 - Introduction to East Asian History	3.0
HIST 232 - Introduction to the History of Christianity	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
HIST 242R - (Hist-NES 347R) Arab and Islamic Civilization	2.0v
HIST 243R - (Hist-NES 349R) Jewish Civilization	2.0v
HIST 244 - Jewish History: A.D. 70 to the Present	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0

HIST 248 - (Hist-ClCv 307) Roman History	3.0
HIST 250 - Europe 1500 to the Present	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0
HIST 261 - Modern Africa	3.0
HIST 276 - Exploration of Teaching - Social Science	4.0
HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0
HIST 290 - Nature and History: The Earth's Environmental Past	3.0
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 294 - The Age of the French Revolution	3.0
HIST 295 - Latin America in the Age of Revolution, 1750-1850	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 311 - The History of Film, Radio, and Television	3.0
HIST 312 - History of Ideas	3.0
HIST 313 - Strategy in Peace and War	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
HIST 322 - Pre-Modern Britain	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 326 - The History of Mexico	3.0
HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 329 - The City in Brazil: An Urban History	3.0
HIST 330 - Tsarist Russia	3.0
HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
HIST 333 - History of the Ottoman Empire	3.0
HIST 334 - History of Ancient Iraq	3.0
HIST 335 - Crusades	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 339 - African Social Change	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0

HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 364 - Utah	3.0
HIST 365 - American South	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 369 - History of Travel and Tourism	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0
HIST 373 - Civil War Era, 1848-1877	3.0
HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 375 - Joseph Smith in Mormon History and Historiography	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 383 - African-American History, 1865 to Present	3.0
HIST 384 - United States Women's History	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 389 - Mormonism Among Christian Theologies: A Comparative History	3.0
HIST 390R - Special Topics in History	3.0v
HIST 390R - Family History Research in the Netherlands	3.0v
HIST 390R - Native American Family History Research	3.0v
HIST 390R - Family History Research	3.0v
HIST 390R - Advanced Southern European Family History Research	3.0v
HIST 390R - Family History Research in Ireland	3.0v
HIST 390R - Advanced British Family History Research	3.0v
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0
HIST 394 - Scripture in American History	3.0
HIST 395 - Technology in America	3.0
HIST 396 - Historical Narrative: A Writing Workshop	3.0
HIST 397 - Historical Literacies in United States History	3.0

HIST 398 - 20th-Century American Economic Policy	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0
HIST 420 - Latin Language Handwriting and Documents	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 422 - Germanic Language Handwriting and Documents	3.0
HIST 423 - Slavic Language Handwriting and Documents	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
HIST 425 - Scandinavian Language Handwriting and Documents	3.0
HIST 430R - Athens: Rise and Fall	3.0
HIST 430R - World of New Testament	3.0
HIST 430R - (Hist-Clscs) Topics in Greek and Roman History	3.0
HIST 430R - Classical Historiography	3.0
HIST 430R - Rome and Etruscans	3.0
HIST 430R - Imperial Rome	3.0
HIST 430R - Augustan Rome	3.0
HIST 430R - 4th Century Greece	3.0
HIST 430R - Early Chrisitanity	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Hellenistic World	3.0
HIST 430R - Rise of Rome	3.0
HIST 430R - Roman Politics	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Late Roman Empire	3.0
HIST 430R - Julio-Claudians	3.0
HIST 430R - Greek City-State	3.0
HIST 430R - Greek Political Thought	3.0
HIST 430R - Roman Revolution	3.0
HIST 430R - Roman Religion	3.0
HIST 431 - Public History	3.0
HIST 433 - Writing Narrative Biographies	3.0
HIST 434 - Computers in Family Historical Research and Publication	3.0
HIST 439 - Seminar on Professional Family History Research	3.0
HIST 476 - Student Teaching - Social Science	12.0v
HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0
HIST 479R - Secondary Minor Student Teaching	4.0
HIST 481R - Directed Research in Family History	3.0v
HIST 482 - Capstone Seminar: Writing and Professional Paths in Family History	3.0
HIST 485 - Topical Readings Seminar	3.0
HIST 487 - Philosophies of History	3.0
HIST 490 - Capstone Research Seminar	3.0
HIST 495R - Directed Research	3.0
HIST 496R - Academic Internship: Family, Local, and Social History	6.0v
HIST 496R - Academic Internship--Social Science Teaching	12.0
HIST 497R - Honors Readings	3.0v
HIST 498R - Directed Readings	3.0v

Program Outcomes

Please contact the individual department for outcome information.

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History Teaching

BA

Hours	69 - 86 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

The History Department requires a minimum of 18 hours of history credit to be taken in residency at BYU's Provo campus for this degree program. BYU Independent Study courses do not count toward residency. These hours may also go toward BYU's 30-hour residency requirement for graduation.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 4.0 hours from the following course(s)

HIST 276 - Exploration of Teaching - Social Science	4.0

✓ **REQUIREMENT 2** Complete 1 course

Complete the following course in fulfillment of the University Core First-Year Writing requirement. NOTE: Students majoring in History Teaching must fulfill the First-Year Writing requirement by completing Wrtg 150. AP credit in English does not fulfill this requirement.

WRTG 150 - Writing and Rhetoric	3.0

✓ **REQUIREMENT 3** Complete 1 course

NOTE: For majors, Hist 200 should be taken prior to elective courses. It must be completed no later than the sophomore year or in the first semester/term after the major is declared. Hist 200 and 490 combined satisfy the University Core Advanced Written and Oral Communications requirement.

HIST 200 - The Historian's Craft	3.0

✓ **REQUIREMENT 4** Complete 2 options

✓ **OPTION 4.1** Complete 4 courses

NOTE: University Core Civilization courses (201/202) offered by other departments are not equivalent.

HIST 201 - World Civilization to 1500	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 220 - The United States Through 1877	3.0
HIST 221 - The United States Since 1877	3.0

✓ **OPTION 4.2**
Hist 220 and 221 must be completed as college/university courses and cannot be fulfilled with AP or other test scores. Contact your academic advisement center with questions.

✓ **REQUIREMENT 5** Complete 1 course

HIST 364 - Utah	3.0

✓ **REQUIREMENT 6** Complete 1 course

HIST 397 - Historical Literacies in United States History	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0

✓ **REQUIREMENT 7** Complete 12.0 hours from the following course(s)

Complete 4 electives (12 total hours) from the approved list. Seek faculty advice in choosing electives. Students must not present all their preparation in a single region. Complete no more than 2 electives (6 hours) in each of the following regions: Asia, Europe, Latin America, Near East, United States, Africa, or World. (Course regions are identified on the approved list.) NOTE: No more than 6 combined hours of 199R, 495R, and 498R will count toward elective credit.

HIST 190R - Thetean Editing	2.0v
HIST 190R - Thetean Production	2.0v
HIST 190R - Thetean Publication	2.0v
HIST 199R - Academic Internship	3.0v
HIST 217 - The Family Historian's Craft	3.0
HIST 225 - In Quest of the American Character	3.0
HIST 231 - Introduction to East Asian History	3.0
HIST 232 - Introduction to the History of Christianity	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
HIST 242R - (Hist-NES 347R) Arab and Islamic Civilization	2.0v
HIST 243R - (Hist-NES 349R) Jewish Civilization	2.0v
HIST 244 - Jewish History: A.D. 70 to the Present	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
HIST 250 - Europe 1500 to the Present	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0
HIST 261 - Modern Africa	3.0
HIST 276 - Exploration of Teaching - Social Science	4.0
HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0

HIST 282 - Colonial US Family, Local and Social History Research	3.0
HIST 290 - Nature and History: The Earth's Environmental Past	3.0
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 294 - The Age of the French Revolution	3.0
HIST 295 - Latin America in the Age of Revolution, 1750-1850	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 311 - The History of Film, Radio, and Television	3.0
HIST 312 - History of Ideas	3.0
HIST 313 - Strategy in Peace and War	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
HIST 322 - Pre-Modern Britain	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 326 - The History of Mexico	3.0
HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 329 - The City in Brazil: An Urban History	3.0
HIST 330 - Tsarist Russia	3.0
HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
HIST 333 - History of the Ottoman Empire	3.0
HIST 334 - History of Ancient Iraq	3.0
HIST 335 - Crusades	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 339 - African Social Change	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0

HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 364 - Utah	3.0
HIST 365 - American South	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 369 - History of Travel and Tourism	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0
HIST 373 - Civil War Era, 1848-1877	3.0
HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 375 - Joseph Smith in Mormon History and Historiography	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 383 - African-American History, 1865 to Present	3.0
HIST 384 - United States Women's History	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 389 - Mormonism Among Christian Theologies: A Comparative History	3.0
HIST 390R - Special Topics in History	3.0v
HIST 390R - Family History Research in the Netherlands	3.0v
HIST 390R - Native American Family History Research	3.0v
HIST 390R - Family History Research	3.0v
HIST 390R - Advanced Southern European Family History Research	3.0v
HIST 390R - Family History Research in Ireland	3.0v
HIST 390R - Advanced British Family History Research	3.0v
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0
HIST 394 - Scripture in American History	3.0
HIST 395 - Technology in America	3.0
HIST 396 - Historical Narrative: A Writing Workshop	3.0
HIST 397 - Historical Literacies in United States History	3.0
HIST 398 - 20th-Century American Economic Policy	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0
HIST 420 - Latin Language Handwriting and Documents	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 422 - Germanic Language Handwriting and Documents	3.0
HIST 423 - Slavic Language Handwriting and Documents	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
HIST 425 - Scandinavian Language Handwriting and Documents	3.0

HIST 430R - Athens: Rise and Fall	3.0
HIST 430R - World of New Testament	3.0
HIST 430R - (Hist-Clscs) Topics in Greek and Roman History	3.0
HIST 430R - Classical Historiography	3.0
HIST 430R - Rome and Etruscans	3.0
HIST 430R - Imperial Rome	3.0
HIST 430R - Augustan Rome	3.0
HIST 430R - 4th Century Greece	3.0
HIST 430R - Early Chrisitanity	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Hellenistic World	3.0
HIST 430R - Rise of Rome	3.0
HIST 430R - Roman Politics	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Late Roman Empire	3.0
HIST 430R - Julio-Claudians	3.0
HIST 430R - Greek City-State	3.0
HIST 430R - Greek Political Thought	3.0
HIST 430R - Roman Revolution	3.0
HIST 430R - Roman Religion	3.0
HIST 431 - Public History	3.0
HIST 433 - Writing Narrative Biographies	3.0
HIST 434 - Computers in Family Historical Research and Publication	3.0
HIST 439 - Seminar on Professional Family History Research	3.0
HIST 476 - Student Teaching - Social Science	12.0v
HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0
HIST 479R - Secondary Minor Student Teaching	4.0
HIST 481R - Directed Research in Family History	3.0v
HIST 482 - Capstone Seminar: Writing and Professional Paths in Family History	3.0
HIST 485 - Topical Readings Seminar	3.0
HIST 487 - Philosophies of History	3.0
HIST 495R - Directed Research	3.0
HIST 496R - Academic Internship: Family, Local, and Social History	6.0v
HIST 496R - Academic Internship--Social Science Teaching	12.0
HIST 497R - Honors Readings	3.0v
HIST 498R - Directed Readings	3.0v

✓ **REQUIREMENT 8** Complete 1 course

Capstone course:

HIST 490 - Capstone Research Seminar	3.0

A teaching minor is strongly recommended.

✓ **REQUIREMENT 9** Complete 2 options

Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear the licensing component of your secondary teaching major. You should be registered for your last semester at BYU prior to the scheduled appointment.

NOTE: FBI fingerprint and background clearance MUST be completed PRIOR to enrolling in Sc Ed 276R.

✔ **OPTION 9.1** Complete 8 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

✔ **OPTION 9.2** Complete 12.0 hours from the following course(s)

SC ED 476R - Secondary Student-Teaching *You may take up to 12 credit hours.*	12.0v
SC ED 496R - Academic Internship: Secondary Education *You may take up to 12 credit hours.*	12.0

Program Outcomes

Subject Matter

Candidates can identify the core concepts, tools of inquiry, and standards associated with the history curricula taught in secondary classrooms and can create learning experiences that make these concepts meaningful for students.

Learner and Learning

Candidates can describe how young people learn and develop, acknowledging individual and cultural differences, in order to create environments that motivate collaborative learning.

Instructional Strategies

Candidates use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills, and use assessments to inform instruction.

Professional Development

Candidates continually reflect on and evaluate their teaching practices, actively seek opportunities to grow professionally, engage in ethical behavior, and collaborate with stakeholders (students, parents, and other professionals in the learning community).

INTASC Core Standards

Demonstrate basic competency in the INTASC Core Standards (Interstate New Teacher Assessment and Support Consortium) as specified by The Council of Chief State School Officers andas established by the Department of Education of the State of Utah.

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History Teaching

Minor

Hours	29 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

The History Department requires a minimum of 6 hours of history credit to be taken in residency at BYU's Provo campus for this minor program. BYU Independent Study courses do not count toward residency. These hours may also go toward BYU's 30-hour residency requirement for graduation.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 5 courses

Core courses. NOTE: Minors must complete all core courses in history at the college level. University Core Civilization courses (201/202) offered by other departments are not equivalent. Advanced Placement U.S. history courses are not equivalent.

HIST 201 - World Civilization to 1500	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 220 - The United States Through 1877	3.0
HIST 221 - The United States Since 1877	3.0
HIST 364 - Utah	3.0

✓ **REQUIREMENT 2**

Hist 220 and 221 must be completed as college/university courses and cannot be fulfilled with AP or other test scores. Contact your academic advisement center with questions.

✓ **REQUIREMENT 3** Complete 6.0 hours from the following course(s)

Elective courses:

HIST 190R - Thetean Publication	2.0v
HIST 190R - Thetean Editing	2.0v

HIST 190R - Thetean Production	2.0v
HIST 199R - Academic Internship	3.0v
HIST 200 - The Historian's Craft	3.0
HIST 217 - The Family Historian's Craft	3.0
HIST 225 - In Quest of the American Character	3.0
HIST 231 - Introduction to East Asian History	3.0
HIST 232 - Introduction to the History of Christianity	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
HIST 242R - (Hist-NES 347R) Arab and Islamic Civilization	2.0v
HIST 243R - (Hist-NES 349R) Jewish Civilization	2.0v
HIST 244 - Jewish History: A.D. 70 to the Present	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
HIST 250 - Europe 1500 to the Present	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0
HIST 261 - Modern Africa	3.0
HIST 276 - Exploration of Teaching - Social Science	4.0
HIST 280 - Northern US Family, Local, and Social History Research Since 1790	3.0
HIST 281 - Southern US Family, Local, and Social History Research Since 1790	3.0
HIST 282 - Colonial US Family, Local and Social History Research	3.0
HIST 290 - Nature and History: The Earth's Environmental Past	3.0
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 294 - The Age of the French Revolution	3.0
HIST 295 - Latin America in the Age of Revolution, 1750-1850	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 311 - The History of Film, Radio, and Television	3.0
HIST 312 - History of Ideas	3.0
HIST 313 - Strategy in Peace and War	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
HIST 322 - Pre-Modern Britain	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 326 - The History of Mexico	3.0

HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 329 - The City in Brazil: An Urban History	3.0
HIST 330 - Tsarist Russia	3.0
HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
HIST 333 - History of the Ottoman Empire	3.0
HIST 334 - History of Ancient Iraq	3.0
HIST 335 - Crusades	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 339 - African Social Change	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 365 - American South	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 369 - History of Travel and Tourism	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0
HIST 373 - Civil War Era, 1848-1877	3.0
HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 375 - Joseph Smith in Mormon History and Historiography	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 383 - African-American History, 1865 to Present	3.0
HIST 384 - United States Women's History	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 389 - Mormonism Among Christian Theologies: A Comparative History	3.0

HIST 390R - Family History Research in Ireland	3.0v
HIST 390R - Advanced British Family History Research	3.0v
HIST 390R - Special Topics in History	3.0v
HIST 390R - Family History Research in the Netherlands	3.0v
HIST 390R - Native American Family History Research	3.0v
HIST 390R - Family History Research	3.0v
HIST 390R - Advanced Southern European Family History Research	3.0v
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0
HIST 394 - Scripture in American History	3.0
HIST 395 - Technology in America	3.0
HIST 396 - Historical Narrative: A Writing Workshop	3.0
HIST 397 - Historical Literacies in United States History	3.0
HIST 398 - 20th-Century American Economic Policy	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0
HIST 420 - Latin Language Handwriting and Documents	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 422 - Germanic Language Handwriting and Documents	3.0
HIST 423 - Slavic Language Handwriting and Documents	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
HIST 425 - Scandinavian Language Handwriting and Documents	3.0
HIST 430R - Late Roman Empire	3.0
HIST 430R - Julio-Claudians	3.0
HIST 430R - Greek City-State	3.0
HIST 430R - Greek Political Thought	3.0
HIST 430R - Roman Revolution	3.0
HIST 430R - Roman Religion	3.0
HIST 430R - Athens: Rise and Fall	3.0
HIST 430R - World of New Testament	3.0
HIST 430R - (Hist-Clscs) Topics in Greek and Roman History	3.0
HIST 430R - Classical Historiography	3.0
HIST 430R - Rome and Etruscans	3.0
HIST 430R - Imperial Rome	3.0
HIST 430R - Augustan Rome	3.0
HIST 430R - 4th Century Greece	3.0
HIST 430R - Early Chrisitanity	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Hellenistic World	3.0
HIST 430R - Rise of Rome	3.0
HIST 430R - Roman Politics	3.0
HIST 430R - Archaic Greece	3.0
HIST 431 - Public History	3.0
HIST 433 - Writing Narrative Biographies	3.0
HIST 434 - Computers in Family Historical Research and Publication	3.0
HIST 439 - Seminar on Professional Family History Research	3.0
HIST 476 - Student Teaching - Social Science	12.0v
HIST 479R - Secondary Minor Student Teaching	4.0
HIST 481R - Directed Research in Family History	3.0v
HIST 482 - Capstone Seminar: Writing and Professional Paths in Family History	3.0
HIST 485 - Topical Readings Seminar	3.0
HIST 487 - Philosophies of History	3.0
HIST 490 - Capstone Research Seminar	3.0
HIST 495R - Directed Research	3.0

HIST 496R - Academic Internship: Family, Local, and Social History	6.0v
HIST 496R - Academic Internship--Social Science Teaching	12.0
HIST 497R - Honors Readings	3.0v
HIST 498R - Directed Readings	3.0v

✓ **REQUIREMENT 4** Complete 2 courses

HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0

✓ **REQUIREMENT 5** Complete 1 course

HIST 479R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

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Human Resource Management

BS

Hours	64 - 67 Credit Hours
LEP	Limited Enrollment Program of 40 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Prerequisites:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0

Apply and be formally accepted into the program.

✓ **REQUIREMENT 2** Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 116 - Essentials of Calculus	1.0

✓ **REQUIREMENT 3** Complete 5 courses

IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0
MATH 118 - Finite Mathematics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 4** Complete 1 course

BUS M 380 - Executive Lectures	1.0
BUS M 371R - Entrepreneurship Lecture Series	1.0
ORG B 490R - Professional Development Seminar	3.0v

✓ **REQUIREMENT 5** Complete 1 course

ACC 241 - Business Law in the Environment	3.0
BUS M 277 - Legal Issues in Entrepreneurship	3.0

✓ **REQUIREMENT 6** Complete 7 courses

HRM Core courses:

BUS M 326 - Career Development and Student Mentoring	1.0
BUS M 494R - On-Campus Experiential Projects	3.0
ORG B 321 - Organizational Effectiveness	3.0
ORG B 327 - Human Resource Management	3.0
ORG B 330 - Organizational Development and Change	3.0
ORG B 347 - Managerial Leadership Development	3.0
ORG B 429 - Compensation, Benefits, and Performance Management	3.0

✓ **REQUIREMENT 7** Complete 4 courses

Management Core courses:

BUS M 200 - Introduction to Global Supply Chain Management	1.5
BUS M 300 - Introduction to Operations Management	1.5
BUS M 390 - Ethics for Management	3.0
BUS M 487 - Strategy and Economics	3.0

✓ **REQUIREMENT 8** Complete 2 courses

ACC 310 - Principles of Accounting 2	3.0
BUS M 372 - Basic Entrepreneurship Skills	3.0
BUS M 375 - Social Innovation: Do Good Better	3.0
BUS M 430 - Introduction to International Business	3.0
BUS M 431 - International Marketing	3.0
BUS M 450 - Global Business Negotiations	3.0
BUS M 454 - Professional Selling and Sales Management	3.0
BUS M 456 - Retailing Management	3.0
BUS M 457 - Internet Marketing of Products and Services	3.0
BUS M 459 - Marketing Strategy	3.0
BUS M 461 - Operations Analytics	3.0
BUS M 462 - Customer Relationship Management	3.0
BUS M 469 - Global Supply Chain Strategy	3.0
BUS M 470 - Entrepreneurial Innovation	3.0
BUS M 471 - Creating New Ventures	3.0
BUS M 472 - Entrepreneurial Marketing	3.0
BUS M 474 - Managing New Ventures and Family Business	3.0
BUS M 475 - Financing New Ventures	3.0
BUS M 476 - New Venture LaunchPad	3.0
BUS M 478A - Innovation Practicum	3.0
BUS M 478B - Advanced Innovation Practicum	3.0
BUS M 488 - Agribusiness Management 1	3.0
BUS M 489 - Agribusiness Management 2	3.0
BUS M 498 - Strategy and Organization	3.0
FIN 412 - Investments Academy	3.0
FIN 418 - Financial Planning	3.0
IS 303 - Introduction to Computer Programming	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0

✓ **REQUIREMENT 9**

Complete Marriott School exit survey online.

Program Outcomes

Acquiring Knowledge

Describe the major theories, concepts, and research findings in the fields of organizational behavior and human resource management.

Applying Knowledge of Human Resource Management

Demonstrate how to create selected HR policies and practices and explain how to administer them.

Leading Teams

Contribute to the effective performance of a team as the team leader or a group member.

Diagnosing and Solving Organizational Problems

Apply OBHR knowledge and demonstrate the ability to diagnose and solve organizational problems.

MSM -- IT Literacy

- Using data for managerial decision-making
- Data storage and extraction
- Computer skills

MSM -- Critical Thinking

- Using information in organizational issues
- General strategic thinking
- Adapting to change
- Interpreting business data

MSM -- Communication

- Composing text
- Grammar
- Oral presentations
- Communication skills

MSM -- Ethics

- Applying frameworks to resolve ethical dilemmas
- Individual influences on ethical judgments
- Applying personal values in ethical decisions
- Discussing moral dilemmas effectively

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Illustration

BFA

Hours	72 Credit Hours
LEP	Limited Enrollment Program of 40 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Core requirements:

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DES 114 - Drawing	3.0
DES 115 - Composition	3.0
DESIL 131 - Figure Drawing for Illustrators	3.0

Obtain acceptance into the BA program: Illustration emphasis.

✓ **REQUIREMENT 2** Complete 4 courses

DESGD 243 - Typography 1	3.0
DESIL 210 - Introduction to Digital Illustration	2.0
DESIL 250 - Intermediate Life Drawing	3.0
DESIL 251 - Illustration 1	3.0

Obtain acceptance into the BFA program.

✓ **REQUIREMENT 3** Complete 3 courses

History requirements:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
DES 385 - Issues in Contemporary Design	3.0

✓ **REQUIREMENT 4** Complete 1 course

DESIL 355 - History of American Illustration 1 (1860-1930)	3.0
DESIL 356 - History of American Illustration 2 (1930-Present)	3.0

✓ **REQUIREMENT 5** Complete 7 courses

Complete 7 of the 8 following courses:

DES 394R - Special Topics	3.0

DESIL 310 - Intermediate Digital Illustration	3.0
DESIL 350R - Advanced Life Drawing	3.0
DESIL 351 - Illustration 2	3.0
DESIL 353 - Narrative Illustration	3.0
DESIL 394R - Special Topics	3.0
DESIL 453 - Illustration 4	3.0
DESIL 488 - Professional Practices for Illustrators	2.0

✓ **REQUIREMENT 6** Complete 1 option

Complete one of the following groups, depending on your track:

✓ **OPTION 6.1** Complete 3 courses

Illustration Track:

DESIL 352 - Illustration 3	3.0
DESIL 451 - Senior Illustration Studio 1	3.0
DESIL 452 - Senior Illustration Studio 2	3.0

✓ **OPTION 6.2** Complete 3 courses

Concept Design Track:

DESIL 410 - Advanced Digital Illustration	3.0
DESIL 457 - Concept Design	3.0
DESIL 458 - Advanced Concept Design	3.0

✓ **REQUIREMENT 7** Complete 4.0 hours from the following course(s)

DESIL 497R - BFA Illustration Final Project *You may take this course up to 4 times.*	3.0v

✓ **REQUIREMENT 8** Complete 6.0 hours from the following course(s)

Supporting courses: (Courses completed as track requirements above do not double count to fulfill this requirement.)

ART 328R - Figure Painting	3.0
ART 330 - Bookbinding	3.0
ART 333 - Painting-Mixed Media	3.0
ART 356R - Figure Sculpture	3.0
DES 496R - Academic Internship: Professional Internship	6.0v
DESAN 250R - Gesture Drawing for Animators	3.0
DESAN 360R - Advanced Storyboarding	3.0
DESGD 245 - Design 1	3.0
DESIL 350R - Advanced Life Drawing	3.0
DESIL 352 - Illustration 3	3.0
DESIL 357 - Sketchbook	3.0
DESIL 358 - Character Design for Illustrators	3.0
DESIL 410 - Advanced Digital Illustration	3.0
DESIL 450R - Painting the Human Head	3.0
DESIL 452 - Senior Illustration Studio 2	3.0
DESIL 457 - Concept Design	3.0
DESIL 494R - Special Problems in Illustration	3.0v
DESIL 498R - Directed Studies in Illustration	6.0v
DESPH 116 - Introduction to Photography and Digital Workflow	3.0

Program Outcomes

Illustration Development and Concept

Students will be able to create marketable illustrations incorporating concept, rough sketches, color comps, and finished art as well as effectively communicate story concept.

Skill and Concept Mastery

Students will be able to demonstrate a mastery of life drawing based on deep observation and a clear understanding of anatomy, proportion, movement, balance, foreshortened perspective, a high degree of three-dimensional structure through application of Chiaroscuro (soft form and hard edged cast shadows), composition, and drapery (folds).

Medium Proficiency

Students will be able to demonstrate proficiency in at least one of the illustration mediums studied, including oil, acrylics, gouache, or digital.

Symbolic Image Development and Analysis

Students will be able to analyze and develop visual images based on conceptual (symbolic) illustration solutions.

Literal Image Development and Analysis

Students will be able to analyze and develop visual images based on narrative (literal) illustration solutions.

Design Practice and Theory

Students will be able to develop deep theoretical and practical understanding of design.

Markets and Business

Students will be able to have a deeper understanding of the commercial and business practices of illustration.

History and Context

Students will be able to have a functional knowledge of the history of illustration, including its origins in the fine arts and its relationship to written communication.

Uplifting Themes

Students will be able to create work that reflects spiritually uplifting themes.

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Industrial Design

BFA

Hours	73 Credit Hours
LEP	Limited Enrollment Program of 40 Students. Application Website
MAP	Major Academic Plan

Program Requirements

Students can be placed on probationary status for the following: 1. Inadequate academic performance. 2. Unprofessional attitude and lack of commitment. 3. BYU Honor Code violations.

Complete all 100-level foundation courses.

Complete a portfolio and application for admission into the Professional program.

✓ **REQUIREMENT 1** Complete 5 courses

Core requirements:

ENG T 231 - Foundations of Global Leadership	3.0
INDES 130 - Visual Literacy	1.5
INDES 131 - Structured Creativity	1.5
INDES 132 - Form and Surface Development	1.5
INDES 133 - Visualization Methods	1.5

✓ **REQUIREMENT 2** Complete 8 courses

INDES 210 - Intermediate Computer Applications	3.0
INDES 214 - Tools, Materials, and Processes for Industrial Design	2.0
INDES 231 - Presentation Methods for Industrial Design 1	2.0
INDES 233 - Presentation Methods for Industrial Design 2	2.0
INDES 340 - Graphics Studies for Industrial Design 1	3.0
INDES 388 - Professional Practices of the Designer	2.0
TECH 312 - Exploration in Innovation Design Techniques	1.0
TES 200 - Processes and Prototyping with Wood	3.0

✓ **REQUIREMENT 3** Complete 1 hour from the following course(s)

INDES 399R - Professional Internship *You may take up to 1 credit hour.*	3.0v

✓ **REQUIREMENT 4** Complete 8.0 hours from the following course(s)

INDES 230R - Second Year Studio *You may take this course up to 2 times.*	3.0

✓ **REQUIREMENT 5** Complete 2 courses

INDES 330R - Third Year Studio *You may take this course up to 2 times.*	3.0

✓ **REQUIREMENT 6** Complete 8.0 hours from the following course(s)

INDES 430R - Thesis Studio *You may take this course up to 2 times.*	4.0

✓ **REQUIREMENT 7** Complete 8.0 hours from the following course(s)

Note: InDes 399R requires 3 hours. Other courses, as approved by the Program, may be taken.

INDES 399R - Professional Internship *You may take up to 3 credit hours.*	3.0v
MFG 479 - Innovation and Entrepreneurship	3.0
TES 251 - Video Production and Nonlinear Editing	3.0
TES 400 - Furniture Design and Advanced Woodworking Processes	3.0

✓ **REQUIREMENT 8** Complete 1 course

Art History requirement:

INDES 339 - History of Products	3.0

✓ **REQUIREMENT 9** Complete 3 options

Art History:

✓ **OPTION 9.1** Complete 1 course

ARTHC 201 - World Civilization to 1500	3.0
IHUM 201 - Western Humanities 1: Antiquity to Renaissance	3.0
TECH 201 - History of Creativity and Innovation in the Arts, Science, and Technology 1	3.0

✓ **OPTION 9.2** Complete 1 course

ARTHC 202 - World Civilization Since 1500	3.0
IHUM 202 - Western Humanities 2: Renaissance to the Present	3.0
TECH 202 - History of Creativity and Innovation in the Arts, Science, and Technology 2	3.0

✓ **OPTION 9.3** Complete 1 course

ARTHC 350 - Modern Art	3.0
ARTHC 355 - Contemporary Art	3.0
ARTHC 365 - American Architecture	3.0
ARTHC 367 - Modern Architecture	3.0
SFL 329 - History of Interior Design and Architecture 2	3.0

✓ **REQUIREMENT 10** Complete 1 course

ENGL 316 - Technical Communication	3.0
M COM 320 - Communication in Organizational Settings	3.0

✓ **REQUIREMENT 11**

Complete department packet and exit interview.

Program Outcomes

Design Products

A foundational understanding of how products can be made to work better for people; what makes a product useful, usable, and desirable.

A foundational understanding of how products are manufactured, assembled and materials used.

A understanding of how ideas can be presented using state-of-the-art tools.

Technology

Knowledge of computer-aided design in developing 3D geometry and appropriate 2D image development and communication software.

Design History

Understanding of the history of industrial design.

Basic Business Practices

Functional knowledge of basic business and professional practice.

Structured Creativity and Design Thinking

The ability to investigate and synthesize the needs of marketing, sales, engineering, manufacturing, servicing, and ecological responsibility and to reconcile these needs with those of the user in terms of satisfaction, value, aesthetics, and safety. To do this, industrial designers must be able to define problems, variables and requirements; conceptualize and evaluate alternative; and test and refine solutions.

Communicate Ideas

The ability to communicate concepts and requirements to other designers and colleagues who work with them; to clients and employers; and to prospective clients and employers. This need to communicate draws upon verbal and written forms, two-dimensional and three-dimensional media, and levels of detailing ranging from sketch or abstract to detailed and specific.

Human Connection

Studies related to end-user psychology, human factors and user interface.

A Deeper Understanding

Opportunities for advanced undergraduate study in areas which intensify skills and concepts already developed, and which broaden knowledge of the profession of industrial design. Studies might be drawn from such areas as engineering, business, the practice and history of visual art and design, and technology, or interdisciplinary programs related to industrial design.

Available Resources

Easy access to computer facilities; woodworking, metalworking, and plastics laboratories; libraries with relevant industrial design materials; and appropriate other work facilities related to the major.

Experience

Opportunities for internships, collaborative programs, and other field experiences with industry groups.

Team Projects

Participation in multidisciplinary team projects.

Top

Information Systems

BS

Hours	64 Credit Hours
LEP	Limited Enrollment Program of 120 Students. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 2 options

Prerequisite courses: These courses are used in determining admission to the undergraduate Information Systems program.

OPTION 1.1 Complete 4 courses

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
FIN 201 - Principles of Finance	3.0
IS 201 - Introduction to Management Information Systems	3.0

OPTION 1.2 Complete 1 course

C S 142 - Introduction to Computer Programming	3.0
IS 303 - Introduction to Computer Programming	3.0

Apply and be formally accepted into the program.

REQUIREMENT 2 Complete 4 courses

Note: It is recommended that Econ 110 and M Com 320 be taken before entering the junior core. Econ 110, M Com 320 AND Stat 121 must be completed before starting the MISM program, or during the first semester in the MISM.

ECON 110 - Economic Principles and Problems	3.0
IS 110 - Spreadsheet Skills and Business Analysis	1.0
M COM 320 - Communication in Organizational Settings	3.0
STAT 121 - Principles of Statistics	3.0

REQUIREMENT 3 Complete 4 courses

Information Systems Junior Core 1 courses (taught Fall semester only):

IS 401 - Systems Analysis	3.0
IS 402 - Database Systems	3.0
IS 403 - Principles of Business Programming	3.0
IS 414 - Business Processes and Controls	3.0

REQUIREMENT 4 Complete 4 courses

Information Systems Junior Core 2 courses (taught Winter semester only):

IS 404 - Data Communications	3.0
IS 405 - Information Systems Project Management	3.0
IS 411 - Systems Design and Implementation	3.0
IS 413 - Enterprise Application Development	3.0

REQUIREMENT 5 Complete 1 course

Complete the following in the Fall semester immediately following the IS Core:

IS 415 - Machine Learning and Information Visualization Capstone	3.0

REQUIREMENT 6 Complete 5 courses

Management Core courses:

BUS M 200 - Introduction to Global Supply Chain Management	1.5
BUS M 300 - Introduction to Operations Management	1.5
BUS M 390 - Ethics for Management	3.0
BUS M 498 - Strategy and Organization	3.0
ORG B 321 - Organizational Effectiveness	3.0

REQUIREMENT 7

Complete Marriott School exit survey online.

RECOMMENDED

ACC 241 - Business Law in the Environment	3.0
MATH 118 - Finite Mathematics	3.0

Program Outcomes

1. Gain a Knowledge of Information Systems and Business

Program graduates will apply knowledge of information systems as well as general business to bridge the gap between technical and business personel.

2. Create and Manage Organizational Technical Functions

Acquire, deploy, maintain, and manage, information technology systems, infrastructure, security, resources, and services

3. Make Informed Business and Technical Decisions

Graduates will be able to make informed business and technical decisions and solve unstructured problems in a rapidly changing environment.

4. Develop Lifelong Learning Skills

Graduates will be prepared to pursue lifelong learning.

↑Top

Information Technology

BS

Hours	77 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students must have a minimum of 124 total hours to graduate with this major.

✔ **REQUIREMENT 1** Complete 8 courses

C S 142 - Introduction to Computer Programming	3.0
C S 235 - Data Structures and Algorithms	3.0
C S 236 - Discrete Structures	3.0
ENGL 316 - Technical Communication	3.0
MATH 112 - Calculus 1	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0
TECH 312 - Exploration in Innovation Design Techniques	1.0

✔ **REQUIREMENT 2** Complete 1 course

ECON 110 - Economic Principles and Problems	3.0
PSYCH 111 - Introduction to Psychological Science	3.0

✔ **REQUIREMENT 3** Complete 13 courses

IT 101 - Cornerstone: Information Technology	3.0
IT 124 - Introduction to Computer Systems	3.0
IT 210A - Fundamentals of Web-Based Information Technology	2.0
IT 210B - Fundamentals of Web-Based Information Technology	2.0
IT 252 - Computer Architecture and Organization	3.0
IT 327 - Digital Communications	4.0
IT 344 - Operating Systems	3.0
IT 347 - Computer Networks	3.0
IT 350 - Database Principles and Applications	3.0
IT 355 - Human-Computer Interaction	3.0
IT 366 - Information Assurance and Security	3.0
IT 446 - Senior Project / Capstone 1	2.0
IT 447 - Senior Projects/Capstone 2	3.0

✔ **REQUIREMENT 4** Complete 1.5 hours from the following course(s)

Take the following 3 times:

IT 391R - Junior/Senior Seminar 0.5

You may take up to 2 credit hours.

✓ **REQUIREMENT 5** Complete 1 course

ENG T 231 - Foundations of Global Leadership 3.0

✓ **REQUIREMENT 6**

After consulting with an information technology advisor, complete 9 hours of upper-division information technology technical electives. Please add the approved technical elective courses to your ABC with a substitution/waiver form.

✓ **REQUIREMENT 7** Complete 1 course

IT 491 - Professional Seminar 0.5

✓ **REQUIREMENT 8**

Complete department packet and exit interview.

Program Outcomes

Computing and Mathematics

(a) An ability to apply knowledge of computing and mathematics appropriate to the discipline

Problem Analysis

(b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution

Computer-based Solutions

(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs

Working on Teams

(d) An ability to function effectively on teams to accomplish a common goal

Professional and Global Responsibilities

(e) An understanding of professional, ethical, legal, security and social issues and responsibilities

Effective Communication

(f) An ability to communicate effectively with a range of audiences

Local and Global Impact

(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society

Professional Development

(h) Recognition of the need for and an ability to engage in continuing professional development

Computing Practice

(i) An ability to use current techniques, skills, and tools necessary for computing practice

Technical Concepts and Practices

(j) An ability to use and apply current technical concepts and practices in the core information technologies

User Needs

(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

Integrating IT-based Solutions

(l) An ability to effectively integrate IT-based solutions into the user environment.

Best Practices and Standards

(m) An understanding of best practices and standards and their application.

Project Planning

(n) An ability to assist in the creation of an effective project plan.

↑Top

Information Technology

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

IT 101 - Cornerstone: Information Technology	3.0
IT 210A - Fundamentals of Web-Based Information Technology	2.0
IT 210B - Fundamentals of Web-Based Information Technology	2.0

✓ **REQUIREMENT 2** Complete 3 courses

Complete three courses from the following to complete the 16 hours required for the minor.

IT 252 - Computer Architecture and Organization	3.0
IT 327 - Digital Communications	4.0
IT 344 - Operating Systems	3.0
IT 347 - Computer Networks	3.0
IT 350 - Database Principles and Applications	3.0
IT 355 - Human-Computer Interaction	3.0
IT 366 - Information Assurance and Security	3.0
IT 410 - Advanced Web Technologies	3.0
IT 441 - Embedded Computer Systems	3.0
IT 450 - Database Administration	3.0
IT 529 - Advanced Networking	3.0
IT 544 - System Administration	3.0
IT 548 - Cyber-Physical Systems	3.0
IT 555 - Advanced Human-Computer Interaction	3.0
IT 566 - Digital Forensics	3.0
IT 567 - Cyber Security and Penetration Testing	3.0

Note: Some of the above courses also have prerequisites, which the student must either take or satisfy in another manner. The main prerequisite is experience using a programming language, preferably C, C++, or Java (see C S 142).

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Interdisciplinary Humanities

BA

Hours	56 - 87 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 3 courses

HCOLL 110 - Introduction to the College of Humanities	2.0v
IHUM 250 - Introduction to Interdisciplinary Humanities	3.0
IHUM 280R - Sophomore Seminar in Interdisciplinary Humanities	3.0

✓ REQUIREMENT 2 Complete 2 courses

IHUM 201 - Western Humanities 1: Antiquity to Renaissance	3.0
IHUM 202 - Western Humanities 2: Renaissance to the Present	3.0

✓ REQUIREMENT 3 Complete 2 options

✓ OPTION 3.1 Complete 1 course

IHUM 240 - Introduction to the Humanities of Asia	3.0
IHUM 241 - Humanities of East Asia	3.0

✓ OPTION 3.2 Complete 1 course

IHUM 242 - Introduction to the Humanities of the Islamic World	3.0
IHUM 244 - (Not currently offered)	

✓ OPTION 3.3 Complete 1 course

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 241 - Greek and Roman Mythology	3.0

✓ REQUIREMENT 4 Complete 2 courses

IHUM 260 - Humanities of Latin America	3.0
IHUM 261 - Introduction to American Humanities 1: Colonial Era Through 1876	3.0
IHUM 262 - Introduction to American Humanities 2: 1877 to the Present	3.0

✓ REQUIREMENT 5

Complete one upper-division foreign language course selected from the approved course list available in the College of Humanities Advisement Center.

Complete IHum 311: Advanced Writing in Comparative Arts and Humanities or another GE-approved Advanced Written and Oral Communication course.

REQUIREMENT 6 Complete 2 courses

IHUM 350 - Interpretation of Literature and the Arts	3.0
IHUM 370 - Contemporary Issues in the Humanities	3.0

REQUIREMENT 7 Complete 1 course

IHUM 390R - Junior Seminar in the Interdisciplinary Humanities: Movements, Periods, and Areas	3.0

REQUIREMENT 8 Complete 1 option

Note: Students choosing Option 8.1, the internship course (IHum 399R), will work with the IHum internship coordinator; students choosing one of the other alternatives listed under Option 8.2 must gain approval from the IHum section head.

OPTION 8.1 Complete 1 course

IHUM 399R - Academic Internship *You may take up to 3 credit hours.*	9.0v

OPTION 8.2

Complete an equivalent type of experiential learning opportunity such as Study Abroad, field studies, ORCA fellowships, Honors thesis, or mentored research project.

REQUIREMENT 9 Complete 1 option

Complete 12 hours in one of the following tracks as approved by a faculty advisor. At least 6 of the 12 hours must be from upper division courses.

OPTION 9.1 Complete 12.0 hours from the following course(s)

A. Art History Track:

ARTED 397 - Issues in Contemporary Art, Aesthetics, and Criticism	3.0
ARTHC 304 - Greek Art	3.0
ARTHC 306 - Roman Art	3.0
ARTHC 310 - Early Christian and Byzantine Art	3.0
ARTHC 320 - Italian Renaissance	3.0
ARTHC 325 - Northern Renaissance Art	3.0
ARTHC 330 - Southern Baroque Art History: 1600-1700	3.0
ARTHC 335 - Northern European Art: 1600-1700	3.0
ARTHC 340 - Nineteenth-Century European Art	3.0
ARTHC 345 - American Art to 1876	3.0
ARTHC 350 - Modern Art	3.0
ARTHC 355 - Contemporary Art	3.0
ARTHC 365 - American Architecture	3.0
ARTHC 367 - Modern Architecture	3.0
ARTHC 375 - Japanese Art and Architecture	3.0
ARTHC 380 - Northern Mesoamerican Art	3.0
ARTHC 382 - Southern Mesoamerican Art	3.0
ARTHC 490R - Special Topics and Readings in Art History	6.0v

OPTION 9.2 Complete 12.0 hours from the following course(s)

B. English Track:

ELANG 324 - History of the English Language	3.0
ENGL 291 - British Literary History 1	3.0
ENGL 292 - British Literary History 2	3.0
ENGL 293 - American Literary History	3.0
ENGL 300R - English Literature in a Cultural Setting	6.0v
ENGL 322 - Fundamentals of Rhetoric	3.0
ENGL 333 - The English Novel	3.0
ENGL 336 - The American Novel	3.0
ENGL 337R - Advanced Studies in Genre	3.0
ENGL 338 - Literary Studies of the Bible	3.0
ENGL 341 - English Drama: Beginnings to 1800, Excluding Shakespeare	3.0
ENGL 343 - Modern English and American Drama	3.0
ENGL 345 - Literature and Film	3.0
ENGL 355 - (Engl-ClCv) Greek and Roman Classics and the English Tradition	3.0
ENGL 356 - Myth, Legend, and Folktales	3.0
ENGL 358R - Ethnic Literatures	3.0
ENGL 359 - The Short Story	3.0
ENGL 360 - American Literature to 1800	3.0
ENGL 361 - American Literature 1800 - 1865	3.0
ENGL 362 - American Literature 1865 - 1914	3.0
ENGL 363 - American Literature 1914 - 1960	3.0
AM ST 300 - Literature and Cultures of the American West	3.0
ENGL 365 - American Literature 1960 to Present	3.0
ENGL 366 - Studies in Poetry	3.0
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 371 - British Literature to 1500: The Medieval Period	3.0
ENGL 372 - British Literature 1500 - 1603: The Early Renaissance	3.0
ENGL 373 - British Literature 1660 - 1789: The Enlightenment	3.0
ENGL 374 - British Literature 1789 - 1832: The Romantic Period	3.0
ENGL 375 - British Literature 1832-1900: The Victorian Period	3.0
ENGL 376 - British Literature 1900 - 1950: The Modern Period	3.0
ENGL 380 - British Literature 1950 - Present: The Contemporary Period	3.0
ENGL 381 - Chaucer	3.0
ENGL 382 - Shakespeare	3.0
ENGL 383 - Milton	3.0
ENGL 384R - Major Authors	3.0
ENGL 385 - British Literature 1603 - 1660: The Late Renaissance	3.0
ENGL 391 - Introduction to Folklore	3.0
ENGL 392 - American Folklore	3.0
ENGL 393R - Studies in Folklore	3.0
ENGL 395R - Studies in Literature	3.0
ENGL 396R - Studies in Women's Literature	3.0
ENGL 420 - Young Adult Literature	3.0
ENGL 451 - Literary Theory and Criticism 1: The Critical Tradition	3.0
ENGL 452 - Literary Theory and Criticism 2: Contemporary Criticism	3.0

✔ **OPTION 9.3** Complete 12.0 hours from the following course(s)

C. Environmental Humanities Track:

ANTHR 300 - Biological Anthropology	3.0
BIO 130 - Biology	4.0
BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0

BIO 347 - (Not currently offered)	
BIO 350 - Ecology	3.0
BIO 370 - Bioethics	2.0
ENGL 317R - Writing Creative Nonfiction	3.0
AM ST 300 - Literature and Cultures of the American West	3.0
HIST 290 - Nature and History: The Earth's Environmental Past	3.0
PWS 100 - Plants in the Environment	3.0
PWS 101 - Cultural History of Medicinal Plants	3.0

✔ **OPTION 9.4**
D. Foreign Literature Track: Course work for the Foreign Literature track must consist of upper-division courses from foreign language departments, chosen in consultation with the track's faculty advisor.

✔ **OPTION 9.5** Complete 12.0 hours from the following course(s)

E. History Track:

HIST 231 - Introduction to East Asian History	3.0
HIST 238 - Ancient Near East to 330 BC	3.0
HIST 239 - Ancient Near East, 330 BC - 640 AD	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
NES 347R - (NES-Hist 242R) Arab and Islamic Civilization	2.0v
NES 349R - (NES-Hist 243R) Jewish Civilization	2.0v
HIST 244 - Jewish History: A.D. 70 to the Present	3.0
HIST 247 - (Hist-ClCv 304) Greek History	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0
HIST 290 - Nature and History: The Earth's Environmental Past	3.0
HIST 291 - (Not currently offered)	
HIST 292 - Food and History	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 300 - The Early Middle Ages	3.0
HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 310 - European Economic History	3.0
HIST 312 - History of Ideas	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
HIST 322 - Pre-Modern Britain	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 330 - Tsarist Russia	3.0

HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
HIST 335 - Crusades	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 349 - History of Asian Religions and Thought	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 364 - Utah	3.0
HIST 365 - American South	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0
HIST 373 - Civil War Era, 1848-1877	3.0
HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 384 - United States Women's History	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 388 - (Not currently offered)	
HIST 390R - Special Topics in History	3.0v
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0

✔ **OPTION 9.6** Complete 12.0 hours from the following course(s)

F. Media Arts (Film) Track:

CMLIT 450R - Studies in Literary Relations	3.0
ENGL 345 - Literature and Film	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
ICS 490R - Seminar in International Cinema Studies	3.0
IHUM 390R - Junior Seminar in the Interdisciplinary Humanities: Movements, Periods, and Areas	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
RUSS 343 - Masterpieces of Russian Film	3.0
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0

SPAN 438 - Hispanic Cinema	3.0
TMA 477R - Issues in Media Arts	3.0
TMA 492R - Media Arts Genres	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts	3.0

Note: IHum 390R only qualifies when it is on a film or media arts topic. It cannot simultaneously satisfy requirement 8.

✓ **OPTION 9.7** Complete 12.0 hours from the following course(s)

G. Philosophy Track:

PHIL 110 - Introduction to Philosophy	3.0
PHIL 210 - Science and Civilization 1	3.0
PHIL 211 - Science and Civilization 2	3.0
PHIL 213 - Introduction to Ethics	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
PHIL 215 - Introduction to the Philosophy of Religion	3.0
PHIL 320R - Studies in Ancient Philosophy	3.0
PHIL 330R - Studies in Medieval Philosophy	3.0
PHIL 340R - Studies in Modern Philosophy	3.0
PHIL 350R - Studies in Contemporary Philosophy	3.0
PHIL 413R - Topics in Ethics	3.0
PHIL 414R - Topics in the Advanced Philosophy of Art, Architecture, Music, and Film	3.0
PHIL 415 - Philosophy of Religion	3.0
PHIL 416 - Philosophy of Law	3.0
PHIL 420 - Philosophy of Language	3.0
PHIL 421 - Metaphysics	3.0
PHIL 422 - Epistemology	3.0
PHIL 423R - History and Philosophy of Science	3.0

✓ **OPTION 9.8** Complete 2 groups

H. Theatre Track:

✓ **GROUP 9.8.1** Complete 9.0 hours from the following course(s)

TMA 301 - Contemporary Performance Practices	2.0
TMA 377C - Theatre Methods and Instruction: Applied Theatre	2.0
TMA 380 - Dramaturgy 1	3.0
TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0
TMA 443R - Writer/Dramaturg/Actor Workshop	3.0
TMA 485R - Production Dramaturgy	3.0v

✓ **GROUP 9.8.2** Complete 3.0 hours from the following course(s)

DANCE 359R - Special Topics and Issues	2.0
ENGL 341 - English Drama: Beginnings to 1800, Excluding Shakespeare	3.0
ENGL 343 - Modern English and American Drama	3.0
GREEK 434 - Sophocles and Euripides	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
SPAN 456R - Spanish American Drama	3.0

✓ **REQUIREMENT 10** Complete 6.0 hours from the following course(s)

Complete six hours of the following capstone course (take twice):

IHUM 490R - Seminar in the Humanities *You may take this course up to 2 times.*	3.0
IHUM 490R - Seminar in the Humanities *You may take this course up to 2 times.*	3.0

Program Outcomes

Cultural and Intellectual History

Demonstrate broad interdisciplinary knowledge of cultural and intellectual history, including proficiency in a foreign language.

Proficiency in Interdisciplinary Approaches to Humanities

Demonstrate proficiency in interdisciplinary approaches to the humanistic tradition as well as concentrated coursework in a chosen track.

Critical Thinking, Research, and Writing Skills

Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively.

Post-baccalaureate Preparation, Lifelong Learning, Service

Prepare for career or post-baccalaureate education through additional concentrated coursework specifically related to individual educational and career goals.

Top

Interdisciplinary Humanities

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

IHUM 201 - Western Humanities 1: Antiquity to Renaissance	3.0
IHUM 202 - Western Humanities 2: Renaissance to the Present	3.0
IHUM 250 - Introduction to Interdisciplinary Humanities	3.0
IHUM 350 - Interpretation of Literature and the Arts	3.0

✓ **REQUIREMENT 2** Complete 1 course

IHUM 240 - Introduction to the Humanities of Asia	3.0
IHUM 241 - Humanities of East Asia	3.0
IHUM 242 - Introduction to the Humanities of the Islamic World	3.0
IHUM 244 - (Not currently offered)	
IHUM 260 - Humanities of Latin America	3.0
IHUM 261 - Introduction to American Humanities 1: Colonial Era Through 1876	3.0
IHUM 262 - Introduction to American Humanities 2: 1877 to the Present	3.0

✓ **REQUIREMENT 3** Complete 1 course

IHUM 490R - Seminar in the Humanities *You may take this course up to 1 time.*	3.0

✓ **REQUIREMENT 4**

Meet the GE Languages of Learning requirement.

Program Outcomes

Cultural and Intellectual History

Demonstrate broad interdisciplinary knowledge of cultural and intellectual history, including proficiency in a foreign language.

Proficiency in Interdisciplinary Approaches to Humanities

Demonstrate proficiency in interdisciplinary approaches to the humanistic tradition as well as concentrated coursework in a chosen track.

Critical Thinking, Research, and Writing Skills

Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively.

Post-baccalaureate Preparation, Lifelong Learning, Service

Prepare for career or post-baccalaureate education through additional concentrated coursework specifically related to individual educational and career goals.

Top

International Cinema Studies

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

Note: Will not double count with requirement 2 below.

CHIN 342 - Chinese Film in Translation	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
SPAN 438 - Hispanic Cinema	3.0
TMA 102 - Introduction to Film	3.0

Note: Fren 317 & Ital 317 are equivalent, as are Germ 217 & Scand 217. Any of these four courses could be used in either Requirement 1 or Requirement 2.

✓ **REQUIREMENT 2** Complete 1 course

Complete one of the following courses from a department different from the course taken in requirement 1 above:

AM ST 360 - Film in American Culture	3.0
CHIN 342 - Chinese Film in Translation	3.0
CL CV 261 - Greek and Roman Civilization and Literature in Film	3.0
CMLIT 310 - Introduction to Literary Analysis and Comparative Literature	3.0
ENGL 345 - Literature and Film	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
PORT 438 - Luso-Brazilian Cinema	3.0
PORT 449R - Special Topics in Portuguese Literature	3.0
RUSS 343 - Masterpieces of Russian Film	3.0
SPAN 438 - Hispanic Cinema	3.0
TMA 291 - Media Arts History 1	3.0
TMA 292 - Media Arts History 2	3.0
TMA 293 - History of Documentary and Nonfiction Film	3.0
TMA 294 - History of Animation	3.0
TMA 295 - History of the Moving Image	3.0

✓ **REQUIREMENT 3** Complete 3.0 hours from the following course(s)

Complete three credit hours total of the following: (Note: The two registrations MUST BE COMPLETED DURING TWO SEPARATE SEMESTERS/TERMS.)

ICS 290R - International Cinema	1.5
ICS 290R - International Cinema	1.5

✓ **REQUIREMENT 4** Complete 1 course

ICS 390 - Film and Media Theory	3.0

✓ **REQUIREMENT 5** Complete 1 course

Any 400-level course on a cinematic topic offered by a department in the College of Humanities may be used to fulfill the above requirement. See the advisement center.

ICS 490R - Seminar in International Cinema Studies	3.0
TMA 477R - Issues in Media Arts	3.0
TMA 492R - Media Arts Genres	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts	3.0

✓ **REQUIREMENT 6** Complete 1 course

ICS 491 - International Cinema Studies Capstone	1.0

Program Outcomes

Please contact the individual department for outcome information.

Top

International Development

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

No double-counting courses within the different areas of this minor is allowed.

Because the International Development minor is interdisciplinary, it is critical that students are exposed to multiple disciplinary perspectives and methods as they address the larger topic of international development. Thus, no more than 6 credit hours from any one discipline can be counted toward fulfillment of the minor. The one exception to this is IAS credits through IAS 220, 380R, 397R, or 399R. Counting the required IAS 220, no more than 12 hours of IAS credit can count toward the minor.

✓ **REQUIREMENT 1** Complete 1 course

IAS 220 - Introduction to Development Studies	3.0

✓ **REQUIREMENT 2** Complete 2 courses

ECON 230 - Economic Development and Growth	3.0
EDLF 363 - Education, Poverty, and Community Development	3.0
HLTH 480 - International Health	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 444 - The Political Economy of Development	3.0
SOC 340 - Sociology of International Development	3.0

✓ **REQUIREMENT 3** Complete 9.0 hours from the following option(s)

Courses counted above do not double count here.

✓ **OPTION 3.1** Complete 9.0 hours from the following course(s)

ANTHR 434 - Medical Anthropology	3.0
ANTHR 447 - Applied Anthropology	3.0
BUS M 375 - Social Innovation: Do Good Better	3.0
COMMS 382 - Issues in Global Communication	3.0
ECON 230 - Economic Development and Growth	3.0
ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
ECON 459 - International Monetary Theory	3.0
EDLF 362 - Introduction to International Development Education	3.0
EDLF 363 - Education, Poverty, and Community Development	3.0

EL ED 203 - Foundations of Multicultural Education	3.0
ENGL 397R - World Literatures in English	3.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 255 - Middle and South America	3.0
GEOG 271 - Middle East	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0
GEOG 306 - Global Conservation Designations	3.0
HIST 261 - Modern Africa	3.0
HLTH 100 - Introduction to Public Health	1.0
HLTH 322 - Environmental Health	3.0
HLTH 413 - Refugee and Migrant Health	3.0
HLTH 420 - Injury and Violence Prevention	3.0
HLTH 450 - Women's Health Issues	3.0
HLTH 480 - International Health	3.0
HLTH 496R - Academic Internship *You may take this course up to 1 time.*	9.0v
IAS 397R - Topics in International and Area Studies *You may take up to 3 credit hours.*	3.0v
IAS 399R - Academic Internship: International *You may take up to 6 credit hours.*	9.0v
IHUM 260 - Humanities of Latin America	3.0
IHUM 490R - Seminar in the Humanities	3.0
NDFS 380 - International Nutrition	3.0
POLI 302 - Experimental Research Methods	3.0
POLI 342 - Gender and Politics	3.0
POLI 372 - International Political Economy	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 444 - The Political Economy of Development	3.0
POLI 472 - International Political Economy of Women	3.0
PWS 115 - Introduction to Wildlife and Wildlands Conservation	1.0
PWS 150 - Environmental Biology	3.0
PWS 282 - Soil Science	3.0
PWS 303 - Soils Conservation and Resources	3.0
RECM 306 - Introduction to Nonprofit Organizations	3.0
RECM 326 - Nonprofit Resource Development	3.0
RECM 336 - Nonprofit Management	3.0
RECM 453 - Grant Writing	2.0
SOC 302 - Research Proposal for Evaluation Research	3.0
SOC 339 - Social Organization and Change	3.0
SOC 340 - Sociology of International Development	3.0
SOC 345 - World Populations	3.0
SOC 422 - Inequality and Society	3.0
SOC W 585 - Global Issues of Children at Risk	3.0

Other courses with the approval of the development coordinator may also count.

We encourage all students to earn 3-6 credit hours by completing an international study abroad (IAS 397R), internship, or field school (IAS 399R) experience that focuses on development. For a list of approved programs that will count toward the minor, or to request approval of a program, contact the International Development minor coordinator.

Note 1: Students must have completed IAS 220 before doing an internship (IAS 399R).

Note 2: Students cannot count both Econ 230 and 431 or Econ 230 and 432. They should choose to take either the 200-level course or the 400-level course.

Program Outcomes

Please contact the individual department for outcome information.

Top

International Relations

BA

Hours	60 - 86 Credit Hours
MAP	Major Academic Plan

Program Requirements

No double counting of courses within the major will be allowed unless noted otherwise.

✓ **REQUIREMENT 1** Complete 2 courses

Introductory Core Courses:

ECON 110 - Economic Principles and Problems	3.0
GEOG 120 - Geography and World Affairs	3.0

✓ **REQUIREMENT 2** Complete 1 course

POLI 150 - Comparative Government and Politics	3.0
POLI 250 - Principles of Comparative Politics	3.0

✓ **REQUIREMENT 3** Complete 1 course

POLI 170 - Introduction to International Politics	3.0
POLI 270 - Principles of International Relations	3.0

✓ **REQUIREMENT 4** Complete 2 courses

Research foundations and methods:

MATH 112 - Calculus 1	4.0
POLI 200 - Political Inquiry	4.0

✓ **REQUIREMENT 5** Complete 1 option

Research foundations and methods: complete one of the following options:

✓ **OPTION 5.1** Complete 2 courses

Note: Econ 388 can double count for an elective under specialization B and G.

ECON 378 - Statistics for Economists	3.0
ECON 388 - Introduction to Econometrics	3.0

✓ **OPTION 5.2** Complete 1 course

POLI 328 - Statistical Analysis	4.0

✓ **REQUIREMENT 6** Complete 2 courses

ECON 380 - Intermediate Price Theory 1	3.0
ECON 381 - Intermediate Macroeconomics	3.0

✓ **REQUIREMENT 7** Complete 1 course

ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
ECON 458 - International Trade Theory and Applications	3.0
ECON 459 - International Monetary Theory	3.0

✓ **REQUIREMENT 8** Complete 1 option

✓ **OPTION 8.1** Complete 1 course

HIST 393 - U.S. Foreign Relations	3.0
POLI 376 - U.S. Foreign Policy	3.0

✓ **OPTION 8.2** Complete 1 course

POLI 341 - Western European Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0

✓ **REQUIREMENT 9** Complete 1 course

International relations courses:

POLI 372 - International Political Economy	3.0
POLI 373 - International Law	3.0
POLI 375 - International Organizations	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 473 - Human Rights	3.0

✓ **REQUIREMENT 10** Complete 1 course

Comparative politics courses:

POLI 341 - Western European Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0

POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0

✓ **REQUIREMENT 11** Complete 1 option

Achieve proficiency in a foreign language. Students must complete courses for one language to a specified level. Some prerequisite courses may be waived with equivalent language experience. The foreign language requirement is waived for international students for whom English is their second language. Students can also receive credit for many less commonly taught languages (e.g., Tagalog, Thai). Please see the Center for Language Studies website (https://cls.byu.edu/) for information on which languages are offered and when or visit the Kennedy Center Advisement Office.

✓ **OPTION 11.1** Complete 1 course

BULGN 330 - Cultural History of Bulgaria	3.0
CZECH 330 - Cultural History of Czech Republic	3.0
DANSH 340 - Danish Literature	3.0
DUTCH 340 - Introduction to Dutch Literature	3.0
FINN 340 - Finnish Literature	3.0
FREN 321 - Advanced French Part 1	3.0
FREN 340 - Introduction to Literary Analysis	3.0
GERM 302 - Advanced German Language 1	3.0
GERM 330 - Cultural History of German-Speaking Peoples	3.0
GERM 344 - Introduction to Phonetics	3.0
HUNG 330 - Cultural History of Hungary	3.0
ICLND 429 - Old Icelandic Language and Literature	3.0
ITAL 321 - Advanced Grammar	3.0
ITAL 340 - Introduction to Italian Literature	3.0
NORWE 340 - Norwegian Literature	3.0
POLSH 330 - Cultural History of Poland	3.0
PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
ROM 340 - Introduction to Romanian Literature and Culture	3.0
RUSS 321 - Third-Year Russian Part 1	3.0
RUSS 330 - Cultural History of Russia	3.0
SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SWED 340 - Swedish Literature	3.0
UKRAI 330 - Cultural History of Ukraine	3.0

✓ **OPTION 11.2** Complete 2 courses

Preferably taken abroad.

ARAB 300 - Advanced Modern Standard Arabic	4.0
ARAB 302 - Newspaper Arabic	4.0

✓ **OPTION 11.3** Complete 2 groups

✓ **GROUP 11.3.1** Complete 1 course

CHIN 301 - Third-Year Mandarin	4.0

GROUP 11.3.2 Complete 1 course

CHIN 302 - Third-Year Mandarin	4.0
CHIN 321 - Selected Readings of Modern Chinese	3.0
CHIN 322 - Selected Readings of Modern Chinese	3.0

OPTION 11.4 Complete 2 groups

GROUP 11.4.1 Complete 1 course

JAPAN 302 - Readings in Japanese History and Culture	4.0

GROUP 11.4.2 Complete 1 course

JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 322 - Reading Modern Short Fiction	3.0

OPTION 11.5 Complete 2 courses

KOREA 301 - Third-Year Korean 1	4.0
KOREA 302 - Third-Year Korean 2	4.0

REQUIREMENT 12 Complete 1 option

Specializations: Complete one of the following tracks (no double-counting of major courses allowed):

OPTION 12.1 Complete 1 group

A. International Politics

Complete four courses from the following. At least one course must be from history and at least one course from political science.

GROUP 12.1.1 Complete 4 courses

ANTHR 432 - Economic and Political Institutions	3.0
COMMS 381 - International Media Systems	3.0
COMMS 382 - Issues in Global Communication	3.0
GEOG 341 - Political Geography	3.0
HIST 293 - World War II in History and Memory	3.0
HIST 307 - Europe Since 1914	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 393 - U.S. Foreign Relations	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 373 - International Law	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 375 - International Organizations	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 382 - International Relations of North America	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0

OPTION 12.2 Complete 1 group

B. Political Economy

Complete four courses from at least two disciplines. At least two courses must be from economics. NOTE: Completion of the Econ 378/388 sequence for the statistics requirement above will also count as fulfillment of one course in this track.

✓ **GROUP 12.2.1** Complete 4 courses

ECON 382 - Intermediate Price Theory 2	3.0
ECON 388 - Introduction to Econometrics	3.0
ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
ECON 458 - International Trade Theory and Applications	3.0
ECON 459 - International Monetary Theory	3.0
ECON 478 - Game Theory and Economics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 372 - International Political Economy	3.0
POLI 444 - The Political Economy of Development	3.0

✓ **OPTION 12.3** Complete 1 group

C. Asian Politics and History

Complete four courses from the following. At least one course must be from political science and one course from history.

✓ **GROUP 12.3.1** Complete 4 courses

ANTHR 348 - Contemporary Japan	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
HIST 231 - Introduction to East Asian History	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 341 - China Since 1200	3.0
HIST 344 - Modern Japan	3.0
HIST 348 - Modern South East Asia	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 388 - Chinese Foreign Policy	3.0

✓ **OPTION 12.4** Complete 1 group

D. Latin American Politics and History

Complete four courses from the following. At least one course must be from political science and one course from history.

✓ **GROUP 12.4.1** Complete 4 courses

GEOG 255 - Middle and South America	3.0

HIST 252 - Modern Latin America	3.0
HIST 326 - The History of Mexico	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 358 - Gender and History in Latin America	3.0
POLI 358 - Latin American Politics	3.0
POLI 380 - International Relations of Latin America	3.0

✔ **OPTION 12.5** Complete 1 group

E. Middle Eastern Politics and History

Complete four courses from at least two disciplines. At least one course must be from history.

✔ **GROUP 12.5.1** Complete 4 courses

ANTHR 340 - Peoples of the Middle East	3.0
GEOG 271 - Middle East	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
HIST 244 - Jewish History: A.D. 70 to the Present	3.0
MESA 350 - Islam in Contemporary Society	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 452 - Islam and Politics	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0

Note: Hist 242 and 243 do not substitute here.

✔ **OPTION 12.6** Complete 1 group

F. European Politics and History

Complete four courses from the following. At least one course must be from political science and one course from history.

✔ **GROUP 12.6.1** Complete 4 courses

GEOG 260 - Europe	3.0
GEOG 265 - Russia and the Former Soviet Union	3.0
HIST 307 - Europe Since 1914	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 312 - History of Ideas	3.0
HIST 318 - European Women's History	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
POLI 341 - Western European Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 351 - British Government and Politics	3.0

✔ **OPTION 12.7** Complete 2 groups

G. Economic and Political Development:

✔ **GROUP 12.7.1** Complete 1 course

ECON 431 - Economic Development	3.0

Note: Econ 431 cannot be double-counted for the 400-level economics course in the core; Econ 388 is the preferred route to fill the statistics prerequisite for this course.

✔ **GROUP 12.7.2** Complete 3 courses

Complete three courses from the following, of which one course must be from political science. NOTE: Completion of the Econ 378/388 sequence for the statistics requirements above will also count as fulfillment of one course in this track.

ECON 388 - Introduction to Econometrics	3.0
ECON 432 - Economic Growth	3.0
ECON 440 - Natural Resources and Environmental Economics	3.0
ECON 458 - International Trade Theory and Applications	3.0
ECON 459 - International Monetary Theory	3.0
GEOG 255 - Middle and South America	3.0
GEOG 271 - Middle East	3.0
GEOG 272 - East Asia	3.0
GEOG 273 - Southeast Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 352 - African Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 444 - The Political Economy of Development	3.0
POLI 452 - Islam and Politics	3.0
POLI 472 - International Political Economy of Women	3.0

✔ **OPTION 12.8** Complete 1 group

H. African Politics and History

✔ **GROUP 12.8.1** Complete 4 courses

ANTHR 330 - Peoples of Africa	3.0
EDLF 362 - Introduction to International Development Education	3.0
GEOG 285 - Africa South of the Sahara	3.0
HIST 261 - Modern Africa	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 339 - African Social Change	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
POLI 352 - African Politics	3.0

With the prior approval of the international relations coordinator, a maximum of 3 hours of IR 398R, 399R, or IAS 351R may be used toward meeting the four-course requirement of specialization. Only the second semester of IAS 351R would be allowed.

✔ REQUIREMENT 13 Complete 1 option

Capstone research experience:

✔ OPTION 13.1 Complete 1 course

ASIAN 495 - Senior Seminar	1.0
LT AM 495 - Senior Seminar in Latin American Studies	3.0
MESA 495 - Senior Seminar in Middle East Studies	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 470 - Research Project in International Relations	3.0

Note 1: Only MESA 495, Poli 450, or Poli 470 can fill the GE Advanced Written and Oral Communication requirement when coupled with Poli 200.

Note 2: Students majoring in international relations may not pursue a double major or minor in either economics or political science because of the course overlap between international relations and those majors.

Program Outcomes

Factual Knowledge

Demonstrate factual knowledge of important international trends and events related to politics, economics, geography and history.

Analyzing International Affairs

Anaylze international affairs by using theoretical concepts and ideas from more than one IR-related discipline.

Writing Effectively

Communicate effectively in writing and in speech.

Critical and Analytical Thinking

Think critically and analytically about international problems and events, and synthesize concepts, information and experiences from different disciplines relevant to international affairs.

Analysis and Research

Employ appropriate methods of analysis and research, both qualitative and quantitative, to provide sophisticated analyses and clear, logical arguments relating to important questions about international relations.

Top

International Strategy and Diplomacy

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

POLI 150 - Comparative Government and Politics	3.0
POLI 170 - Introduction to International Politics	3.0
POLI 250 - Principles of Comparative Politics	3.0
POLI 270 - Principles of International Relations	3.0

✓ **REQUIREMENT 2** Complete 2 courses

HIST 393 - U.S. Foreign Relations	3.0
POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 359R - Topics in Comparative Politics	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 372 - International Political Economy	3.0
POLI 373 - International Law	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 375 - International Organizations	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 379R - Topics in International Relations	3.0v
POLI 399R - Academic Internship	9.0v
POLI 444 - The Political Economy of Development	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0
POLI 497R - Mentored Research	6.0v

✓ **REQUIREMENT 3** Complete 1 course

POLI 376 - U.S. Foreign Policy	3.0

POLI 380 - International Relations of Latin America	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 382 - International Relations of North America	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 388 - Chinese Foreign Policy	3.0

✓ **REQUIREMENT 4** Complete 2 courses

POLI 341 - Western European Politics	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 351 - British Government and Politics	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 452 - Islam and Politics	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Italian

BA

Hours	46.5 - 67.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

The French and Italian Department requires a minimum of 15 major hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Complete a minor (approximately 16-21 hours) or 15 hours of course work in an area approved by the major advisor. Courses must be approved before the senior year.

Students who need to strengthen oral skills should enroll in ITAL 211R and 311R.

It is strongly recommended that STDEV 317, a 2-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

Complete the following prerequisite courses: ITAL 101, 102, 201, 202. (May be waived with previous equivalent language experience.)

✓ **REQUIREMENT 2** Complete 3 courses

ITAL 321 - Advanced Grammar	3.0
ITAL 322 - Advanced Composition	3.0
ITAL 340 - Introduction to Italian Literature	3.0

✓ **REQUIREMENT 3** Complete 7 courses

BUS M 596R - Business Italian *You may take this course up to 1 time.*	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
ITAL 326 - Italian Phonetics and Pronunciation	3.0
ITAL 360 - Italian Civilization from the Beginning to 1600	3.0

ITAL 361 - Italian Civilization from 1600 to the Present	3.0
ITAL 363 - Italian Civilization on Study Abroad	3.0
ITAL 399R - Academic Internship: Italian Language Field Experience	6.0v
ITAL 441 - Italian Literature of the Late Middle Ages and Renaissance	3.0
ITAL 442 - Italian Literature of the Baroque and Enlightenment Periods	3.0
ITAL 443 - Italian Literature of the Romantic Period	3.0
ITAL 444 - Italian Literature of the Twentieth Century	3.0
ITAL 460 - Dante's Divine Comedy	3.0
ITAL 495R - Senior Seminar in Italian *You may take this course up to 3 times.*	3.0

✓ **REQUIREMENT 4** Complete 1 option

Oral proficiency:

Complete ITAL 491 and have an oral proficiency interview (OPI) in the semester in which the last Italian course is taken. The rating will be recorded on the student's transcript. The desired minimum OPI rating is "advanced."

✓ **OPTION 4.1** Complete 1 course

ITAL 491 - Senior Oral Proficiency Evaluation and Senior Portfolio	0.5

Program Outcomes

Language Ability

Successful students will demonstrate proficiency in speaking and writing Italian at the advanced level, as defined by the ACTFL Proficiency Guidelines and ratings.

Research

Students will analyze the literature, language, and culture of Italy drawing upon their ability to locate and consult relevant primary, critical, and theoretical sources.

Critical Thinking

Based on their chosen interdisciplinary curriculum, successful students will demonstrate the ability to articulate and defend in speech and writing clear and orderly thought on Italian literary and cultural topics.

↑Top

Italian

Minor

Hours	18 - 33 Credit Hours
MAP	Major Academic Plan

Program Requirements

The French and Italian Department requires a minimum of 9 minor hours to be taken in residence at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Complete the following prerequisite courses: Ital 101, 102, 201, 202. (May be waived with previous equivalent language experience.)

✓ **REQUIREMENT 1** Complete 3 courses

ITAL 321 - Advanced Grammar	3.0
ITAL 322 - Advanced Composition	3.0
ITAL 340 - Introduction to Italian Literature	3.0

✓ **REQUIREMENT 2** Complete 3 courses

BUS M 596R - Business Italian *You may take this course up to 1 time.*	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
ITAL 326 - Italian Phonetics and Pronunciation	3.0
ITAL 360 - Italian Civilization from the Beginning to 1600	3.0
ITAL 361 - Italian Civilization from 1600 to the Present	3.0
ITAL 363 - Italian Civilization on Study Abroad	3.0
ITAL 399R - Academic Internship: Italian Language Field Experience	6.0v
ITAL 441 - Italian Literature of the Late Middle Ages and Renaissance	3.0
ITAL 442 - Italian Literature of the Baroque and Enlightenment Periods	3.0
ITAL 443 - Italian Literature of the Romantic Period	3.0
ITAL 444 - Italian Literature of the Twentieth Century	3.0
ITAL 460 - Dante's Divine Comedy	3.0
ITAL 495R - Senior Seminar in Italian *You may take this course up to 2 times.*	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Italian Studies

BA

Hours	31.5 - 46.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students must complete the requirements for a primary major in another field.

The French and Italian Department requires a minimum of 15 major hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ REQUIREMENT 1 Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

Complete the following prerequisite courses: ITAL 101, 102, 201, 202. (May be waived with previous equivalent language experience.)

✓ REQUIREMENT 2 Complete 3 courses

Core requirements:

ITAL 321 - Advanced Grammar	3.0
ITAL 322 - Advanced Composition	3.0
ITAL 340 - Introduction to Italian Literature	3.0

✓ REQUIREMENT 3 Complete 7 courses

Complete 21 hours of upper-division (300-level and above) electives from the following. Note: Up to 12 credit hours from related departments may be counted upon departmental approval.

BUS M 596R - Business Italian *You may take this course up to 1 time.*	3.0
FREN 317 - (Fren-Ital) French and Italian Cinema	3.0
ITAL 326 - Italian Phonetics and Pronunciation	3.0
ITAL 360 - Italian Civilization from the Beginning to 1600	3.0
ITAL 361 - Italian Civilization from 1600 to the Present	3.0
ITAL 363 - Italian Civilization on Study Abroad	3.0
ITAL 399R - Academic Internship: Italian Language Field Experience *You may take this course up to 1 time.*	6.0v
ITAL 441 - Italian Literature of the Late Middle Ages and Renaissance	3.0
ITAL 442 - Italian Literature of the Baroque and Enlightenment Periods	3.0
ITAL 443 - Italian Literature of the Romantic Period	3.0

ITAL 444 - Italian Literature of the Twentieth Century	3.0
ITAL 460 - Dante's Divine Comedy	3.0
ITAL 495R - Senior Seminar in Italian *You may take this course up to 3 times.*	3.0

✓ **REQUIREMENT 4** Complete 1 course

Complete the following and have an oral proficiency interview (OPI) in the semester in which the last Italian course is taken. The rating will be recorded on the student's transcript. The desired minimum ACTFL Proficiency scale is "Intermediate-High."

ITAL 491 - Senior Oral Proficiency Evaluation and Senior Portfolio	0.5

Program Outcomes

Language Ability

Successful students will demonstrate proficiency in speaking and writing Italian at the Intermediate High level, as defined by the ACTFL Proficiency Guidelines and ratings.

Research

Students will analyze the literature, language, and culture of Italy drawing upon their ability to locate and consult relevant primary, critical, and theoretical sources.

Critical Thinking

Based on their chosen interdisciplinary curriculum, successful students will demonstrate the ability to articulate and defend in speech and writing clear and orderly thought on Italian literary and cultural topics.

Top

Japanese

BA

Hours	44 - 60 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students will be required to pass the reading proficiency exam (80% or higher) prior to enrollment in Japan 495.

Counsel with advisor to determine supporting courses appropriate to your professional goals.

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Complete the following prerequisite courses: Japan 101, 102, 201, 202. (May be waived for students with previous language experience.)

✓ **REQUIREMENT 1** Complete 11 courses

JAPAN 301 - Japanese Reading and Culture	4.0
JAPAN 302 - Readings in Japanese History and Culture	4.0
JAPAN 311R - Third-Year Conversation *You may take this course up to 1 time.*	3.0v
JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 322 - Reading Modern Short Fiction	3.0
JAPAN 345 - Japanese Culture	3.0
JAPAN 411 - Advanced Japanese Pragmatics	2.0
JAPAN 441 - Introduction to Classical Japanese	3.0
JAPAN 443 - Advanced Documentary Style	3.0
JAPAN 444 - Modern Japanese Literature	3.0
JAPAN 495 - Senior Seminar	2.0

✓ **REQUIREMENT 2** Complete 1 course

JAPAN 325 - Japanese Morphology, Syntax, and Semantics	3.0
JAPAN 326 - Contrastive Analysis of Japanese and English	3.0

✔ **REQUIREMENT 3** Complete 1 course

JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0

✔ **REQUIREMENT 4** Complete 1 option

✔ **OPTION 4.1** Complete 6.0 hours from the following course(s)

JAPAN 325 - Japanese Morphology, Syntax, and Semantics	3.0
JAPAN 326 - Contrastive Analysis of Japanese and English	3.0
JAPAN 350 - Japanese Literature in Translation--Eighth Through Sixteenth Centuries	3.0
JAPAN 351 - Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries	3.0
JAPAN 352 - Japanese Literature in Translation: The Modern Era	3.0
JAPAN 377 - Japanese Language Teaching Procedures	3.0
JAPAN 390 - Japanese for Special Purposes	3.0

Additionally, one of the following may be counted toward the 6 required hours of electives: Hist 343, Hist 344, Poli 354, Poli 386.

✔ **REQUIREMENT 5**

Recommended courses:

It is recommended that students complete Engl 311 or similar courses before enrolling in advanced literature courses.

Program Outcomes

Oral Proficiency

Students will speak and act in Japanese in linguistically, socially, and culturally appropriate ways on a broad variety of topics in a wide range of settings. Students are expected to score at or above Intermediate High on the ACTFL Oral Proficiency Interview.

Reading and writing proficiency

Students will read Japanese texts and interpret media in a variety of contexts with accuracy. Students are expected to score at least 80% on the BYU Reading Proficiency Test.

Cultural and linguistic proficiency

Students will analyze and discuss, at an advanced level, both in English and in Japanese, salient features of Japanese culture, including aspects of language, literature, thought, religion, aesthetics, art, and music.

↑Top

Japanese

Minor

Hours	19 - 35 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete the following prerequisite courses: Japan 101, 102, 201, 202. (May be waived for students with previous language experience.)

✓ **REQUIREMENT 1** Complete 6 courses

JAPAN 301 - Japanese Reading and Culture	4.0
JAPAN 302 - Readings in Japanese History and Culture	4.0
JAPAN 311R - Third-Year Conversation *You may take this course up to 1 time.*	3.0v
JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 322 - Reading Modern Short Fiction	3.0
JAPAN 345 - Japanese Culture	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Japanese Teaching

Minor	
Hours	27 - 45 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

Complete the following prerequisite courses: Japan 101, 102, 201, 202. (May be waived for students with previous language experience.)

✓ **REQUIREMENT 1** Complete 7 courses

JAPAN 301 - Japanese Reading and Culture	4.0
JAPAN 302 - Readings in Japanese History and Culture	4.0
JAPAN 311R - Third-Year Conversation *You may take this course up to 1 time.*	3.0v
JAPAN 321 - Reading Modern Documentary Styles	3.0
JAPAN 322 - Reading Modern Short Fiction	3.0
JAPAN 345 - Japanese Culture	3.0
JAPAN 377 - Japanese Language Teaching Procedures	3.0

✓ **REQUIREMENT 2** Complete 1 course

JAPAN 325 - Japanese Morphology, Syntax, and Semantics	3.0
JAPAN 326 - Contrastive Analysis of Japanese and English	3.0

✓ **REQUIREMENT 3** Complete 1 course

JAPAN 477R - Secondary Minor Student Teaching	4.0

✓ **REQUIREMENT 4**

Before applying to student teach in the major, complete the Oral Proficiency Interview (OPI) examination with a minimum level of "Intermediate-High" in order to be granted Utah state licensure.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Korean

BA

Hours	37 - 53 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Complete the following prerequisite courses: Korea 101, 102, 201, 202. (May be waived for students with previous language experience.)

✔ **REQUIREMENT 1** Complete 9 courses

KOREA 301 - Third-Year Korean 1	4.0
KOREA 302 - Third-Year Korean 2	4.0
KOREA 321 - Selected Readings of Modern Korean	3.0
KOREA 325 - Structure of Korean	3.0
KOREA 340 - Korean Literature to 1900	3.0
KOREA 401 - Fourth-Year Korean 1	3.0
KOREA 402 - Fourth-Year Korean 2	3.0
KOREA 443 - Korean Literature after 1900	3.0
KOREA 495 - Senior Seminar	2.0

✔ **REQUIREMENT 2** Complete 1 course

HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0

✔ **REQUIREMENT 3** Complete 6.0 hours from the following course(s)

KOREA 311R - Third-Year Conversation *You may take up to 6 credit hours.*	2.0
KOREA 315 - Sino-Korean Character Workshop	2.0
KOREA 345 - Korean Culture	3.0
KOREA 346 - North Korean Language and Culture	2.0
KOREA 377 - Korean Language Teaching Methods	3.0

KOREA 399R - Academic Internship *You may take up to 6 credit hours.*	9.0v
KOREA 441 - Classical Korean (Hanmun)	3.0
KOREA 490R - Individual Study in Korean *You may take up to 6 credit hours.*	3.0v

✔ REQUIREMENT 4

Recommended:

Prospective majors are urged to have a concurrent major or minor in another discipline.

Program Outcomes

Speaking and Listening Proficiency

Speak and comprehend Korean proficiently in both formal and informal settings at the ACTFL Advanced level. (Direct Measure 1)

Reading and Writing Proficiency

Read *hangul* texts at the ACTFL Advanced level and write *hangul* texts at the ACTFL Intermediate High level or higher.

Carry out research, apply critical reasoning skills and write clearly and cohesively in translation and in original composition on Korean subjects. (Direct Measures 2,3)

Korean History, Literature and Culture

Analyze and discuss important aspects of Korean history, literature (modern and pre-modern) and culture. Read literature and non-fiction writings in both modern forms and pre-modern forms including use of Chinese characters at an elementary level. Learn to read original documents -- both for literature and historical writings. Understand the scope of Korea's cultural landscape, including value systems as represented in the major religious traditions of Confucianism, Buddhism, and Shamanism. (Direct Measures 4, 5, 6)

↑Top

Korean

Minor

Hours	16 - 33 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete the following prerequisite courses: Korea 101, 102, 201, 202. (May be waived for students with previous language experience.)

✔ **REQUIREMENT 1** Complete 4 courses

KOREA 301 - Third-Year Korean 1	4.0
KOREA 302 - Third-Year Korean 2	4.0
KOREA 321 - Selected Readings of Modern Korean	3.0
KOREA 340 - Korean Literature to 1900	3.0

✔ **REQUIREMENT 2** Complete 1 course

BUS M 596R - Business Language *You may take this course up to 1 time.*	3.0
KOREA 311R - Third-Year Conversation *You may take this course up to 1 time.*	2.0
KOREA 325 - Structure of Korean	3.0
KOREA 344R - (Not currently offered)	
KOREA 345 - Korean Culture	3.0
KOREA 399R - Academic Internship *You may take this course up to 1 time.*	9.0v
KOREA 401 - Fourth-Year Korean 1	3.0
KOREA 402 - Fourth-Year Korean 2	3.0
KOREA 441 - Classical Korean (Hanmun)	3.0
KOREA 443 - Korean Literature after 1900	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Landscape Management

BS

Hours	65.5 - 69.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 18 courses

Required courses: (Note: 0.5 hour of PWS 199R is required.)

PWS 100 - Plants in the Environment	3.0
PWS 103 - Residential Landscape Design	3.0
PWS 105 - Landscape Design Graphics	2.0
PWS 191 - Introduction to Landscape Management	1.0
PWS 198R - BYU Grounds Practicum *You may take this course up to 1 time.*	0.5
PWS 199R - Academic Internship *You may take this course up to 1 time.*	3.0v
PWS 211 - Landscape Structures	2.0
PWS 212 - Landscape Irrigation	2.0
PWS 214 - Landscape Bidding and Estimating	2.0
PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	
PWS 301 - Plant Growth and Reproduction	3.0
PWS 319 - Turf Science	3.0
PWS 320 - Arboriculture	3.0
PWS 331 - Science of Plant Pest Control	3.0
PWS 402 - Soils and Water in the Urban Environment	3.0
PWS 431 - Plant Health Diagnostics	3.0
PWS 481 - Case Studies, Landscape Management Systems	2.0

✓ **REQUIREMENT 2** Complete 5 courses

ACC 200 - Principles of Accounting	3.0
BIO 235 - Field Botany	3.0
BUS M 488 - Agribusiness Management 1	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0

✓ **REQUIREMENT 3** Complete 1 course

BUS M 241 - Marketing Management	3.0
BUS M 489 - Agribusiness Management 2	3.0

✓ **REQUIREMENT 4** Complete 1 course

CHEM 101 - Introductory General Chemistry	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0

✓ **REQUIREMENT 5** Complete 2 courses

BIO 430 - Plant Classification and Identification	4.0
PWS 112 - Floral Design	3.0
PWS 210 - Herbaceous Plants	3.0
PWS 213 - Interior Plants and Landscapes	3.0
PWS 330 - Rangeland Plant Identification and Ecology	3.0
PWS 380 - Plant Community Design	2.0

✓ **REQUIREMENT 6**

A management minor is strongly recommended:

> Completion of the following courses (some listed above) will meet the requirements for this minor: Acc 200; Bus M 371R, 489; Econ 110; Fin 201; Math 110; Org B 320; Stat 221.
>
> The following courses are also suggested: Bus M 372; M Com 320, StDev 150.

For students planning to pursue a master's degree in landscape architecture (MLA), the following courses are also recommended: Bio 350; CFM 105; Geog 212, 310, 422; PWS 380; Tech 201, 202.

For students planning to pursue a master's degree in (MS) the following courses are recommended: Chem 106, 107, 351, 352, 481; Engl 316; Math 119 or Stat 221; Phscs 105, 106; PWS 440, 513.

Program Outcomes

Landscape Management and the Gospel of Jesus Christ

Identify, reflect on, and articulate personally significant experiences that strengthen the desire to incorporate the gospel of Jesus Christ in managing and creating beautiful landscapes

Career Preparation

Effectively compete for the best employment positions, including leadership in national organizations, that are available to college graduates, including self-employment.

Landscape Practices

Lead and practice with a knowledge of landscape contracting at the local and national levels.

Landscape Design, Construction, and Management

Demonstrate competence in each of the three main areas of landscape contracting: design, management and installation.

Academic and Professional Preparation

Demonstrate preparation to excel in a variety of graduate programs related to landscape management.

Top

Landscape Management

Minor

Hours	17.5 - 18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

PWS 103 - Residential Landscape Design	3.0
PWS 191 - Introduction to Landscape Management	1.0
PWS 214 - Landscape Bidding and Estimating	2.0
PWS 282 - Soil Science	3.0

✓ **REQUIREMENT 2** Complete 1 course

PWS 198R - BYU Grounds Practicum *You may take this course up to 1 time.*	0.5
PWS 199R - Academic Internship *You may take this course up to 1 time.*	3.0v

✓ **REQUIREMENT 3** Complete 8.0 hours from the following option(s)

After consulting with a faculty advisor, complete 8 hours from the following:

✓ **OPTION 3.1** Complete up to 8.0 hours from the following course(s)

Design:

PWS 105 - Landscape Design Graphics	2.0
PWS 112 - Floral Design	3.0
PWS 213 - Interior Plants and Landscapes	3.0
PWS 380 - Plant Community Design	2.0

✓ **OPTION 3.2** Complete up to 8.0 hours from the following course(s)

Installation:

PWS 211 - Landscape Structures	2.0
PWS 212 - Landscape Irrigation	2.0
PWS 283 - (Not currently offered)	
PWS 319 - Turf Science	3.0
PWS 320 - Arboriculture	3.0

✓ **OPTION 3.3** Complete up to 8.0 hours from the following course(s)

Maintenance:

PWS 210 - Herbaceous Plants	3.0
PWS 283 - (Not currently offered)	
PWS 319 - Turf Science	3.0
PWS 320 - Arboriculture	3.0
PWS 431 - Plant Health Diagnostics	3.0

Note 1: Electives need not be taken from the same emphasis to fill this requirement.

Note 2: PWS 100 will substitute for 3 hours under the elective requirement.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Latin American Studies

BA

Hours	36 - 52 Credit Hours
MAP	Major Academic Plan

Program Requirements

Courses cannot be double counted between the different requirements sections in the major.

✓ REQUIREMENT 1 Complete 1 course

LT AM 211 - Introduction to Latin American Studies	3.0

✓ REQUIREMENT 2 Complete 1 option

Prerequisite courses (may be waived if have equivalent experience):

✓ OPTION 2.1 Complete 4 courses

PORT 101 - First-Year Portuguese	4.0
PORT 102 - First-Year Portuguese	4.0
PORT 201 - Third-Semester Portuguese	4.0
PORT 202 - Fourth-Semester Portuguese: Reading and Comprehension	4.0

✓ OPTION 2.2 Complete 6 courses

SPAN 101 - Foundational Spanish 1	4.0
SPAN 102 - Foundational Spanish 2	4.0
SPAN 105 - University Spanish 1	4.0
SPAN 106 - University Spanish 2	4.0
SPAN 205 - University Spanish 3	4.0
SPAN 206 - Intensive Spanish Skills Development	4.0

✓ REQUIREMENT 3 Complete 1 option

✓ OPTION 3.1 Complete 2 courses

PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 355 - Brazilian Civilization	3.0

✓ OPTION 3.2 Complete 2 courses

SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0

✓ **REQUIREMENT 4** Complete 3 options

Social Science courses:

✓ **OPTION 4.1** Complete 1 course

GEOG 255 - Middle and South America	3.0

✓ **OPTION 4.2** Complete 1 course

HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0

✓ **OPTION 4.3** Complete 1 course

POLI 358 - Latin American Politics	3.0
POLI 380 - International Relations of Latin America	3.0

✓ **OPTION 4.4** Complete 1 course

SOC 345 - World Populations	3.0

✓ **REQUIREMENT 5** Complete 2 courses

Humanities courses:

IHUM 260 - Humanities of Latin America	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0
PORT 439R - Luso-Brazilian Theatre Production *You may take this course up to 1 time.*	3.0
PORT 451 - Survey of Brazilian Literature	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0
SPAN 423 - Border Spanish	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0

✓ **REQUIREMENT 6** Complete 6.0 hours from the following course(s)

Elective courses (courses taken above will not double count):

ANTHR 355 - Mesoamerican Archaeology	3.0
BUS M 596R - Business Spanish	3.0
BUS M 596R - Business Portuguese	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0
HIST 252 - Modern Latin America	3.0
HIST 326 - The History of Mexico	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 385 - Latinos in the United States	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
IAS 399R - Academic Internship: International *You may take up to 6 credit hours.*	9.0v

MSB 596R - (Not currently offered)	
MSB 596R - (Not currently offered)	
POLI 379R - Topics in International Relations *You may take up to 6 credit hours.*	3.0v
POLI 380 - International Relations of Latin America	3.0
PORT 325 - Survey of Luso-Brazilian Linguistics	3.0
PORT 326 - Portuguese Phonetics and Pronunciation	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0
PORT 355 - Brazilian Civilization	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0
PORT 395R - Contemporary Culture *You may take up to 6 credit hours.*	3.0v
PORT 438 - Luso-Brazilian Cinema	3.0
PORT 439R - Luso-Brazilian Theatre Production *You may take up to 6 credit hours.*	3.0
PORT 451 - Survey of Brazilian Literature	3.0
PORT 452 - Machado de Assis	3.0
PORT 453 - Twentieth-Century Brazilian Literature	3.0
PORT 459R - Special Topics in Brazilian Literature *You may take up to 6 credit hours.*	3.0
PORT 520 - Advanced Portuguese Grammar	3.0
PORT 521 - Romance Philology	3.0
PORT 522 - History of the Portuguese Language	3.0
PORT 529R - Special Topics in Portuguese Linguistics *You may take up to 6 credit hours.*	3.0
PORT 599R - Academic Internship: Portuguese Internship *You may take up to 6 credit hours.*	3.0v
SOC 345 - World Populations	3.0
SPAN 325 - Survey of Hispanic Linguistics	3.0
SPAN 326 - Spanish Phonetics and Pronunciation	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0
SPAN 395R - Contemporary Culture *You may take up to 6 credit hours.*	3.0v
SPAN 423 - Border Spanish	3.0
SPAN 425 - Contrastive Analysis of the Structures of Spanish and English	3.0
SPAN 438 - Hispanic Cinema	3.0
SPAN 450R - Early Spanish-American Literature *You may take up to 6 credit hours.*	3.0
SPAN 454R - The Spanish American Novel *You may take up to 6 credit hours.*	3.0
SPAN 455R - Spanish-American Poetry *You may take up to 6 credit hours.*	3.0
SPAN 456R - Spanish American Drama *You may take up to 6 credit hours.*	3.0
SPAN 458R - Hispanic-American Short Story *You may take up to 6 credit hours.*	3.0
SPAN 459R - Special Topics in Spanish American Literature *You may take up to 6 credit hours.*	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0
SPAN 520 - Problems in Spanish Grammar	3.0
SPAN 521 - Romance Philology	3.0
SPAN 522 - History of the Spanish Language	3.0
SPAN 529R - Special Topics in Spanish Linguistics	3.0

✓ **REQUIREMENT 7** Complete 1 course

LT AM 495 - Senior Seminar in Latin American Studies	3.0

✓ **REQUIREMENT 8** Complete 1 option

Complete 3.0 hours of an internship course, a service learning course, or Study Abroad program. Internship students (field study, or service learning) will register for IAS 399R; Study Abroad programs shall be in a Latin American venue, either Portuguese speaking or Spanish speaking.

✓ **OPTION 8.1** Complete 3.0 hours from the following course(s)

IAS 397R - Topics in International and Area Studies *You may take up to 3 credit hours.*	3.0v
IAS 399R - Academic Internship: International *You may take up to 3 credit hours.*	9.0v
LT AM 302 - Project Work in Latin America	2.0
PORT 395R - Contemporary Culture *You may take up to 3 credit hours.*	3.0v
PORT 399R - Academic Internship: Portuguese Language Field Experience *You may take up to 3 credit hours.*	6.0v
SPAN 395R - Contemporary Culture *You may take up to 3 credit hours.*	3.0v
SPAN 399R - Academic Internship: Spanish Language Field Experience *You may take up to 3 credit hours.*	6.0v

Note: All Spanish and Portuguese courses may double count toward a minor or second major in Spanish or Portuguese. Please see the Department of Spanish and Portuguese for more information.

Program Outcomes

Factual Knowledge

The student will understand and interpret foundational knowledge relating to historical, socio-cultural, geographic and economic conditions in Latin America, as well as how Latin America interacted with major world powers.

Interest and Attitude

The student will evaluate and decide upon her/his interest and attitude toward Latin American Studies, including career expectations. The LAS coordinator has frequent contact with students where career issues are discussed.

Social Science Research Methodology

Our LAS students should understand basic methodology of social science research as well as humantities/language based research.

Research Writing

Latin American Studies students will write a significant research paper in Spanish or Portuguese dealing with Latin America.

Library/Internet Research

LAS students will master the skills of library and internet research relating to Latin America.

Oral Presentation of Critically Analyzed Ideas

LAS students will be able to critically analyze ideas, evidence and arguments relating to a current topic or a significant historical event/process in Latin America, and effect a significant oral presentation, demonstrating recent knowledge from newspapers and journals in the target language.

Language Proficiency

LAS students will demonstrate both written and verbal fluency in Spanish or Portuguese.

Top

Latin American Studies

Minor

Hours	18 - 42 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 1 option

Prerequisite courses (may be waived with equivalent experience):

OPTION 1.1 Complete 4 courses

PORT 101 - First-Year Portuguese	4.0
PORT 102 - First-Year Portuguese	4.0
PORT 201 - Third-Semester Portuguese	4.0
PORT 202 - Fourth-Semester Portuguese: Reading and Comprehension	4.0

OPTION 1.2 Complete 6 courses

SPAN 101 - Foundational Spanish 1	4.0
SPAN 102 - Foundational Spanish 2	4.0
SPAN 105 - University Spanish 1	4.0
SPAN 106 - University Spanish 2	4.0
SPAN 205 - University Spanish 3	4.0
SPAN 206 - Intensive Spanish Skills Development	4.0

REQUIREMENT 2 Complete 1 course

PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0

REQUIREMENT 3 Complete 1 course

IHUM 260 - Humanities of Latin America	3.0
PORT 355 - Brazilian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0

REQUIREMENT 4 Complete 1 option

OPTION 4.1 Complete 4 courses

ANTHR 355 - Mesoamerican Archaeology	3.0
GEOG 255 - Middle and South America	3.0
HIST 251 - Conquest and Colonization of Latin America	3.0

HIST 252 - Modern Latin America	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 385 - Latinos in the United States	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
IAS 399R - Academic Internship: International *You may take this course up to 1 time.*	9.0v
IHUM 260 - Humanities of Latin America	3.0
LT AM 211 - Introduction to Latin American Studies	3.0
LT AM 495 - Senior Seminar in Latin American Studies	3.0
POLI 358 - Latin American Politics	3.0
POLI 380 - International Relations of Latin America	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0
PORT 451 - Survey of Brazilian Literature	3.0
SOC 345 - World Populations	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SPAN 395R - Contemporary Culture *You may take this course up to 1 time.*	3.0v
SPAN 423 - Border Spanish	3.0
SPAN 438 - Hispanic Cinema	3.0
SPAN 450R - Early Spanish-American Literature *You may take this course up to 1 time.*	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0
SPAN 454R - The Spanish American Novel *You may take this course up to 1 time.*	3.0
SPAN 455R - Spanish-American Poetry *You may take this course up to 1 time.*	3.0
SPAN 456R - Spanish American Drama *You may take this course up to 1 time.*	3.0
SPAN 459R - Special Topics in Spanish American Literature *You may take this course up to 1 time.*	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0

With prior approval from the program coordinator, students may receive up to 3 elective hours for service learning, an internship, or Study Abroad.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Latin Teaching

BA

Hours	65 - 73 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

A teaching minor in another subject is strongly recommended. Teaching opportunities in public schools may be significantly reduced without a second teaching subject that a teaching minor provides.

✓ **REQUIREMENT 1** Complete 1 course

HCOLL 110 - Introduction to the College of Humanities	2.0v

✓ **REQUIREMENT 2** Complete 2 courses

CL CV 246 - Golden Age of Rome	3.0
HIST 248 - (Hist-ClCv 307) Roman History	3.0

✓ **REQUIREMENT 3** Complete 1 option

Note: Latin 101, 102, 111 may be waived with equivalent language experience.

✓ **OPTION 3.1** Complete 2 courses

LATIN 101 - First-Year Latin (First Semester)	4.0
LATIN 102 - First-Year Latin (Second Semester)	4.0

✓ **OPTION 3.2** Complete 1 course

LATIN 111 - Beginning Latin Accelerated	5.0

✓ **REQUIREMENT 4** Complete 6 courses

NOTE: The Latin 302 course is the prerequisite for all 400-level Latin prose courses and the Latin 301 course is the prerequisite for all 400-level Latin poetry courses. Concurrent enrollment will be permitted only in rare and special cases and must have the approval both of the classics section head and of the instructor of the 400-level course concerned.

LATIN 201 - Intermediate Latin	4.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATIN 377 - Secondary Teaching Procedures	3.0
LATIN 378 - Practicum in Teaching Latin	1.0
LATIN 401 - Latin Prose Composition	3.0

✔ **REQUIREMENT 5** Complete 1 course

CL CV 110 - Introduction to Greek and Roman Literature	3.0
CL CV 201 - The Classical Tradition 1: Antiquity to the Renaissance	3.0
CL CV 241 - Greek and Roman Mythology	3.0

✔ **REQUIREMENT 6** Complete 1 option

✔ **OPTION 6.1** Complete 12.0 hours from the following course(s)

CLSCS 420 - Ancient Literary Criticism	3.0
CLSCS 430R - (Clscs-Hist) Topics in Greek and Roman History *You may take this course up to 1 time.*	3.0
CLSCS 490R - Seminar in Classics *You may take this course up to 1 time.*	3.0
LATIN 411R - Latin Vulgate and Early Christian Latin Texts *You may take this course up to 1 time.*	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 432 - Ovid	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 490R - Topics in Latin Literature *You may take this course up to 1 time.*	3.0v

Note: Latin 411R may be taken only once.

Complete IHum 311: Advanced Writing in Comparative Arts and Humanities or another GE-approved Advanced Written and Oral Communication course.

✔ **REQUIREMENT 7** Complete 2 options

Licensure requirements: Contact the Education Advisement Center, 120 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✔ **OPTION 7.1** Complete 7 courses

NOTE: FBI fingerprint and background clearance must be completed before enrollment in FLang 276.

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
FLANG 276 - Exploration of Teaching Foreign Languages	4.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

✓ **OPTION 7.2** Complete 12.0 hours from the following course(s)

SC ED 476R - (Not currently offered)	
SC ED 496R - Academic Internship: Secondary Education *You may take up to 12 credit hours.*	12.0

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Mechanics of the Latin language

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.

Interpretation and analysis of Latin texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing the culture of Rome

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.

Teaching

Demonstrate effective Latin teaching.

Top

Latin Teaching

Minor

Hours	27 - 35 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 1 option

NOTE: Latin 101, 102, 111 may be waived with equivalent language experience.

✓ **OPTION 1.1** Complete 2 courses

LATIN 101 - First-Year Latin (First Semester)	4.0
LATIN 102 - First-Year Latin (Second Semester)	4.0

✓ **OPTION 1.2** Complete 1 course

LATIN 111 - Beginning Latin Accelerated	5.0

✓ **REQUIREMENT 2** Complete 6 courses

NOTE: The Latin 302 course is the prerequisite for all 400-level Latin prose courses and the Latin 301 course is the prerequisite for all 400-level Latin poetry courses. Concurrent enrollment will be permitted only in rare and special cases and must have the approval both of the classics section head and of the instructor of the 400-level course concerned.

LATIN 201 - Intermediate Latin	4.0
LATIN 301 - Classical Latin Poetry	3.0
LATIN 302 - Classical Latin Prose	3.0
LATIN 377 - Secondary Teaching Procedures	3.0
LATIN 378 - Practicum in Teaching Latin	1.0

LATIN 401 - Latin Prose Composition	3.0

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 6.0 hours from the following course(s)

LATIN 411R - Latin Vulgate and Early Christian Latin Texts	3.0
LATIN 430 - Livy	3.0
LATIN 431 - Vergil	3.0
LATIN 433 - Cicero	3.0
LATIN 434 - Plautus and Terence	3.0
LATIN 435 - Catullus	3.0
LATIN 436 - Tragedy and Epic of the Early Empire	3.0
LATIN 437 - The Latin Epistle	3.0
LATIN 438 - Horace	3.0
LATIN 439 - Tacitus	3.0
LATIN 440 - Roman Satire	3.0
LATIN 441 - Medieval Latin	3.0
LATIN 490R - Topics in Latin Literature	3.0v

Note 1: One course from Cl Cv 246, 307, 340R, 362, or Clscs 430R may be substituted.

Note 2: Latin 411R may be taken only once.

✓ **REQUIREMENT 4** Complete 1 course

LATIN 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Mechanics of the Latin language

With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.

Interpretation and analysis of Latin texts

Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.

Understanding and contextualizing the culture of Rome

Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.

Teaching

Demonstrate effective Latin teaching.

↑Top

Legal Studies

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

Note: Phil 416 (Philosophy of Law) may be used in place of Poli 364. See your academic advisor for more information.

HIST 392 - U.S. Constitutional History	3.0
POLI 312 - (Not currently offered)	
POLI 364 - Jurisprudence	3.0
POLI 373 - International Law	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

HIST 392 - U.S. Constitutional History	3.0
PHIL 416 - Philosophy of Law	3.0
POLI 312 - (Not currently offered)	
POLI 315 - Congress and the Legislative Process	3.0
POLI 331 - Politics and Public Policy	3.0
POLI 334 - Public Ethics	3.0
POLI 336 - Government and Religion	3.0
POLI 342 - Gender and Politics	3.0
POLI 364 - Jurisprudence	3.0
POLI 373 - International Law	3.0
POLI 375 - International Organizations	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 399R - Academic Internship	9.0v
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 473 - Human Rights	3.0
POLI 497R - Mentored Research	6.0v
STDEV 168R - Law Lecture Series	1.0
STDEV 260 - Constitutional Research	1.0
STDEV 261 - The Law in Literature	2.0

STDEV 364 - Mediation Techniques and Practices	3.0
STDEV 365 - Legal Education and Practice	2.0
STDEV 368R - Prelaw Review Journal Writing	2.0
STDEV 496R - Advanced Legal Internship	3.0v

Up to 3 credit hours of StDev can count for the Legal Studies minor.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Linguistics

BA

Hours	53 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

Professionalization course:

LING 198 - Academic Preparation for Linguistics and English Language Majors	2.0

✓ **REQUIREMENT 2** Complete 1 course

Complete the following prerequisite course:

LING 201 - Introduction to Linguistics (Modern)	3.0

✓ **REQUIREMENT 3** Complete 4 courses

Complete the following core courses:

LING 210 - Sounds of Language	3.0
LING 220 - Structure in Language	3.0
LING 230 - Meaning in Language	3.0
LING 240 - Linguistic Tools 1	3.0

✓ **REQUIREMENT 4** Complete 2 courses

Complete two courses from the following:

ELANG 362 - Discourse Analysis	3.0
LING 310 - Phonetics	3.0
LING 315 - Phonology	3.0
LING 320 - Morphology	3.0
LING 325 - Theoretical Syntax	3.0
LING 332 - Semantics	3.0
LING 335 - Pragmatics	3.0

✓ **REQUIREMENT 5** Complete 1 course

Complete one course from the following:

ELANG 468 - Introduction to Varieties of English	3.0

LING 450 - Introduction to Historical-Comparative Linguistics	3.0
LING 452 - Introduction to Sociolinguistics	3.0
LING 485 - Corpus Linguistics	3.0

✓ **REQUIREMENT 6**

Complete university course work (or the equivalent) to a 200-level or higher in any single foreign language including American Sign Language. (This requirement varies for Spanish. See the Humanities College Advisement Center.) The language for this requirement may be the same language used to satisfy the GE Foreign Language option, but note that the GE foreign language option may require more coursework than this requirement for the Linguistics major. For non-native speakers of English, the university TOEFL requirement satisfies this requirement for the Linguistics major. Students intending to pursue graduate studies in linguistics are strongly encouraged to study a non-Indo-European language.

✓ **REQUIREMENT 7** Complete 1 option

✓ **OPTION 7.1** Complete 3 courses

Complete three courses from the following electives:

ELANG 362 - Discourse Analysis	3.0
ELANG 529 - Structure of Modern English	3.0
LING 310 - Phonetics	3.0
LING 315 - Phonology	3.0
LING 320 - Morphology	3.0
LING 325 - Theoretical Syntax	3.0
LING 332 - Semantics	3.0
LING 335 - Pragmatics	3.0
DIGHT 360 - (DigHT-Ling) Programming for Text Processing and Analysis	3.0
LING 361 - Speech Processing	3.0
LING 366 - (Not currently offered)	
LING 440 - Linguistic Tools 2	3.0
LING 445 - Introduction to Psycholinguistics	3.0
LING 450 - Introduction to Historical-Comparative Linguistics	3.0
LING 452 - Introduction to Sociolinguistics	3.0
LING 460 - Typology	3.0
LING 480 - Problems in Translation	3.0
LING 485 - Corpus Linguistics	3.0
LING 542 - Field Methods in Linguistics	3.0
LING 551 - Anthropological Linguistics	3.0
LING 580R - Problems in Linguistics and Applied Linguistics	3.0v
LING 581 - Natural Language Processing	3.0

Note 1: Courses taken in requirements 4 and 5 cannot double count for requirement 7.

Note 2: Subject to approval by the Linguistics Area Coordinator, students may take up to two courses taught outside of the department to satisfy elective requirements.

✓ **REQUIREMENT 8** Complete 1 course

Complete the following capstone course:

LING 495 - Senior Capstone	3.0

Program Outcomes

Language Structure

Demonstrate knowledge of language structure, analytical techniques of linguistics, and linguistic theory in core and applied areas of linguistics.

Linguistic Artifacts

Be able to produce linguistic artifacts (e.g. grammars, lexicons, corpora, portfolios, computer systems, experiments) that draw on knowledge of core and applied areas of linguistics and linguistic theories.

Effective Communication

Be able to effectively communicate findings of linguistic analyses or research in writing and speaking.

↑Top

Linguistics

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

LING 201 - Introduction to Linguistics (Modern)	3.0

✓ **REQUIREMENT 2** Complete 2 courses

LING 210 - Sounds of Language	3.0
LING 220 - Structure in Language	3.0
LING 230 - Meaning in Language	3.0
LING 240 - Linguistic Tools 1	3.0

✓ **REQUIREMENT 3** Complete 6.0 hours from the following option(s)

Complete 6 hours of electives from other Linguistics course work.

✓ **OPTION 3.1** Complete 6.0 hours from the following course(s)

LING 110 - Introduction to Human Language	3.0
LING 198 - Academic Preparation for Linguistics and English Language Majors	2.0
LING 210 - Sounds of Language	3.0
LING 220 - Structure in Language	3.0
LING 230 - Meaning in Language	3.0
LING 240 - Linguistic Tools 1	3.0
LING 299R - Academic Internship: English Language Teaching	9.0v
LING 310 - Phonetics	3.0
LING 315 - Phonology	3.0
LING 320 - Morphology	3.0
LING 325 - Theoretical Syntax	3.0
LING 332 - Semantics	3.0
LING 335 - Pragmatics	3.0
LING 360 - (Ling-DigHT) Programming for Text Processing and Analysis	3.0
LING 361 - Speech Processing	3.0
LING 377R - Basic Training in TESOL	3.0v
LING 399R - Academic Internship: Linguistics	9.0v
LING 401 - Preparation for Graduate Studies in Linguistics	3.0
LING 427 - Phonology and Morphology	3.0
LING 440 - Linguistic Tools 2	3.0

LING 445 - Introduction to Psycholinguistics	3.0
LING 452 - Introduction to Sociolinguistics	3.0
LING 460 - Typology	3.0
LING 478 - Language Teaching Methods: MTC	3.0
LING 480 - Problems in Translation	3.0
LING 485 - Corpus Linguistics	3.0
LING 490 - Senior Seminar	3.0
LING 495 - Senior Capstone	3.0
LING 498 - Career Preparation for Linguistics and English Language Majors	1.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Localization

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

DIGHT 270 - Introduction to Localization	3.0

✓ **REQUIREMENT 2** Complete 1 course

PORT 414 - Introduction to Translation	3.0
SPAN 414 - Introduction to Translation	3.0

✓ **REQUIREMENT 3** Complete 1 course

LING 480 - Problems in Translation	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0

✓ **REQUIREMENT 4** Complete 1 course

Electives:

BUS M 430 - Introduction to International Business	3.0
DIGHT 310 - Programming in the Humanities	3.0
DIGHT 350 - Web Information Technologies	3.0

✓ **REQUIREMENT 5** Complete 1 course

Capstone:

DIGHT 495R - Digital Humanities Project	3.0v
DIGHT 496R - Technology Internship	3.0v

Program Outcomes

Please contact the individual department for outcome information.

Top

Logic

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

MATH 290 - Fundamentals of Mathematics	3.0
PHIL 205 - Introduction to Formal Logic	3.0

✓ **REQUIREMENT 2** Complete 2 courses

PHIL 305 - Intermediate Formal Logic	3.0
PHIL 405 - Advanced Logic and Metalogic	3.0

✓ **REQUIREMENT 3** Complete 1 course

MATH 341 - Theory of Analysis 1	3.0
MATH 371 - Abstract Algebra 1	3.0
PHIL 420 - Philosophy of Language	3.0
PHIL 421 - Metaphysics	3.0

✓ **REQUIREMENT 4** Complete 3.0 hours from the following option(s)

✓ **OPTION 4.1** Complete up to 3.0 hours from the following course(s)

PHIL 110 - Introduction to Philosophy	3.0
PHIL 110 - Honors Introduction to Philosophy	3.0
PHIL 150 - Honors Reasoning and Writing	3.0
PHIL 200 - Philosophy Major Orientation and ePortfolio Training	1.0
PHIL 201 - History of Philosophy 1	3.0
PHIL 201 - Honors History of Philosophy 1	3.0
PHIL 202 - Honors History of Philosophy 2	3.0
PHIL 202 - History of Philosophy 2	3.0
PHIL 205 - Introduction to Formal Logic	3.0
PHIL 210 - Honors Science and Civilization 1	3.0
PHIL 210 - Science and Civilization 1	3.0
PHIL 211 - Science and Civilization 2	3.0
PHIL 211 - Honors Science and Civilization 2	3.0
PHIL 213 - Introduction to Ethics	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
PHIL 215 - Introduction to the Philosophy of Religion	3.0

PHIL 217R - Modern Political Philosophy	3.0
PHIL 217R - Political Liberalism	3.0
PHIL 217R - Contemporary Political Philosophy	3.0
PHIL 217R - Social Contract Theory	3.0
PHIL 217R - Classical and Medieval Political Philosophy	3.0
PHIL 217R - John Rawls	3.0
PHIL 217R - Social and Political Philosophy	3.0
PHIL 300 - Honors Philosophical Writing	3.0
PHIL 300 - Philosophical Writing	3.0
PHIL 305 - Intermediate Formal Logic	3.0
PHIL 313R - Utilitarianism	3.0
PHIL 313R - History of Ethics	3.0
PHIL 320R - Studies in Ancient Philosophy	3.0
PHIL 320R - Socrates	3.0
PHIL 320R - Neo-Platonism	3.0
PHIL 320R - Greek Science	3.0
PHIL 320R - Greek Epistemology	3.0
PHIL 320R - Topics in Greek Philosophy	3.0
PHIL 320R - Plato	3.0
PHIL 320R - Stoicism	3.0
PHIL 320R - Greek Metaphysics	3.0
PHIL 320R - Helenistic Philosophy	3.0
PHIL 320R - Pre-Socratics	3.0
PHIL 320R - Aristotle	3.0
PHIL 320R - Greek Ethics	3.0
PHIL 320R - Greek Political Theory	3.0
PHIL 330R - Topics in Medieval Philosophy	3.0
PHIL 330R - Duns Scotus	3.0
PHIL 330R - Medieval Science	3.0
PHIL 330R - Medieval Political Theory	3.0
PHIL 330R - Augustine	3.0
PHIL 330R - Medieval Arabic Philosophers	3.0
PHIL 330R - Medieval Epistemology	3.0
PHIL 330R - Medieval Philosophy and Religion	3.0
PHIL 330R - Studies in Medieval Philosophy	3.0
PHIL 330R - Aquinas	3.0
PHIL 330R - Medieval Ethics	3.0
PHIL 330R - Medieval Metaphysics	3.0
PHIL 340R - Nietzsche	3.0
PHIL 340R - Modern Political Theory	3.0
PHIL 340R - Continental Rationalism	3.0
PHIL 340R - Leibniz	3.0
PHIL 340R - Locke	3.0
PHIL 340R - Hume	3.0
PHIL 340R - Schopenhauer	3.0
PHIL 340R - Nietzsche and Freud	3.0
PHIL 340R - J. S. Mill	3.0
PHIL 340R - Studies in Modern Philosophy	3.0
PHIL 340R - Descartes	3.0
PHIL 340R - British Empiricism	3.0
PHIL 340R - Descartes and Locke	3.0
PHIL 340R - Kant	3.0
PHIL 340R - German Idealism	3.0
PHIL 340R - Kierkegaard	3.0

PHIL 340R - British Idealism	3.0
PHIL 340R - Topics in Modern Philosophy	3.0
PHIL 340R - Spinoza	3.0
PHIL 340R - Hobbes	3.0
PHIL 340R - Berkeley	3.0
PHIL 340R - Hegel	3.0
PHIL 350R - Contemporary French Philosophy	3.0
PHIL 350R - Lyotard	0.0
PHIL 350R - Topics in Contemporary Philosophy	3.0
PHIL 350R - Hannah Arendt	0.0
PHIL 350R - Philosophy of Psychology	3.0
PHIL 350R - Peirce	0.0
PHIL 350R - Russell	3.0
PHIL 350R - Truth	3.0
PHIL 350R - Logical Positivism	3.0
PHIL 350R - Hermeneutics	3.0
PHIL 350R - Ricoeur	3.0
PHIL 350R - Sartre	3.0
PHIL 350R - Gadamer	3.0
PHIL 350R - Foucault	3.0
PHIL 350R - Oakeshott	3.0
PHIL 350R - Bergson	0.0
PHIL 350R - Philosophy of Social Science	3.0
PHIL 350R - Heidegger's Being and Time	0.0
PHIL 350R - Contemporary Analytical Philosophy	3.0
PHIL 350R - Pragmatism	0.0
PHIL 350R - Moore	3.0
PHIL 350R - Wittgenstein	3.0
PHIL 350R - Continental Philosophy	3.0
PHIL 350R - Phenomenology	3.0
PHIL 350R - Husserl	3.0
PHIL 350R - Levinas	3.0
PHIL 350R - Dufrenne	3.0
PHIL 350R - Marion	3.0
PHIL 350R - Studies in Contemporary Philosophy	3.0
PHIL 350R - Philosophy of Logic	3.0
PHIL 350R - Dewey	0.0
PHIL 350R - Philosophy of History	3.0
PHIL 350R - Heidegger's Later Works	0.0
PHIL 350R - Contemporary Political Theory	3.0
PHIL 350R - William James	0.0
PHIL 350R - Frege	3.0
PHIL 350R - Whitehead	3.0
PHIL 350R - Existentialism	3.0
PHIL 350R - Philosophy of Cognitive Science	3.0
PHIL 350R - Heidegger	3.0
PHIL 350R - Merleau-Ponty	3.0
PHIL 350R - Derrida	3.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 360R - Buddhism	3.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 360R - Hindu Philosophy	3.0
PHIL 399R - Philosophy Program Internship	3.0
PHIL 405 - Advanced Logic and Metalogic	3.0

PHIL 413R - Meta-ethics	3.0
PHIL 413R - Consequentialism	3.0
PHIL 413R - Environmental Ethics	3.0
PHIL 413R - Moral Psychology	3.0
PHIL 413R - Theoretical Foundations of Business Ethics	3.0
PHIL 413R - Topics in Ethics	3.0
PHIL 413R - Skepticism	3.0
PHIL 413R - Virtue Theory	3.0
PHIL 413R - Media and Cyber Ethics	3.0
PHIL 413R - Applied Ethics	3.0
PHIL 413R - Ethical Argumentation	3.0
PHIL 413R - Objectivity, Subjectivity, and Relativism	3.0
PHIL 413R - Deontology	3.0
PHIL 413R - Medical Ethics	3.0
PHIL 413R - Ethics of War and Peace	3.0
PHIL 413R - The Good Life	3.0
PHIL 413R - Care Ethics	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 414R - Topics in the Advanced Philosophy of Art, Architecture, Music, and Film	3.0
PHIL 414R - Philosophy of Architecture	3.0
PHIL 414R - Film Criticism and Theory	3.0
PHIL 414R - Philosophy of Art	3.0
PHIL 414R - Philosophy of Music	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 414R - Philosophy of Theater	3.0
PHIL 414R - Philosophy and Literature	3.0
PHIL 415 - Philosophy of Religion	3.0
PHIL 416 - Philosophy of Law	3.0
PHIL 420 - Philosophy of Language	3.0
PHIL 421 - Metaphysics	3.0
PHIL 422 - Epistemology	3.0
PHIL 423R - Antiquity to Present	3.0
PHIL 423R - History and Philosophy of Science	3.0
PHIL 423R - History of Medicine	3.0
PHIL 424 - Philosophy of Mind	3.0
PHIL 449R - Philosophical Lecture Series	1.0
PHIL 490 - Senior Seminar	1.0
PHIL 495R - Directed Readings in Philosophy	3.0v
PHIL 501R - Graduate Seminar	5.0v

✔ **OPTION 4.2** Complete up to 3.0 hours from the following course(s)

PHIL 449R - Philosophical Lecture Series *You may take up to 3 credit hours.*	1.0

No more than 6 hours may double-count for the philosophy major and the logic minor.

Program Outcomes

Logic and Metalogic

1. Construct, symbolize, and evaluate proofs in syllogistic logic, truth-functional logic, first-order (quantificational) logic, set-theory and Peano arithmetic.

2. Understand the development of logic, including metalogical results.

Assessed 2015

↑Top

Management

Minor

Hours	22 - 23 Credit Hours
MAP	Major Academic Plan

Program Requirements

D credit will be allowed in courses for the management minor, although a 2.25 GPA in minor courses is required.

✓ **REQUIREMENT 1** Complete 6 courses

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0
ORG B 320 - Organizational Effectiveness	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 1 course

IS 201 - Introduction to Management Information Systems	3.0
MATH 110 - College Algebra	3.0
MATH 112 - Calculus 1	4.0
MATH 118 - Finite Mathematics	3.0
MATH 119 - Introduction to Calculus	4.0

✓ **REQUIREMENT 3** Complete 1 course

BUS M 371R - Entrepreneurship Lecture Series *You may take this course up to 1 time.*	1.0
BUS M 380 - Executive Lectures	1.0

No more than one transfer class will be accepted as a substitute for Bus M 201, or 241.

D- credit will be allowed in courses for the management minor, although a 2.25 GPA in minor courses is required.

Program Outcomes

Please contact the individual department for outcome information.

Top

Manufacturing

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

MFG 130 - Modern Manufacturing	3.0
MFG 340 - Quality Systems in Manufacturing	3.0
MFG 480 - Process Planning and Systems Design	3.0

✓ **REQUIREMENT 2** Complete 2 courses

MFG 220 - Material Removal	3.0
MFG 230 - Computer-Aided Manufacturing	3.0
MFG 331 - Metals Processes	4.0
MFG 355 - Plastics Materials and Processing	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Manufacturing Engineering Technology

BS

Hours	81 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students must have a minimum of 124 total hours to graduate with this major.

✓ REQUIREMENT 1 Complete 12 courses

Manufacturing core courses:

MFG 130 - Modern Manufacturing	3.0
MFG 220 - Material Removal	3.0
MFG 230 - Computer-Aided Manufacturing	3.0
MFG 291 - Manufacturing Leadership	1.0
MFG 331 - Metals Processes	4.0
MFG 340 - Quality Systems in Manufacturing	3.0
MFG 355 - Plastics Materials and Processing	3.0
MFG 431 - Tool Design	3.0
MFG 434 - Introduction to Manufacturing Automation	3.0
MFG 480 - Process Planning and Systems Design	3.0
MFG 491A - Professional Seminar	0.5
MFG 491B - Professional Seminar	0.5

✓ REQUIREMENT 2 Complete 3.0 hours from the following course(s)

MFG 399R - Academic Internship *You may take up to 3 credit hours.*	3.0v

✓ REQUIREMENT 3 Complete 12 courses

Supporting courses:

C S 142 - Introduction to Computer Programming	3.0
CE EN 103 - Engineering Mechanics--Statics	3.0
CE EN 203 - Engineering Mechanics--Mechanics of Materials	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
ENG T 231 - Foundations of Global Leadership	3.0
ENGL 316 - Technical Communication	3.0

IT 318 - Electronics, Computers, and Manufacturing	3.0
MATH 313 - Elementary Linear Algebra	3.0
ME EN 250 - Science of Engineering Materials	3.0
ME EN 272 - Engineering Graphics--Principles and Applications	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0
TECH 312 - Exploration in Innovation Design Techniques	1.0

✓ **REQUIREMENT 4** Complete 1 course

MATH 112 - Calculus 1	4.0

✓ **REQUIREMENT 5** Complete 1 course

PHSCS 121 - Introduction to Newtonian Mechanics	3.0

✓ **REQUIREMENT 6** Complete 2 courses

ME EN 475 - Integrated Product and Process Design 1	3.0
ME EN 476 - Integrated Product and Process Design 2	3.0

✓ **REQUIREMENT 7**

Complete department packet and exit interview.

✓ **RECOMMENDED** Complete 3 courses

MFG 401 - Data Analysis	3.0
MFG 440 - Six Sigma for Manufacturing	3.0
MFG 479 - Innovation and Entrepreneurship	3.0

Program Outcomes

Materials

Program graduates will understand the behavior and properties of materials as they are affected by manufacturing processes.

Science

Program graduates will be able to apply knowledge of mathematics, statistics, science, and engineering in manufacturing

Manufacturing Processes

Program graduates will be able to verify thier knowledge of manufacturing processes and the skills to develop and manipulate the operating parameters for a given process.

Communication

Program graduates will be able to communicate effectively through speaking, writing, and listening.

Global Environment

Program graduates will be able to explain the impact of manufacturing engineering solutions in a global, economic, environmental, and societal context.

Competitiveness

Graduates will relate the creation of competitive advantage through manufacturing planning, strategy, and control.

Life-Long Learning

Program graduates will be able to recognize the need for and will prepare to be engaged in lifelong learning.

Experimental Analysis

Program graduates will be able to design and conduct experiments and to analyze and interpret experimental data.

Contemporary

Program graduates will be able to explain contemporary issues in manufacturing.

Leadership

Program graduates will be able to function effectively on teams and to demonstrate leadership characteristics.

Design

Graduates will be able to explain the design of products and the equipment, tooling, and environment necessary for their manufacture.

Creativity and Problem Solving

Program graduates will be able to identify, formulate and solve manufacturing engineering problems.

System Design

Program graduates will be able to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.

Systems

Graduates will be able to demonstrate the analysis, synthesis, and control of manufacturing operations using statistical and calculus-based methods, simulation, and information technology.

↑Top

Marketing

BS

Hours	64 - 67 Credit Hours
LEP	Limited Enrollment Program of 90 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Prerequisites:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0

Apply and be formally accepted into the program.

✓ **REQUIREMENT 2** Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 116 - Essentials of Calculus	1.0

✓ **REQUIREMENT 3** Complete 5 courses

IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0
MATH 118 - Finite Mathematics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 4** Complete 1 course

BUS M 380 - Executive Lectures	1.0
BUS M 371R - Entrepreneurship Lecture Series	1.0

✓ **REQUIREMENT 5** Complete 1 course

ACC 241 - Business Law in the Environment	3.0
BUS M 277 - Legal Issues in Entrepreneurship	3.0

✓ **REQUIREMENT 6** Complete 4 courses

Marketing Core courses:

BUS M 326 - Career Development and Student Mentoring	1.0
BUS M 442 - Marketing Research	3.0
BUS M 444 - Consumer Behavior	3.0
BUS M 455 - Advertising and Promotion Management	3.0

✓ **REQUIREMENT 7** Complete 1 course

BUS M 459 - Marketing Strategy	3.0

✓ **REQUIREMENT 8** Complete 5 courses

Management Core courses:

BUS M 200 - Introduction to Global Supply Chain Management	1.5
BUS M 300 - Introduction to Operations Management	1.5
BUS M 390 - Ethics for Management	3.0
BUS M 487 - Strategy and Economics	3.0
ORG B 321 - Organizational Effectiveness	3.0

✓ **REQUIREMENT 9** Complete 3 courses

Electives:

BUS M 431 - International Marketing	3.0
BUS M 450 - Global Business Negotiations	3.0
BUS M 452 - Marketing Analytics	3.0
BUS M 454 - Professional Selling and Sales Management	3.0
BUS M 456 - Retailing Management	3.0
BUS M 457 - Internet Marketing of Products and Services	3.0
BUS M 472 - Entrepreneurial Marketing	3.0

✓ **REQUIREMENT 10**

Complete Marriott School exit survey online.

Program Outcomes

Define marketing’s role with the firm

Define marketing's role within the firm.

How marketing creates value

Explain how marketing creates, communicates, and delivers value to the firm's chosen customers.

Developing a marketing strategy

. Describe the process of developing a marketing strategy to address a specific target market with a cohesive marketing mix of product, price, promotion, and place.

Critical Thinking: Applying Marketing Theories and Framework

Program graduates will be able to apply marketing theories and frameworks to make informed decisions about markets (consumers) and marketing (products, price, promotion, place) to maximize organizational performance.

Critical Thinking: Conducting Marketing Research

Program graduates will be able to use the marketing research process to define a problem/opportunity, design the research project, collect data, analyze data, and take action.

Program graudates will be able to generate a survey instrument, know how and when to apply statistical techniques (t-tests, cross tabs/chi square, ANOVA, correlation, and regression), and conduct conjoint analysis.

Critical Thinking: Understanding Consumer Behavior

Program graduates will be able to apply theories and principles of consumer behavior to predict how consumers will respond to managerial actions.

Critical Thinking: Communicating to the Market

Program graduates will be able to plan, design, and critically evaluate marketing communications.

Communication: Grammar

Communicate information through effective visuals, including charts, graphs, pictures, and other graphics

Communication: Graphics (visualizing information)

Be able to communicate information through effective visuals; including charts, graphs, pictures, and other graphics

Ethical Reasoning:

Applying Frameworks to Resolve Ethical Dilemmas: Apply contemporary and classic frameworks in analyzing ethical dilemmas and suggest appropriate courses of action for resolving them.

Ethical Reasoning

Understanding Cognitive influence on ethical judgments: Recognize how individual differences and cognitive barriers influence ethical judgment.

Ethical Reasoning

Applying Personal Values in Ethical Decisions: Identify and prioritize personal values and apply them in making ethical decisions.

Ethical Reasoning

Discussing Moral Dilemmas Effectively:Engage in logically sound discussion about moral dilemmas using the language of business ethics.

IT Literacy: Generating/Analyzing Data to Support Decisions

Manipulate and analyze data to make appropriate recommendations for managerial decision-making.

IT Literacy: Data Storage and Extraction

Design, build, and query a database to apply correct principles of data storage and extraction.

IT Literacy: Computer Skills

Develop effective computer skills and literacy concerning computer hardware, networking, security, organizational information systems

Top

Mathematics

BS

Hours	54 Credit Hours
MAP	Major Academic Plan

Program Requirements

Grades of C- or below will not be acceptable in major courses.

✓ **REQUIREMENT 1** Complete 11 courses

Core requirements:

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 191 - Seminar in Mathematics 1	0.5
MATH 290 - Fundamentals of Mathematics	3.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0
MATH 334 - Ordinary Differential Equations	3.0
MATH 341 - Theory of Analysis 1	3.0
MATH 342 - Theory of Analysis 2	3.0
MATH 352 - Introduction to Complex Analysis	3.0
MATH 371 - Abstract Algebra 1	3.0

✓ **REQUIREMENT 2** Complete 1 course

C S 142 - Introduction to Computer Programming	3.0

✓ **REQUIREMENT 3** Complete 1 course

STAT 201 - Statistics for Engineers and Scientists	3.0
STAT 251 - Introduction to Bayesian Statistics	3.0

✓ **REQUIREMENT 4** Complete 15.0 hours from the following option(s)

✓ **OPTION 4.1** Complete up to 15.0 hours from the following course(s)

C S 235 - Data Structures and Algorithms	3.0
MATH 300 - (Math-MthEd) History and Philosophy of Mathematics	3.0
MATH 355 - Graph Theory	3.0
MATH 362 - (Math-MthEd) Survey of Geometry	3.0
MATH 372 - Abstract Algebra 2	3.0

✓ **OPTION 4.2** Complete up to 15.0 hours from the following course(s)

MATH 402 - Modeling with Uncertainty and Data 1	3.0
MATH 403 - Modeling with Uncertainty and Data 1 Laboratory	1.0
MATH 404 - Modeling with Uncertainty and Data 2	3.0
MATH 405 - Modeling with Uncertainty and Data 2 Laboratory	1.0
MATH 406R - Topics in Mathematics	3.0
MATH 410 - Introduction to Numerical Methods	3.0
MATH 411 - Numerical Methods	3.0
MATH 425 - Mathematical Biology	3.0
MATH 431 - Probability Theory	3.0
MATH 435 - Mathematical Finance	3.0
MATH 436 - Modeling with Dynamics and Control 1	3.0
MATH 437 - Modeling with Dynamics and Control 1 Laboratory	1.0
MATH 438 - Modeling with Dynamics and Control 2	3.0
MATH 439 - Modeling with Dynamics and Control 2 Laboratory	1.0
MATH 447 - Introduction to Partial Differential Equations	3.0
MATH 450 - Combinatorics	3.0
MATH 451 - Introduction to Topology	3.0
MATH 465 - Differential Geometry	3.0
MATH 473 - Group Representation Theory	3.0
MATH 485 - Mathematical Cryptography	3.0
MATH 487 - Number Theory	3.0
MATH 495R - Readings in Mathematics	2.0v
MATH 499R - Senior Thesis	3.0v
MATH 510 - Numerical Methods for Linear Algebra	3.0
MATH 511 - Numerical Methods for Partial Differential Equations	3.0
MATH 513R - Advanced Topics in Applied Mathematics	3.0
MATH 521 - Methods of Applied Mathematics 1	3.0
MATH 522 - Methods of Applied Mathematics 2	3.0
MATH 532 - Complex Analysis	3.0
MATH 534 - Introduction to Dynamical Systems 1	3.0
MATH 540 - Linear Analysis	3.0
MATH 541 - Real Analysis	3.0
MATH 543 - Advanced Probability 1	3.0
MATH 544 - Advanced Probability 2	3.0
MATH 547 - Partial Differential Equations 1	3.0
MATH 553 - Foundations of Topology 1	3.0
MATH 554 - Foundations of Topology 2	3.0
MATH 561 - Introduction to Algebraic Geometry 1	3.0
MATH 562 - Introduction to Algebraic Geometry 2	3.0
MATH 565 - Differential Geometry	3.0
MATH 570 - Matrix Analysis	3.0
MATH 571 - Algebra 1	3.0
MATH 572 - Algebra 2	3.0
MATH 586 - Introduction to Algebraic Number Theory	3.0
MATH 587 - Introduction to Analytic Number Theory	3.0

REQUIREMENT 5

Students are required to take either the GRE Mathematics Subject Test or the Mathematics Major Field Test the last semester before they graduate. The tests are ETS (Educational Testing Service) standardized assessment tests of undergraduate mathematics. Go to ETS Math Subject Test (http://www.ets.org/gre/subject/about/content/mathematics) or ETS Major Field Tests (http://www.ets.org/mft/about/content/mathematics) for a test description and sample problems. These tests do not appear on the transcript or affect the GPA.

Students must participate in an exit interview before graduation.

✓ **RECOMMENDED** Complete 3 courses

ECON 110 - Economic Principles and Problems	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0

Note 1: The courses recommended above can be used to fill General Education requirements.

Note 2: Students who continue toward graduate work should complete Math 372 or Math 473, as well as Math 541 and Math 553.

Note 3: Students who do not plan to pursue a Ph.D. in mathematics are strongly encouraged to complete CS 235.

Program Outcomes

Mathematics Fundamentals

Demonstrate basic mathematical understanding and computational skills in calculus, linear algebra, and differential equations.

Effective Reasoning and Communication

Explain and critique mathematical reasoning through speaking and writing in a precise and articulate manner.

Mid-Level Mathematics

Demonstrate understanding of mid-level undergraduate mathematics including abstract algebra, complex analysis, and advanced calculus.

Advanced Mathematics

Demonstrate a breadth and depth of knowledge in a coherent group of advanced mathematical topics.

Top

Mathematics

Minor

Hours	20 - 22 Credit Hours
MAP	Major Academic Plan

Program Requirements

Grades of C- or below will not be accepted.

✓ **REQUIREMENT 1** Complete 4 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 290 - Fundamentals of Mathematics	3.0
MATH 313 - Elementary Linear Algebra	3.0

✓ **REQUIREMENT 2** Complete 1 course

MATH 302 - Mathematics for Engineering 1	4.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 3** Complete 1 course

Complete one course from the following: Math 303, 334, 341, 342, 352, 355, 362, 371, 372. Or, complete one 400- or 500-level mathematics course of three credit hours or more except Math 495R, 499R, or 500.

MATH 303 - Mathematics for Engineering 2	4.0
MATH 334 - Ordinary Differential Equations	3.0
MATH 341 - Theory of Analysis 1	3.0
MATH 342 - Theory of Analysis 2	3.0
MATH 352 - Introduction to Complex Analysis	3.0
MATH 355 - Graph Theory	3.0
MATH 362 - (Math-MthEd) Survey of Geometry	3.0
MATH 371 - Abstract Algebra 1	3.0
MATH 372 - Abstract Algebra 2	3.0
MATH 406R - Topics in Mathematics	3.0
MATH 410 - Introduction to Numerical Methods	3.0
MATH 411 - Numerical Methods	3.0
MATH 425 - Mathematical Biology	3.0
MATH 431 - Probability Theory	3.0
MATH 435 - Mathematical Finance	3.0
MATH 447 - Introduction to Partial Differential Equations	3.0
MATH 450 - Combinatorics	3.0

MATH 451 - Introduction to Topology	3.0
MATH 465 - Differential Geometry	3.0
MATH 473 - Group Representation Theory	3.0
MATH 485 - Mathematical Cryptography	3.0
MATH 487 - Number Theory	3.0
MATH 510 - Numerical Methods for Linear Algebra	3.0
MATH 511 - Numerical Methods for Partial Differential Equations	3.0
MATH 513R - Advanced Topics in Applied Mathematics	3.0
MATH 521 - Methods of Applied Mathematics 1	3.0
MATH 522 - Methods of Applied Mathematics 2	3.0
MATH 532 - Complex Analysis	3.0
MATH 534 - Introduction to Dynamical Systems 1	3.0
MATH 540 - Linear Analysis	3.0
MATH 541 - Real Analysis	3.0
MATH 543 - Advanced Probability 1	3.0
MATH 544 - Advanced Probability 2	3.0
MATH 547 - Partial Differential Equations 1	3.0
MATH 553 - Foundations of Topology 1	3.0
MATH 554 - Foundations of Topology 2	3.0
MATH 561 - Introduction to Algebraic Geometry 1	3.0
MATH 562 - Introduction to Algebraic Geometry 2	3.0
MATH 565 - Differential Geometry	3.0
MATH 570 - Matrix Analysis	3.0
MATH 571 - Algebra 1	3.0
MATH 572 - Algebra 2	3.0
MATH 586 - Introduction to Algebraic Number Theory	3.0
MATH 587 - Introduction to Analytic Number Theory	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Mathematics: Applied and Computational Mathematics

BS

Hours	70 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 8 courses

Complete the following pre-core requirements before junior year:

C S 142 - Introduction to Computer Programming	3.0
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 290 - Fundamentals of Mathematics	3.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0
MATH 334 - Ordinary Differential Equations	3.0
MATH 341 - Theory of Analysis 1	3.0

✓ REQUIREMENT 2 Complete 4 courses

Complete the following core requirements during fall semester, junior year:

MATH 320 - Algorithm Design and Optimization 1	3.0
MATH 321 - Algorithm Design and Optimization 1 Laboratory	1.0
MATH 344 - Mathematical Analysis 1	3.0
MATH 345 - Mathematical Analysis 1 Laboratory	1.0

✓ REQUIREMENT 3 Complete 4 courses

Complete the following core requirements during winter semester, junior year:

MATH 322 - Algorithm Design and Optimization 2	3.0
MATH 323 - Algorithm Design and Optimization 2 Laboratory	1.0
MATH 346 - Mathematical Analysis 2	3.0
MATH 347 - Mathematical Analysis 2 Laboratory	1.0

✓ REQUIREMENT 4 Complete 4 courses

Complete the following core requirements during fall semester, senior year:

MATH 402 - Modeling with Uncertainty and Data 1	3.0
MATH 403 - Modeling with Uncertainty and Data 1 Laboratory	1.0
MATH 436 - Modeling with Dynamics and Control 1	3.0
MATH 437 - Modeling with Dynamics and Control 1 Laboratory	1.0

Completion of an internship in the summer term between the junior and senior years is strongly recommended.

✓ **REQUIREMENT 5** Complete 4 courses

Complete the following core requirements during winter semester, senior year:

MATH 404 - Modeling with Uncertainty and Data 2	3.0
MATH 405 - Modeling with Uncertainty and Data 2 Laboratory	1.0
MATH 438 - Modeling with Dynamics and Control 2	3.0
MATH 439 - Modeling with Dynamics and Control 2 Laboratory	1.0

✓ **REQUIREMENT 6**

Students are required to complete a concentration in an area to which the mathematical and computational tools that they are learning can be applied. The list of the Approved Concentrations is found at www.acme.byu.edu/?page_id=85.

Program Outcomes

Mathematics Fundamentals

Demonstrate basic mathematical understanding and computational skills in calculus, linear algebra, and differential equations, and advanced calculus.

Effective Reasoning and Communication

Explain and criticize mathematical reasoning through speaking and writing in a precise and articulate manner.

Statistics

Demonstrate a knowledge of inference, estimation, regression, multivariable statistics, Bayesian statistics, time-series analysis, and state-space modeling.

Advanced Applied Mathematics

Demonstrate understanding of linear and nonlinear analysis, the analysis of algorithms, combinatorics, asymptotic methods, approximation theory, transform theory, optimization, dynamic programming, probability theory, stochastic processes, differential equations, dynamical systems and optimal control theory.

Computing

Demonstrate facility in computer programming, data processing, databases, numerical simulation, scientific visualization, and virtual experimentation. Write, compile and execute numerical algorithms in a low-level language, such as C/C++, as well as develop I/O wrappers for standard numerical libraries in a common scripting language, such as Python.

Demonstrate the ability to use the technologies for parallel and distributed computing.

Top

Mathematics Education

BS

Hours	77 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

✓ **REQUIREMENT 1** Complete 6 courses

Core requirements. Note 1: Prerequisites for all mathematics education courses will be strictly adhered to. Note 2: FBI fingerprint and background clearance must be completed prior to enrollment in MthEd 276.

MTHED 177 - Critical Review of School Mathematics	3.0
MTHED 276 - Exploration of Mathematics Teaching	4.0
MTHED 277 - Task Design and Assessment of Student Understanding	3.0
MTHED 308 - Mathematics Teaching with Technology	3.0
MTHED 377 - Mathematics Teaching in the Public Schools	3.0
MTHED 378 - Practicum in Mathematics Education	1.0

✓ **REQUIREMENT 2** Complete 12 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 290 - Fundamentals of Mathematics	3.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0
MATH 334 - Ordinary Differential Equations	3.0
MATH 341 - Theory of Analysis 1	3.0
MATH 371 - Abstract Algebra 1	3.0
MATH 300 - (Math-MthEd) History and Philosophy of Mathematics	3.0
MTHED 301 - Teaching Statistics and Probability	3.0
MATH 362 - (Math-MthEd) Survey of Geometry	3.0
STAT 121 - Principles of Statistics	3.0

REQUIREMENT 3 Complete 1 course

MATH 355 - Graph Theory	3.0
MATH 450 - Combinatorics	3.0
MATH 487 - Number Theory	3.0

A teaching minor is not needed for licensure. However, students interested in teaching an academic subject in addition to mathematics should consider pursuing a teaching minor in that discipline.

REQUIREMENT 4 Complete 2 options

Professional Education Component:

Licensure requirements: Contact Education Student Services, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

OPTION 4.1 Complete 3 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

OPTION 4.2 Complete 12.0 hours from the following course(s)

MTHED 476 - Secondary Student Teaching in Mathematics	12.0
MTHED 496 - Academic Internship: Secondary Mathematics Education	12.0

Student teachers/interns must complete the PIBS form, sign both the mentored teacher and university supervisor PAES forms, and attach their TWS to their MyLink account. All three must be completed to be cleared for graduation.

Program Outcomes

Mathematics

Graduates understand central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching secondary school mathematics.

Understanding of Mathematics Learners

Graduates make instructional decisions that 1) help students develop mathematical knowledge by building on prior knowledge and experience; 2) reflect how students differ cognitively, linguistically, socially, emotionally, and physically; 3) provide students regular opportunities to reason about and make sense of mathematics in an environment of high expectations and strong support.

Instructional Design for Mathematics Learning

Graduates can design learning environments and mathematical experiences that engage all students in the exploration and development of mathematical ideas and can effectively foster these environments and orchestrate these experiences by promoting conceptual understanding, procedural fluency, and authentic mathematical practices.

Assessment of Mathematical Learning

Graduates can design and use formative and summative assessments that monitor student progress, inform instructional decisions, and engage students in assessing their own mathematical learning.

Professionalism

Graduates demonstrate professionalism through maintaining appropriate relationships and behavior in the school setting, and by seeking opportunities to improve practice and advance the profession through reflecting on practice, soliciting and incorporating feedback, and contributing to professional, school, and community organizations.

Spiritual Stewardship

Graduates seek integrity between their personal and professional lives consistent with the restored gospel of Jesus Christ by recognizing all students as children of God and striving to nurture their divine potential; applying gospel-centered principles of teaching and learning to family relationships, gospel service, and involvement in the community; and serving as examples of a Christ-centered life within their spheres of influence.

↑Top

Mathematics Education

Minor

Hours	37 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the minor after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

✓ **REQUIREMENT 1** Complete 10 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 290 - Fundamentals of Mathematics	3.0
MATH 313 - Elementary Linear Algebra	3.0
MTHED 177 - Critical Review of School Mathematics	3.0
MTHED 277 - Task Design and Assessment of Student Understanding	3.0
MTHED 308 - Mathematics Teaching with Technology	3.0
MATH 362 - (Math-MthEd) Survey of Geometry	3.0
MTHED 377 - Mathematics Teaching in the Public Schools	3.0
MTHED 378 - Practicum in Mathematics Education	1.0

✓ **REQUIREMENT 2** Complete 1 course

MTHED 301 - Teaching Statistics and Probability	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 3** Complete 1 course

MTHED 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Mechanical Engineering

BS

Hours	101.5 - 102.5 Credit Hours
LEP	Limited Enrollment Program of 220 Students. Application Website
MAP	Major Academic Plan

Program Requirements

On gaining acceptance into the professional program, students must maintain a minimum university cumulative grade point average of 2.0.

No more than 6 credit hours of grades below C- in major courses may be applied toward graduation.

A professional program course may not be retaken more than once.

✓ REQUIREMENT 1 Complete 4 courses

BIO 100 - Principles of Biology	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0

✓ REQUIREMENT 2 Complete 1 option

Mathematics core sequences:

✓ OPTION 2.1 Complete 4 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 302 - Mathematics for Engineering 1	4.0
MATH 303 - Mathematics for Engineering 2	4.0

✓ OPTION 2.2 Complete 5 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0
MATH 334 - Ordinary Differential Equations	3.0

✓ REQUIREMENT 3 Complete 5 courses

Preprofessional engineering courses:

CE EN 203 - Engineering Mechanics--Mechanics of Materials	3.0

CE EN 204 - Engineering Mechanic--Dynamics	3.0
EC EN 301 - Elements of Electrical Engineering	3.0
ME EN 101 - Static Systems in Mechanical Engineering	3.0
ME EN 191 - New Student Seminar	0.5

✔ **REQUIREMENT 4** Complete 14 courses

Professional mechanical engineering core:

ME EN 250 - Science of Engineering Materials	3.0
ME EN 272 - Engineering Graphics--Principles and Applications	3.0
ME EN 273 - Introduction to Scientific Computing and Computer-Aided Engineering	3.0
ME EN 312 - Fluid Mechanics	3.0
ME EN 321 - Thermodynamics	3.0
ME EN 330 - Design of Mechatronic Systems	3.0
ME EN 335 - Dynamic System Modeling and Analysis	3.0
ME EN 340 - Heat Transfer	3.0
ME EN 362 - Engineering Measurements	2.0
ME EN 372 - Mechanical System Design Fundamentals	3.0
ME EN 382 - Manufacturing Processes	3.0
ME EN 393 - Professional Skills in Mechanical Engineering	1.0
ME EN 475 - Integrated Product and Process Design 1	3.0
ME EN 476 - Integrated Product and Process Design 2	3.0

✔ **REQUIREMENT 5** Complete 3 courses

Supporting courses:

ENG T 231 - Foundations of Global Leadership	3.0
ENGL 316 - Technical Communication	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✔ **REQUIREMENT 6** Complete 12.0 hours from the following option(s)

Complete the 12-hour requirement with courses from the following:

Complete 12 hours (four courses) of technical electives.

The purpose of these courses is to strengthen the engineering education of the student by a) deepening the student's understanding of engineering and/or science fundamentals, b) helping the student learn to apply engineering fundamentals in specific areas of interest, and/or c) helping the student to develop critical skills related to engineering practice.

The technical electives are normally 400-level or higher mechanical engineering courses, but other courses may be used as long as the following requirements are met:

At least two courses (6 credit hours) must be in mechanical engineering

No courses may be below the 300 level.

A maximum of 3 credit hours in Me En 497R or other independent project courses may be applied to meet technical elective requirements.

All courses must be of an acceptable level from mechanical engineering, civil engineering, chemical engineering, computer engineering, electrical engineering, mathematics, statistics, physics, chemistry, or computer science or be on the approved elective list on the department website. If a student wishes to count a course outside these areas as an elective, approval must be granted before the course is taken. Approval is requested by submitting a one-page petition to the department undergraduate committee that lists all of the proposed electives and demonstrates how the proposed exception meets the purposes described above.

No course used to satisfy other major requirements for graduation may be used as an elective.

✔ **OPTION 6.1** Complete up to 12.0 hours from the following group(s)

A. General Elective Option

✔ **GROUP 6.1.1** Complete up to 12.0 hours from the following course(s)

ME EN 412 - Applications of Fluid Dynamics	3.0
ME EN 415 - Applied Aerodynamics and Flight Mechanics	3.0
ME EN 422 - Applied Thermodynamics	3.0
ME EN 425 - Internal Combustion Engines	3.0
ME EN 426 - Gas Turbine and Jet Engine Design	3.0
ME EN 431 - (Me En-EC En 483) Design of Control Systems	4.0
ME EN 437 - Kinematics	3.0
ME EN 452 - Intermediate Materials	3.0
ME EN 456 - Composite Material Design	3.0
ME EN 471 - Computer-Aided Engineering Applications	3.0
ME EN 472 - Mechanical Systems Design Applications	3.0
ME EN 477 - Design for Manufacture and Assembly	3.0
ME EN 479 - Singapore International Product Design and Development	3.0v
ME EN 482 - Manufacturing Systems Analysis and Design	3.0
ME EN 486 - Automation	3.0
ME EN 495R - Mentored Learning for Undergraduate Coursework in Mechanical Engineering	6.0v
ME EN 497R - Mentored Learning for Undergraduate Projects in Mechanical Engineering	3.0v
ME EN 500 - (MeEn-CEEn) Design and Materials Applications	3.0
ME EN 501 - (MeEn-CEEn) Stress Analysis and Design of Mechanical Structures	3.0
ME EN 503 - (MeEn-CEEn) Plasticity and Fracture	3.0
ME EN 504 - (Me En-CE En) Computer Structural Analysis and Optimization	3.0
ME EN 505 - Applied Engineering Math	3.0
ME EN 507 - (Me En-CE En) Linear Finite Element Methods	3.0
ME EN 508 - (Me En-CE En) Structural Vibrations	3.0
ME EN 510 - Compressible Fluid Flow	3.0
ME EN 512 - Intermediate Fluid Dynamics	3.0
ME EN 521 - Intermediate Thermodynamics	3.0
ME EN 522 - Combustion	3.0
ME EN 523 - (Me En-CE En) Aircraft Structures	3.0
ME EN 534 - Dynamics of Mechanical Systems	3.0
ME EN 535 - Mechanical Vibrations	3.0
ME EN 537 - Advanced Mechanisms, Robotics	3.0
ME EN 538 - Compliant Mechanisms	3.0
ME EN 540 - Intermediate Heat and Mass Transfer	3.0
ME EN 541 - Computational Fluid Dynamics and Heat Transfer	3.0
ME EN 550 - (Me En-EC En) Microelectromechanical Systems (MEMS)	3.0
ME EN 552 - Neuromechanics of Movement	3.0
ME EN 555 - Introduction to Biomechanical Engineering	3.0

ME EN 556 - Materials Modeling: Methods in Atomistic, Mesoscale, and Continuum Simulations	3.0
ME EN 558 - Metallurgy	3.0
ME EN 561 - (Me En-Phscs) Fundamentals of Acoustics	3.0
ME EN 562 - (Me En-Phscs 660) Acoustic Systems	3.0
ME EN 570 - (Me En-CE En) Computer-Aided Engineering Software Development	3.0
ME EN 574 - Product Development Automation	3.0
ME EN 575 - (Me En-CE En) Optimization Techniques in Engineering	3.0
ME EN 576 - Product Design	3.0
ME EN 578 - Systems Engineering and CAD Applications	3.0
ME EN 579 - Global Product Development	3.0
ME EN 585 - Manufacturing Competitiveness: Quality and Productivity	3.0
ME EN 595R - Topics in Materials	18.0v
ME EN 595R - Special Topics in Mechanical Engineering	18.0v
ME EN 595R - Advanced Dynamics	18.0v
ME EN 595R - Topics in Mechanical Design	18.0v

✔ **GROUP 6.1.2** Complete up to 6.0 hours from the following course(s)

C S 301R - Topics in Computer Science	3.0
C S 312 - Algorithm Design and Analysis	3.0
C S 324 - Systems Programming	3.0
C S 330 - Concepts of Programming Languages	3.0
C S 340 - Software Design and Testing	3.0
C S 345 - Operating Systems Design	3.0
C S 355 - Interactive Graphics and Image Processing	3.0
C S 401R - Topics in Computer Science	3.0v
C S 404 - Ethics and Computers in Society	2.0
C S 405 - Creating and Managing a Software Business	3.0
C S 412 - Linear Programming and Convex Optimization	3.0
C S 418 - Bioinformatics	3.0
C S 428 - Software Engineering	3.0
C S 431 - Algorithmic Languages and Compilers	3.0
C S 450 - Introduction to Digital Signal and Image Processing	3.0
C S 452 - Database Modeling Concepts	3.0
C S 453 - Fundamentals of Information Retrieval	3.0
C S 455 - Computer Graphics	3.0
C S 456 - Introduction to User Interface Software	3.0
C S 460 - Computer Communications and Networking	3.0
C S 462 - Large-Scale Distributed System Design	3.0
C S 465 - Computer Security	3.0
C S 470 - Introduction to Artificial Intelligence	3.0
C S 477R - Secondary Minor Student Teaching	4.0
C S 478 - Tools for Machine Learning	3.0
C S 479 - Natural Language Processing	3.0
C S 484 - Parallel Processing	3.0
C S 486 - Verification and Validation	3.0
C S 493R - Computing Competitions	3.0
C S 494 - Capstone 1	3.0
C S 495 - Capstone 2	3.0
C S 497R - Undergraduate Research	3.0
C S 498R - Undergraduate Special Projects	3.0v
C S 500 - (C S-Chem-Geol-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math	1.5

C S 501R - Advanced Topics in Computer Science	3.0v
C S 513 - Robust Control	3.0
C S 557 - Computer-Aided Geometric Design	3.0
CE EN 300A - Civil and Environmental Engineering Seminar	0.5
CE EN 300B - Civil and Environmental Engineering Seminar	0.5
CE EN 304 - Civil Engineering Materials: Metals, Woods, and Composites	1.5
CE EN 306 - Civil Engineering Materials: Concrete, Masonry, and Asphalt	1.5
CE EN 321 - Structural Analysis	3.0
CE EN 332 - Hydraulics and Fluid Flow Theory	3.0
CE EN 341 - Elementary Soil Mechanics	3.0
CE EN 361 - Introduction to Transportation Engineering	3.0
CE EN 400A - Civil and Environmental Engineering Seminar	0.5
CE EN 400B - Civil and Environmental Engineering Seminar	0.5
CE EN 400C - Civil and Environmental Engineering Online Seminar	0.5
CE EN 414 - Engineering Applications of GIS	3.0
CE EN 421 - Structural Steel Design	3.0
CE EN 424 - Reinforced Concrete Design	3.0
CE EN 427 - International Megastructures	3.0
CE EN 431 - Hydrology	3.0
CE EN 433 - Hydraulic Engineering	3.0
CE EN 439 - Water Resources Study Abroad	3.0
CE EN 442 - Foundation Engineering	3.0
CE EN 451 - Environmental Engineering Processes	3.0
CE EN 461 - Geometric Design of Highways	3.0
CE EN 467 - International Megacities	3.0
CE EN 471A - Civil Engineering Practice	1.0
CE EN 471B - Civil Engineering Practice	1.0
CE EN 472 - Civil Engineering Design	3.0
CE EN 493R - Civil and Environmental Engineering Practicum	18.0v
CE EN 498R - Directed Studies in Civil and Environmental Engineering	18.0v
CE EN 500 - (CE En-Me En) Design and Materials Applications	3.0
CE EN 501 - (CE En-MeEn) Stress Analysis and Design of Mechanical Structures	3.0
CE EN 503 - (CE En-Me En) Plasticity and Fracture	3.0
CE EN 504 - (CE En-Me En) Computer Structural Analysis and Optimization	3.0
CE EN 505 - Portland Cement Concrete Mixture Design and Analysis	3.0
CE EN 507 - (CE En-Me En) Linear Finite Element Methods	3.0
CE EN 508 - (CE En-Me En) Structural Vibrations	3.0
CE EN 514 - Geospatial Environmental Engineering	3.0
CE EN 521 - Seismic-Resistant Steel Buildings	3.0
CE EN 523 - (CE En-Me En) Aircraft Structures	3.0
CE EN 525 - Bridge Structures	3.0
CE EN 528 - Masonry Design	3.0
CE EN 529 - Timber Design	3.0
CE EN 531 - Principles of Hydrologic Modeling	3.0
CE EN 534 - Hydroinformatics	3.0
CE EN 535 - Hydraulic Design of Channels and Control Structures	3.0
CE EN 540 - Geo-Environmental Engineering	3.0
CE EN 544 - Seepage and Slope Stability Analysis	3.0
CE EN 545 - Geotechnical Analysis of Earthquake Phenomena	3.0
CE EN 547 - Groundwater Modeling	3.0
CE EN 551 - Water Treatment Facilities Design	3.0
CE EN 555 - Environmental Chemistry	3.0
CE EN 562 - Traffic Engineering: Characteristics and Operations	3.0
CE EN 563 - Pavement Design	3.0

CE EN 565 - Urban Transportation Planning	3.0
CE EN 570 - (CE En-Me En) Computer-Aided Engineering Software Development	3.0
CE EN 572 - Computer-Aided Geometric Design	3.0
CE EN 575 - (CE En-Me En) Optimization Techniques in Engineering	3.0
CE EN 594R - Selected Problems in Civil and Environmental Engineering	3.0v
CH EN 311 - Chemical Engineering and Society-Health, Safety, and the Environment	3.0
CH EN 373 - Chemical Engineering Thermodynamics	3.0
CH EN 374 - Fluid Mechanics	3.0
CH EN 376 - Heat and Mass Transfer	3.0
CH EN 378 - Science of Engineering Materials	3.0
CH EN 386 - Chemical Reaction Engineering	3.0
CH EN 391 - Career Skills	1.0
CH EN 400 - Creative Skills in Chemical Engineering	1.0
CH EN 410 - Principles of Reservoir Engineering	3.0
CH EN 412 - Introductory Nuclear Engineering	3.0
CH EN 433 - Energy Engineering	3.0
CH EN 436 - Process Control and Dynamics	3.0
CH EN 451 - Chemical Engineering Plant Design and Process Synthesis	4.0
CH EN 475 - Unit Operations Laboratory 1	2.0
CH EN 476 - Separations	3.0
CH EN 477 - Unit Operations Laboratory 2	2.0
CH EN 481 - Introduction to Semiconductor Processing	2.0
CH EN 493R - Special Topics--Undergraduate	3.0v
CH EN 498R - Undergraduate Research	3.0v
CH EN 513 - Molecular Modeling	3.0
CH EN 518 - Biomedical Engineering Principles	3.0
CH EN 519 - Biochemical Engineering	3.0
CH EN 528 - Industrial Catalytic Processes	2.0
CH EN 531 - Thermodynamics of Multicomponent Systems	3.0
CH EN 533 - Transport Phenomena	3.0
CH EN 535 - Kinetics and Catalysis	3.0
CH EN 541 - Computer Design Methods	3.0
CH EN 578 - Polymer Science and Engineering	3.0
CH EN 593R - Special Topics - Intermediate	3.0v
CHEM 331 - Guided Learning for Chemistry Instruction	3.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 351M - Organic Chemistry 1 - Majors	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 352M - Organic Chemistry 2 - Majors	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 354 - Organic Chemistry Laboratory--Majors	2.0
CHEM 355 - Organic Chemistry Laboratory 2 - Nonmajors	1.0
CHEM 391 - Technical Writing Using Chemical Literature	3.0
CHEM 455 - Synthesis and Qualitative Organic Analysis	3.0
CHEM 462 - Physical Chemistry 1	3.0
CHEM 463 - Physical Chemistry 2	3.0
CHEM 464 - Physical Chemistry Laboratory 1	1.0
CHEM 465 - Physical Chemistry Laboratory 2	1.0
CHEM 467 - Physical Chemistry for Engineers	3.0
CHEM 468 - Biophysical Chemistry	3.0
CHEM 477R - Secondary Minor Student Teaching	4.0
CHEM 481 - Biochemistry	3.0
CHEM 481M - Biochemistry--Majors	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0

CHEM 489 - Structural Biochemistry	3.0
CHEM 495 - Senior Seminar	1.0
CHEM 496R - Academic Internship: Chemistry and Biochemistry	6.0v
CHEM 497R - Undergraduate Special Problems	6.0v
CHEM 497R - Mentored Learning in Chemistry Education	6.0v
CHEM 497R - Mentored Learning in Physical Chemistry	6.0v
CHEM 497R - Mentored Learning in Analytical Chemistry	6.0v
CHEM 497R - Mentored Learning in Inorganic Chemistry	6.0v
CHEM 497R - Mentored Learning in Biochemistry	6.0v
CHEM 497R - Mentored Learning in Organic Chemistry	6.0v
CHEM 499R - Honors Thesis	6.0v
CHEM 500 - (Chem-C S-Geol-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math	1.5
CHEM 514 - Inorganic Chemistry	3.0
CHEM 518 - Advanced Inorganic Laboratory	2.0
CHEM 521 - Instrumental Analysis Lecture	2.0
CHEM 523 - Instrumental Analysis Laboratory	2.0
CHEM 552 - Advanced Organic Chemistry	3.0
CHEM 553 - Advanced Organic Chemistry	3.0
CHEM 555 - Organic Spectroscopic Identification	3.0
CHEM 561 - Chemical Thermodynamics	3.0
CHEM 563 - Reaction Kinetics	3.0
CHEM 565 - Introduction to Quantum Chemistry	3.0
CHEM 567 - Statistical Mechanics	3.0
CHEM 569 - Fundamentals of Spectroscopy	3.0
CHEM 571 - Polymer and Materials Chemistry	3.0
CHEM 581 - Advanced Biochemical Methodology 1	3.0
CHEM 583 - Advanced Biochemical Methodology 2	3.0
CHEM 584 - Advanced Biochemistry Methods 1	3.0
CHEM 586 - Advanced Biochemistry Methods 2	3.0
CHEM 594R - General Seminar	0.5
CHEM 596R - Special Topics in Chemistry	3.0v
EC EN 301 - Elements of Electrical Engineering	3.0
EC EN 323 - Computer Organization	4.0
EC EN 330 - Introduction to Embedded System Programming	4.0
EC EN 340 - Electronic Circuit Design 1	4.0
EC EN 360 - Electromagnetic Fields and Waves	4.0
EC EN 380 - Signals and Systems	4.0
EC EN 390 - Junior Team Design Project	3.0
EC EN 391 - Junior Seminar	0.5
EC EN 424 - Computer Systems	4.0
EC EN 425 - Real-Time Operating Systems	4.0
EC EN 427 - Embedded Systems	4.0
EC EN 443 - Communication and Power Circuits	4.0
EC EN 445 - Introduction to Mixed-Signal VLSI	4.0
EC EN 450 - Introduction to Semiconductor Devices	3.0
EC EN 452 - Experiments in Integrated Circuit Development	1.0
EC EN 462 - Electromagnetic Radiation and Propagation	2.0
EC EN 464 - Wireless Communication Circuits	2.0
EC EN 466 - Introduction to Optical Engineering	2.0
EC EN 475 - Capstone Design 1	3.0
EC EN 476 - Capstone Design 2	3.0
EC EN 483 - (EC En-Me En 431) Design of Control Systems	4.0
EC EN 485 - Introduction to Digital Communication Theory	4.0

EC EN 487 - Introduction to Discrete-Time Signal Processing	4.0
EC EN 490 - Team Design Project	4.0
EC EN 493R - Special Topics in Electrical and Computer Engineering	4.0v
EC EN 521 - Introduction to Algorithm Design	3.0
EC EN 522R - Special Topics in Computer Systems	3.0v
EC EN 523 - Computer System Reliability	3.0
EC EN 528 - Computer Architecture	3.0
EC EN 541 - Active and Passive Filter Design	3.0
EC EN 542R - Special Topics in Electronics	3.0v
EC EN 543 - CMOS Amplifier Design	3.0
EC EN 548 - Analog CMOS Circuit Design	3.0
EC EN 549 - VLSI Communication Circuit Design	3.0
EC EN 550 - (EC En-Me En) Microelectromechanical Systems (MEMS)	3.0
EC EN 551 - Introduction to Digital VLSI Circuits	3.0
EC EN 555 - Optoelectronic Devices	3.0
EC EN 560 - Electromagnetic Wave Theory	3.0
EC EN 562 - Optical Communication Components and Systems	3.0
EC EN 563 - Applied Computational Electromagnetics	3.0
EC EN 564 - Radar and Communication Systems	3.0
EC EN 568 - Microwave Remote Sensing	3.0
EC EN 576 - Medical Imaging and Image Reconstruction	3.0
MATH 402 - Modeling with Uncertainty and Data 1	3.0
MATH 403 - Modeling with Uncertainty and Data 1 Laboratory	1.0
MATH 404 - Modeling with Uncertainty and Data 2	3.0
MATH 405 - Modeling with Uncertainty and Data 2 Laboratory	1.0
MATH 406R - Topics in Mathematics	3.0
MATH 410 - Introduction to Numerical Methods	3.0
MATH 411 - Numerical Methods	3.0
MATH 425 - Mathematical Biology	3.0
MATH 431 - Probability Theory	3.0
MATH 435 - Mathematical Finance	3.0
MATH 436 - Modeling with Dynamics and Control 1	3.0
MATH 437 - Modeling with Dynamics and Control 1 Laboratory	1.0
MATH 438 - Modeling with Dynamics and Control 2	3.0
MATH 439 - Modeling with Dynamics and Control 2 Laboratory	1.0
MATH 447 - Introduction to Partial Differential Equations	3.0
MATH 450 - Combinatorics	3.0
MATH 451 - Introduction to Topology	3.0
MATH 465 - Differential Geometry	3.0
MATH 473 - Group Representation Theory	3.0
MATH 485 - Mathematical Cryptography	3.0
MATH 487 - Number Theory	3.0
MATH 495R - Readings in Mathematics	2.0v
MATH 499R - Senior Thesis	3.0v
MATH 500 - (Math-Chem-C S-Geol-MthEd-Phscs-Stat) Business Career Essentials in Science and Math	1.5
MATH 510 - Numerical Methods for Linear Algebra	3.0
MATH 511 - Numerical Methods for Partial Differential Equations	3.0
MATH 513R - Advanced Topics in Applied Mathematics	3.0
MATH 521 - Methods of Applied Mathematics 1	3.0
MATH 522 - Methods of Applied Mathematics 2	3.0
MATH 532 - Complex Analysis	3.0
MATH 534 - Introduction to Dynamical Systems 1	3.0
MATH 540 - Linear Analysis	3.0

MATH 541 - Real Analysis	3.0
MATH 543 - Advanced Probability 1	3.0
MATH 544 - Advanced Probability 2	3.0
MATH 547 - Partial Differential Equations 1	3.0
MATH 553 - Foundations of Topology 1	3.0
MATH 554 - Foundations of Topology 2	3.0
MATH 561 - Introduction to Algebraic Geometry 1	3.0
MATH 562 - Introduction to Algebraic Geometry 2	3.0
MATH 565 - Differential Geometry	3.0
MATH 570 - Matrix Analysis	3.0
MATH 571 - Algebra 1	3.0
MATH 572 - Algebra 2	3.0
MATH 586 - Introduction to Algebraic Number Theory	3.0
MATH 587 - Introduction to Analytic Number Theory	3.0
PHSCS 310 - Physics By Inquiry: Mechanics	3.0
PHSCS 311 - Physics By Inquiry: Electricity	3.0
PHSCS 313R - Special Topics in Physics	3.0v
PHSCS 318 - Introduction to Mathematical Physics	3.0
PHSCS 321 - Mechanics	3.0
PHSCS 329 - Observational Astronomy	3.0
PHSCS 330 - Computational Physics Lab 2	1.0
PHSCS 360 - Statistical and Thermal Physics	3.0
PHSCS 391R - Seminar in Current Physics	1.0
PHSCS 399R - Academic Internship	9.0v
PHSCS 416 - Writing in Physics	3.0
PHSCS 427 - Introduction to Astrophysics	3.0
PHSCS 428 - Introduction to Astrophysics	3.0
PHSCS 430 - Computational Physics Lab 3	1.0
PHSCS 441 - Electrostatics and Magnetism	3.0
PHSCS 442 - Electrodynamics	3.0
PHSCS 451 - Quantum Mechanics	3.0
PHSCS 452 - Applications of Quantum Mechanics	3.0
PHSCS 461 - Introduction to Acoustics	3.0
PHSCS 471 - Principles of Optics	3.0
PHSCS 477R - Secondary Minor Student Teaching	4.0
PHSCS 492R - Capstone Project in Applied Physics	2.0
PHSCS 497R - Research in Physics	3.0v
PHSCS 498R - Senior Thesis	3.0v
PHSCS 500 - (Phscs-Chem-C S-Geol-Math-MthEd-Stat) Business Career Essentials in Science and Math	1.5
PHSCS 513R - Special Topics in Contemporary Physics	3.0v
PHSCS 529 - Advanced Observational Astronomy	3.0
PHSCS 540 - Electrical Engineering Principles and Practices for Physicists	2.0
PHSCS 545 - Introduction to Plasma Physics	3.0
PHSCS 561 - (Phscs-Me En) Fundamentals of Acoustics	3.0
PHSCS 571 - Lasers and Atoms	3.0
PHSCS 581 - Solid-State Physics	3.0
PHSCS 583 - Physics of Nanostructures, Surfaces, and Interfaces	3.0
PHSCS 585 - Thin-Film Physics	3.0
PHSCS 586 - Transmission Electron Microscopy for Physical Science and Engineering	3.0
PHSCS 587 - Physics of Semiconductor Devices	3.0
PHSCS 588 - Scanning Electron Microscopy (SEM) for Physical Science and Engineering	3.0
PHSCS 599R - Academic Internship	9.0v

STAT 330 - Introduction to Regression	3.0
STAT 340 - Inference	3.0
STAT 372 - Actuarial Problems	1.0
STAT 377 - Statistical Models for Financial Economics	3.0
STAT 381 - Statistical Computing	3.0
STAT 420 - Big Data Science 1	3.0
STAT 421 - Big Data Science 2	3.0
STAT 435 - Nonparametric Statistical Methods	3.0
STAT 437 - Applications in Biostatistics	3.0
STAT 451 - Applied Bayesian Statistics	3.0
STAT 462 - Quality Control and Industrial Statistics	3.0
STAT 466 - Introduction to Reliability	3.0
STAT 469 - Applied Time Series and Forecasting	3.0
STAT 475 - Life Contingencies	3.0
STAT 477 - Statistical Distributions for Actuarial Modeling and Data Analytics	3.0
STAT 495R - Special Topics in Statistics	3.0v
STAT 496R - Academic Internship: Statistics	9.0v
STAT 497R - Introduction to Statistical Research	3.0v
STAT 499R - Honors Thesis	3.0v
STAT 500 - (Stat-Chem-C S-Geol-Math-MthEd-Phscs) Business Career Essentials in Science and Math	1.5
STAT 511 - Statistical Methods for Research 1	3.0
STAT 512 - Statistical Methods for Research 2	3.0
STAT 531 - Experimental Design	3.0
STAT 535 - Linear Models	3.0
STAT 536 - Statistical Learning and Data Mining	3.0
STAT 537 - Mixed Model Methods	3.0
STAT 538 - Survival Analysis	3.0
STAT 590R - Statistical Consulting	3.0v
STAT 591R - Graduate Seminar in Statistics	0.0
STAT 595R - Theory of Risk	3.0v
STAT 595R - Quality Methods	3.0v
STAT 595R - Special Topics in Statistics	3.0v
STAT 595R - Expert Systems in Statistics	3.0v
STAT 595R - Sampling Practicum	3.0v
STAT 595R - Statistical Computations	3.0v
STAT 595R - Biostatistical Methods	3.0v
STAT 599R - Academic Internship: Statistics	9.0v

✔ **GROUP 6.1.3** Complete up to 6.0 hours from the following course(s)

BUS M 430 - Introduction to International Business	3.0
CFM 412 - Construction Scheduling and Cost Control	3.0
ENG T 497R - Global Engineering Outreach Projects *You may take up to 3 credit hours.*	3.0v
GEOL 440 - Solid Earth Geophysics	3.0
IT 444 - (Not currently offered)	
IT 548 - Cyber-Physical Systems	3.0
MFG 331 - Metals Processes	4.0
MFG 340 - Quality Systems in Manufacturing	3.0
MFG 355 - Plastics Materials and Processing	3.0
MFG 431 - Tool Design	3.0
MFG 434 - Introduction to Manufacturing Automation	3.0
MFG 480 - Process Planning and Systems Design	3.0
MFG 531 - Advanced Computer-Aided Manufacturing Programming	3.0

MFG 532 - Manufacturing Systems	3.0
MFG 533 - Manufacturing Information Systems	3.0
MFG 555 - Composite Materials and Processes	3.0
MFG 574 - Advanced Tool Design	3.0
MFG 575 - Packaging Technologies	3.0
MFG 580 - Manufacturing Simulation	3.0
MFG 672 - (Not currently offered)	
PDBIO 305 - Human Physiology	4.0
RUSS 490R - Special Studies in Russian *You may take this course up to 1 time.*	3.0v

✓ **OPTION 6.2** Complete up to 12.0 hours from the following group(s)

B. Manufacturing Option

The Society of Manufacturing Engineers has identified four areas of competency for manufacturing engineering as follows: (1) materials and manufacturing processes; (2) process, assembly, and product engineering; (3) manufacturing competitiveness; and (4) manufacturing systems design.

An option in manufacturing engineering is available. It may be completed by taking the following 15 hours of technical electives:

✓ **GROUP 6.2.1** Complete 3.0 hours from the following course(s)

ME EN 585 - Manufacturing Competitiveness: Quality and Productivity	3.0
MFG 532 - Manufacturing Systems	3.0

✓ **GROUP 6.2.2** Complete 3.0 hours from the following course(s)

ME EN 482 - Manufacturing Systems Analysis and Design	3.0
ME EN 486 - Automation	3.0
ME EN 537 - Advanced Mechanisms, Robotics	3.0

✓ **GROUP 6.2.3** Complete 3.0 hours from the following course(s)

ME EN 452 - Intermediate Materials	3.0
ME EN 456 - Composite Material Design	3.0
ME EN 477 - Design for Manufacture and Assembly	3.0
ME EN 558 - Metallurgy	3.0
ME EN 584 - (Not currently offered)	

✓ **GROUP 6.2.4** Complete 3.0 hours from the following course(s)

ME EN 452 - Intermediate Materials	3.0
ME EN 456 - Composite Material Design	3.0
ME EN 477 - Design for Manufacture and Assembly	3.0
ME EN 482 - Manufacturing Systems Analysis and Design	3.0
ME EN 486 - Automation	3.0
ME EN 537 - Advanced Mechanisms, Robotics	3.0
ME EN 558 - Metallurgy	3.0
ME EN 584 - (Not currently offered)	
ME EN 585 - Manufacturing Competitiveness: Quality and Productivity	3.0
MFG 532 - Manufacturing Systems	3.0

When combined with required courses for all mechanical engineering majors related to manufacturing, namely Me En 250, 282, 475/476, and Stat 201, this option provides a strong foundation in manufacturing engineering.

Program Outcomes

Physical Phenomena

A basic understanding of fundamental physical phenomena and governing principles.

Mathematical Models

The ability to develop and solve mathematical models of fundamental physical phenomena and apply them to predict the behavior of engineering systems.

Engineering Principles and Design

The ability to use engineering principles to design an innovative system, component, or process that meets human needs.

Experimental Programs

The expertise to plan and conduct an experimental program and evaluate the results.

Engineering Tools

The ability to use modern engineering tools and techniques in engineering practice.

Manufacturing

An understanding of manufacturing processes and planning.

Effective Communication

Effective oral and written communication skills.

Working with Others

The ability to work with and lead others to accomplish goals.

Cultural Appreciation

An appreciation of history, philosophy, literature, science, and the fine arts and how they influence the culture and behavior of societies.

Moral and Ethical Standards

Personal behavior demonstrating and practicing high moral and ethical standards.

Global Environment

The ability to practice engineering in a global environment.

Life-Long Learning and Service

A desire and commitment for lifelong learning and service.

Top

Media Arts Studies

BA

Hours	51 Credit Hours
LEP	Limited Enrollment Program of 200 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

Pre-Media Arts course:

TMA 102 - Introduction to Film	3.0

✓ **REQUIREMENT 2** Complete 4 courses

Foundation courses:

TMA 105 - Using Basic Media Tools	1.0
TMA 112 - Collaboration, Research, and Visualization	3.0
TMA 114 - Reading and Constructing Narratives	3.0
TMA 185 - Basic Media Production	3.0

✓ **REQUIREMENT 3** Complete 5 courses

Media arts core courses:

TMA 291 - Media Arts History 1	3.0
TMA 292 - Media Arts History 2	3.0
TMA 293 - History of Documentary and Nonfiction Film	3.0
TMA 295 - History of the Moving Image	3.0
TMA 391 - Introduction to Media Arts Theory	3.0

✓ **REQUIREMENT 4** Complete 1 course

Advanced critical studies courses:

TMA 458 - Media Literacy Education	3.0
TMA 477R - Issues in Media Arts *You may take this course up to 1 time.*	3.0
TMA 492R - Media Arts Genres *You may take this course up to 1 time.*	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts *You may take this course up to 1 time.*	3.0

✔ **REQUIREMENT 5** Complete 14.0 hours from the following course(s)

Area of Study Courses: Complete 14 credit hours of upper-division course work from FACULTY ADVISOR-APPROVED courses in an area of study. These areas of study must be APPROVED IN WRITING by the student's faculty advisor before enrollment occurs. Please contact the department for possible study areas. Up to 8 hours of practica can be used to fill this requirement.

TMA 300 - Music Theatre in Contemporary Culture	1.0
TMA 301 - Contemporary Performance Practices	2.0
TMA 302 - Studies in British Theatre Performance	3.0
TMA 315R - Special Projects 2	3.0v
TMA 315R - Special Projects 2: Assistant Stage Managers	3.0v
TMA 315R - Special Projects 2: Media	3.0v
TMA 315R - Special Projects 2: Young Company Teaching Artists	3.0v
TMA 315R - Special Projects 2: Theatre	3.0v
TMA 316 - Theatre and Media Arts Instruction	3.0v
TMA 316 - Theatre and Media Arts Instruction: Media	2.0
TMA 316 - Theatre and Media Arts Instruction: Theatre	1.0
TMA 319 - Advanced Narrative Production	3.0
TMA 321 - Voice Over	2.0
TMA 322 - Classical Voice	2.0
TMA 323R - Kennedy Center American College Theatre Festival	1.0
TMA 324 - Acting Classics	3.0
TMA 325 - Stage Combat	2.0
TMA 326R - Divine Comedy	3.0v
TMA 328 - Script, Movement and Score Analysis	1.0
TMA 329 - Theatre and Film Acting Conservatory	3.0
TMA 330R - Assistant Directing	2.0
TMA 331 - Directing Narrative Literature	3.0
TMA 336 - Directing Principles and Practices	3.0
TMA 341R - Screenwriting 2	3.0
TMA 351 - Playwriting 2	3.0
TMA 352 - Drama in the Elementary Classroom	2.0
TMA 360R - Theatre Production 3	3.0v
TMA 360R - Theatre Production 3: Lights/Sound	3.0v
TMA 360R - Theatre Production 3: Costume/Makeup	3.0v
TMA 360R - Theatre Production 3: Stage Management	3.0v
TMA 360R - Theatre Production 3: Scenery/Props	3.0v
TMA 361 - Stage Management 1	2.0
TMA 362 - Costume Design	3.0
TMA 363 - Scenic Design	3.0
TMA 364 - Lighting Design	3.0
TMA 365 - Sound Design	3.0
TMA 366R - Production Topics	3.0v
TMA 367 - Makeup Design	3.0
TMA 368 - Scenic Art	2.0
TMA 369R - Design and Technology Projects 1: Young Ambassadors	4.0v
TMA 369R - Design and Technology Projects 1: Production Stage Managers	4.0v
TMA 369R - Design Practicum	4.0v
TMA 369R - Design and Technology Projects 1: Assistant Stage Managers	1.0
TMA 370R - Practicum: Television	6.0v
TMA 372R - Media Collaboration	3.0v
TMA 375 - Theory and Practice of Teaching Drama in Elementary Classrooms	2.0

TMA 377A - Theatre Methods and Instruction: Design	2.0
TMA 377B - Theatre Methods and Instruction: Secondary Curriculum	2.0
TMA 377C - Theatre Methods and Instruction: Applied Theatre	2.0
TMA 377D - Theatre Methods and Instruction: Elementary Curriculum	2.0
TMA 378R - New Media Producing and Directing	3.0
TMA 379R - Design Studio	2.0
TMA 380 - Dramaturgy 1	3.0
TMA 384R - Practicum: Cinematic Skills	6.0v
TMA 387 - Production Management: Advanced	3.0
TMA 388R - Media Arts Crew	3.0v
TMA 389R - Producing Symposium	3.0
TMA 391 - Introduction to Media Arts Theory	3.0
TMA 392 - Children's Media	3.0
TMA 394 - Intermediate Nonfiction Production	3.0
TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0
TMA 397 - Dramatic Literature 3	3.0
TMA 399R - Academic Internship: Media	9.0v
TMA 399R - Academic Internship: Theatre	9.0v
TMA 399R - Academic Internship	9.0v
TMA 410 - Acting Capstone	3.0v
TMA 416R - Teaching Assistant Credit: Theatre	3.0v
TMA 416R - Teaching Assistant Credit: Media	3.0v
TMA 416R - Teaching Assistant Credit	3.0v
TMA 419A - Advanced Narrative Directing A	3.0
TMA 419B - Advanced Narrative Directing B	3.0v
TMA 420R - Performance Workshop 2	3.0v
TMA 421 - The Business: Marketing Yourself as a Performer	1.0
TMA 422 - Dialects	2.0
TMA 423R - Advanced Kennedy Center American College Theatre Festival	3.0v
TMA 424 - Advanced Acting	3.0
TMA 425 - Character Mask	2.0
TMA 426 - Music Dance Theatre: Senior Performance Project	1.0
TMA 427 - Auditions	3.0
TMA 428 - Acting Practicum	4.0v
TMA 429 - Performance: Recital	3.0
TMA 436 - Theatre Directing Practicum	3.0
TMA 441R - Screenwriting 3	3.0
TMA 443R - Writer/Dramaturg/Actor Workshop	3.0
TMA 451R - Playwriting 3	3.0
TMA 455R - Theatre Tour	3.0
TMA 457 - Media in the Contemporary Classroom	3.0
TMA 458 - Media Literacy Education	3.0
TMA 460 - Porfolio	2.0
TMA 461R - Stage Management 2	3.0v
TMA 462 - History of Costume	3.0
TMA 463 - Production Design	2.0
TMA 465 - Sound Reinforcement	2.0
TMA 467R - Makeup Projects	6.0v
TMA 468R - Specialty Costumes: Dyes, Paint, and Fabric	6.0v
TMA 468R - Fabric Dyes and Paints	6.0v
TMA 468R - Specialty Costumes: Millinery and Mask	6.0v
TMA 468R - Millinery and Footwear	6.0v
TMA 468R - Specialty Costumes	6.0v

TMA 468R - Jewelry, Armor, and Masks	6.0v
TMA 468R - Clothing Understructures	6.0v
TMA 469 - Theatre Management	3.0
TMA 473R - Capstone - Fiction	3.0v
TMA 474R - Capstone - Non-Fiction	3.0v
TMA 475R - Media Arts Capstone	3.0v
TMA 476 - Secondary Student Teaching	12.0
TMA 477R - Issues in Media Arts	3.0
TMA 479R - Advanced Design: Sound	3.0v
TMA 479R - Advanced Design	3.0v
TMA 479R - Advanced Design: Makeup	3.0v
TMA 479R - Advanced Design: Costumes	3.0v
TMA 479R - Advanced Design: Scenic	3.0v
TMA 479R - Advanced Design: Lighting	3.0v
TMA 480R - Special Topics in Theatre Research	3.0
TMA 483 - Dramaturgy 2	3.0
TMA 485R - Production Dramaturgy	3.0v
TMA 489R - Design for Production	6.0v
TMA 491 - Ethics, Aesthetics, and Theology	1.0
TMA 492R - Media Arts Genres	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 496R - Academic Internship	12.0v
TMA 496R - Academic Internship: Media	9.0v
TMA 496R - Academic Internship: Theatre	12.0v
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts	3.0
TMA 515R - Special Projects 3: Media	6.0v
TMA 515R - Special Projects 3: Theatre	6.0v
TMA 515R - Special Projects 3	6.0v
TMA 536R - Directing Workshop	3.0v
TMA 551R - Playwriting 4	3.0
TMA 561R - Stage Management Project	6.0v
TMA 590R - Master Seminar	3.0
TMA 599R - Academic Internship: Media	9.0v
TMA 599R - Academic Internship: Theatre	9.0v
TMA 599R - Academic Internship	9.0v

✓ **REQUIREMENT 6** Complete 6.0 hours from the following course(s)

Area of Study Courses: Complete an additional 6 credit hours of course work from FACULTY ADVISOR-APPROVED courses in an area of study. These areas of study must be APPROVED IN WRITING by the student's faculty advisor before enrollment occurs. Please contact the department for possible study areas. Up to 8 hours of practica can be used to fill this requirement.

TMA 100 - Introduction to Visual Literacy	3.0
TMA 101 - Introduction to the Theatre	3.0
TMA 104 - New Media Tools	2.0
TMA 110 - Media Arts Experience	1.0
TMA 115 - Introduction to Performance Studies	3.0
TMA 121 - Voice and Diction	2.0
TMA 122 - Voice Production and Phonetics 1	2.0
TMA 123 - Acting Fundamentals	2.0
TMA 125 - Yoga and Alexander Technique	1.0

TMA 127 - Beginning Stage Combat	1.0
TMA 128 - Acting 1: BFA or Pre-BFA	3.0
TMA 160 - Theatre Production 1	1.0
TMA 170R - Practicum: Television	6.0v
TMA 184R - Practicum: Cinematic Skills	6.0v
TMA 187 - Production Management: Beginning	3.0
TMA 199R - Academic Internship: Theatre	3.0v
TMA 199R - Academic Internship	3.0v
TMA 199R - Academic Internship: Media	3.0v
TMA 201 - Dramatic Performance: Antiquity to Renaissance	3.0
TMA 202 - Dramatic Performance: Renaissance to the Present	3.0
TMA 215R - Special Projects 1	3.0v
TMA 215R - Special Projects 1: Media	3.0v
TMA 215R - Special Projects 1: Theatre	3.0v
TMA 220R - Workshop 1: Acting	3.0v
TMA 222 - Voice Production and Phonetics 2	2.0
TMA 223 - Acting Improvisation	2.0
TMA 224 - Acting for Film and TV	3.0
TMA 225 - Neutral Mask	2.0
TMA 227 - Acting Explorations	3.0
TMA 228 - Acting 2	3.0
TMA 229 - Musical Scene Study	3.0
TMA 236 - Script Analysis for Production	2.0
TMA 241 - Screenwriting 1	3.0
TMA 251 - Playwriting 1	3.0
TMA 252 - Puppetry	2.0
TMA 257 - Storytelling	2.0
TMA 258 - Theatre Drafting	2.0
TMA 259 - Principles of Design for Stage and Screen	3.0
TMA 260R - Theatre Production 2: Costumes	3.0v
TMA 260R - Theatre Production 2: Scene Shop	3.0v
TMA 260R - Theatre Production 2: Make-up/Props/Lighting	3.0v
TMA 260R - Theatre Production 2	3.0v
TMA 260R - Theatre Production 2: Theatre Education	3.0v
TMA 261 - Writing for Animation	3.0
TMA 266 - Principles of Stage Craft	2.0
TMA 267 - Principles of Makeup	2.0
TMA 270R - Practicum: Television	6.0v
TMA 273 - Beginning Non-Fiction and New Media Storytelling	4.0
TMA 276 - Exploration of Teaching Theatre	4.0
TMA 277 - New Media Conceptualization	3.0
TMA 284R - Practicum: Cinematic Skills	6.0v
TMA 285 - Production: Intermediate	4.0
TMA 294 - History of Animation	3.0
TMA 299R - Academic Internship	9.0v
TMA 299R - Academic Internship: Media	9.0v
TMA 299R - Academic Internship: Theatre	9.0v
TMA 300 - Music Theatre in Contemporary Culture	1.0
TMA 301 - Contemporary Performance Practices	2.0
TMA 302 - Studies in British Theatre Performance	3.0
TMA 315R - Special Projects 2: Theatre	3.0v
TMA 315R - Special Projects 2	3.0v
TMA 315R - Special Projects 2: Assistant Stage Managers	3.0v
TMA 315R - Special Projects 2: Media	3.0v

TMA 315R - Special Projects 2: Young Company Teaching Artists	3.0v
TMA 316 - Theatre and Media Arts Instruction: Theatre	1.0
TMA 316 - Theatre and Media Arts Instruction	3.0v
TMA 316 - Theatre and Media Arts Instruction: Media	2.0
TMA 319 - Advanced Narrative Production	3.0
TMA 321 - Voice Over	2.0
TMA 322 - Classical Voice	2.0
TMA 323R - Kennedy Center American College Theatre Festival	1.0
TMA 324 - Acting Classics	3.0
TMA 325 - Stage Combat	2.0
TMA 326R - Divine Comedy	3.0v
TMA 328 - Script, Movement and Score Analysis	1.0
TMA 329 - Theatre and Film Acting Conservatory	3.0
TMA 330R - Assistant Directing	2.0
TMA 331 - Directing Narrative Literature	3.0
TMA 336 - Directing Principles and Practices	3.0
TMA 341R - Screenwriting 2	3.0
TMA 351 - Playwriting 2	3.0
TMA 352 - Drama in the Elementary Classroom	2.0
TMA 360R - Theatre Production 3: Lights/Sound	3.0v
TMA 360R - Theatre Production 3: Costume/Makeup	3.0v
TMA 360R - Theatre Production 3: Stage Management	3.0v
TMA 360R - Theatre Production 3: Scenery/Props	3.0v
TMA 360R - Theatre Production 3	3.0v
TMA 361 - Stage Management 1	2.0
TMA 362 - Costume Design	3.0
TMA 363 - Scenic Design	3.0
TMA 364 - Lighting Design	3.0
TMA 365 - Sound Design	3.0
TMA 366R - Production Topics	3.0v
TMA 367 - Makeup Design	3.0
TMA 368 - Scenic Art	2.0
TMA 369R - Design and Technology Projects 1: Young Ambassadors	4.0v
TMA 369R - Design and Technology Projects 1: Production Stage Managers	4.0v
TMA 369R - Design Practicum	4.0v
TMA 369R - Design and Technology Projects 1: Assistant Stage Managers	1.0
TMA 370R - Practicum: Television	6.0v
TMA 372R - Media Collaboration	3.0v
TMA 375 - Theory and Practice of Teaching Drama in Elementary Classrooms	2.0
TMA 377A - Theatre Methods and Instruction: Design	2.0
TMA 377B - Theatre Methods and Instruction: Secondary Curriculum	2.0
TMA 377C - Theatre Methods and Instruction: Applied Theatre	2.0
TMA 377D - Theatre Methods and Instruction: Elementary Curriculum	2.0
TMA 378R - New Media Producing and Directing	3.0
TMA 379R - Design Studio	2.0
TMA 380 - Dramaturgy 1	3.0
TMA 384R - Practicum: Cinematic Skills	6.0v
TMA 387 - Production Management: Advanced	3.0
TMA 388R - Media Arts Crew	3.0v
TMA 389R - Producing Symposium	3.0
TMA 391 - Introduction to Media Arts Theory	3.0
TMA 392 - Children's Media	3.0
TMA 394 - Intermediate Nonfiction Production	3.0
TMA 395 - Dramatic Literature 1	3.0

TMA 396 - Dramatic Literature 2	3.0
TMA 397 - Dramatic Literature 3	3.0
TMA 399R - Academic Internship	9.0v
TMA 399R - Academic Internship: Media	9.0v
TMA 399R - Academic Internship: Theatre	9.0v
TMA 410 - Acting Capstone	3.0v
TMA 416R - Teaching Assistant Credit: Media	3.0v
TMA 416R - Teaching Assistant Credit	3.0v
TMA 416R - Teaching Assistant Credit: Theatre	3.0v
TMA 419A - Advanced Narrative Directing A	3.0
TMA 419B - Advanced Narrative Directing B	3.0v
TMA 420R - Performance Workshop 2	3.0v
TMA 421 - The Business: Marketing Yourself as a Performer	1.0
TMA 422 - Dialects	2.0
TMA 423R - Advanced Kennedy Center American College Theatre Festival	3.0v
TMA 424 - Advanced Acting	3.0
TMA 425 - Character Mask	2.0
TMA 426 - Music Dance Theatre: Senior Performance Project	1.0
TMA 427 - Auditions	3.0
TMA 428 - Acting Practicum	4.0v
TMA 429 - Performance: Recital	3.0
TMA 436 - Theatre Directing Practicum	3.0
TMA 441R - Screenwriting 3	3.0
TMA 443R - Writer/Dramaturg/Actor Workshop	3.0
TMA 451R - Playwriting 3	3.0
TMA 455R - Theatre Tour	3.0
TMA 457 - Media in the Contemporary Classroom	3.0
TMA 458 - Media Literacy Education	3.0
TMA 460 - Porfolio	2.0
TMA 461R - Stage Management 2	3.0v
TMA 462 - History of Costume	3.0
TMA 463 - Production Design	2.0
TMA 465 - Sound Reinforcement	2.0
TMA 467R - Makeup Projects	6.0v
TMA 468R - Specialty Costumes: Dyes, Paint, and Fabric	6.0v
TMA 468R - Fabric Dyes and Paints	6.0v
TMA 468R - Specialty Costumes: Millinery and Mask	6.0v
TMA 468R - Millinery and Footwear	6.0v
TMA 468R - Specialty Costumes	6.0v
TMA 468R - Jewelry, Armor, and Masks	6.0v
TMA 468R - Clothing Understructures	6.0v
TMA 469 - Theatre Management	3.0
TMA 473R - Capstone - Fiction	3.0v
TMA 474R - Capstone - Non-Fiction	3.0v
TMA 475R - Media Arts Capstone	3.0v
TMA 476 - Secondary Student Teaching	12.0
TMA 477R - Issues in Media Arts	3.0
TMA 479R - Advanced Design	3.0v
TMA 479R - Advanced Design: Makeup	3.0v
TMA 479R - Advanced Design: Costumes	3.0v
TMA 479R - Advanced Design: Scenic	3.0v
TMA 479R - Advanced Design: Lighting	3.0v
TMA 479R - Advanced Design: Sound	3.0v
TMA 480R - Special Topics in Theatre Research	3.0

TMA 483 - Dramaturgy 2	3.0
TMA 485R - Production Dramaturgy	3.0v
TMA 489R - Design for Production	6.0v
TMA 491 - Ethics, Aesthetics, and Theology	1.0
TMA 492R - Media Arts Genres	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 496R - Academic Internship: Media	9.0v
TMA 496R - Academic Internship: Theatre	12.0v
TMA 496R - Academic Internship	12.0v
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts	3.0

Note: Students are strongly encouraged to work with their mentor to identify a group of related courses (or minors) in other departments which will provide skills and post-graduate preparation.

Program Outcomes

Media Arts History, Concepts, and Processes

Students will demonstrate a comprehension of core concepts, processes, history and criticism of fiction, non-fiction and new media forms.

Ethics, Collaboration and Spirituality

Students will demonstrate personal ethics, collaborative skills, and spiritual sensitivities relevant to media arts.

Skill Development

Students will demonstrate analytical, conceptual and technical skills in a variety of media.

Development of a Personal Creative Voice

Students will integrate knowledge of media arts history, concepts and processes into a personal approach to media analysis and creation.

Career Development

Students will practice a variety of activities that prepare them for graduate studies, teaching opportunities, professional production or other media related work.

↑Top

Media Arts Studies

Minor

Hours	23 Credit Hours
LEP	Limited Enrollment Program of 200 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 1 option

Complete the following with a B grade or better:

✓ **OPTION 1.1** Complete 1 course

TMA 102 - Introduction to Film	3.0

Be admitted to the minor program by application (see department office, D-581 HFAC).

✓ REQUIREMENT 2 Complete 1 option

Upon acceptance into the minor program, complete the following:

✓ **OPTION 2.1** Complete 4 courses

TMA 105 - Using Basic Media Tools	1.0
TMA 112 - Collaboration, Research, and Visualization	3.0
TMA 114 - Reading and Constructing Narratives	3.0
TMA 185 - Basic Media Production	3.0

✓ REQUIREMENT 3 Complete 1 course

TMA 291 - Media Arts History 1	3.0
TMA 292 - Media Arts History 2	3.0
TMA 293 - History of Documentary and Nonfiction Film	3.0

✓ REQUIREMENT 4 Complete 3.0 hours from the following course(s)

Advanced critical studies courses:

TMA 458 - Media Literacy Education	3.0
TMA 477R - Issues in Media Arts *You may take this course up to 1 time.*	3.0
TMA 492R - Media Arts Genres *You may take this course up to 1 time.*	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts	3.0

You may take this course up to 1 time.

✔ **REQUIREMENT 5** Complete 1 option

Electives:

✔ **OPTION 5.1** Complete 4.0 hours from the following course(s)

TMA 274 - (Not currently offered)	
TMA 277 - New Media Conceptualization	3.0
TMA 293 - History of Documentary and Nonfiction Film	3.0
TMA 295 - History of the Moving Image	3.0
TMA 370R - Practicum: Television *You may take this course up to 1 time.*	6.0v
TMA 384R - Practicum: Cinematic Skills *You may take this course up to 2 times.*	6.0v
TMA 387 - Production Management: Advanced	3.0
TMA 391 - Introduction to Media Arts Theory	3.0
TMA 392 - Children's Media	3.0
TMA 458 - Media Literacy Education	3.0
TMA 477R - Issues in Media Arts *You may take this course up to 1 time.*	3.0
TMA 492R - Media Arts Genres *You may take this course up to 1 time.*	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts *You may take this course up to 1 time.*	3.0

Note: Courses without an R in the course number may not be used to fulfill this requirement if taken to fill requirements in item 3 or 4 above.

Program Outcomes

Please contact the individual department for outcome information.

Top

Medical Laboratory Science

BS

Hours	61 Credit Hours
LEP	Limited Enrollment Program of 70 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 13 courses

Program Prerequisites:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
MMBIO 102 - Introduction to Clinical Laboratory Techniques	1.0
MMBIO 121 - General Biology: Health and Disease	3.0
MMBIO 221 - General Microbiology	3.0
MMBIO 222 - General Microbiology Laboratory	1.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
MMBIO 261 - Infection and Immunity	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 2** Complete 12 courses

Program courses:

MMBIO 392 - Hematology	2.5
MMBIO 393 - Immunohematology and Coagulation Theory	2.5
MMBIO 394 - Practical Hematology	2.0
MMBIO 395 - Practical Immunohematology and Coagulation Theory	2.0
MMBIO 407 - Clinical Microbiology	4.0
MMBIO 418 - Medical Parasitology	2.0
MMBIO 419 - Clinical Parasitology Laboratory	1.0
MMBIO 422 - Pathophysiology and Laboratory Diagnosis in Clinical Chemistry	2.5
MMBIO 423 - Pathophysiology and Lab Diagnosis in Clinical Chemistry and Molecular Diagnostics	2.5
MMBIO 424 - Diagnostic Techniques in Clinical Chemistry	2.0
MMBIO 425 - Diagnostic Techniques in Clinical Chemistry and Molecular Biology	2.0
MMBIO 491 - Concept Applications in Laboratory Medicine	1.0

✓ **REQUIREMENT 3** Complete 2.0 hours from the following course(s)

Complete an internship experience. During one semester and one term, complete at least 2 hours from the following:

MMBIO 496R - Clinical Experience *You may take up to 2 credit hours.*	9.0v

✓ REQUIREMENT 4

Complete an exit interview.

✓ REQUIREMENT 5

Pass the BYU comprehensive exam offered during the clinical experience.

✓ **RECOMMENDED** Complete 2 courses

Although not required, these courses are recommended.

ENGL 316 - Technical Communication	3.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Laboratory Tests and Diagnostics

Demonstrate cognitive knowledge through understanding and performing the full range of clinical laboratory tests in the areas of hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular diagnostics, laboratory operations, and other emerging diagnostics.

Critical Thinking

Demonstrate cognitive knowledge through understanding and performing the full range of clinical laboratory tests in the areas of hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular diagnostics, laboratory operations, and other emerging diagnostics.

Effective Communication

Demonstrate cognitive knowledge through understanding and performing the full range of clinical laboratory tests in the areas of hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular diagnostics, laboratory operations, and other emerging diagnostics.

Laboratory Management and Organization

Demonstrate cognitive knowledge through understanding and performing the full range of clinical laboratory tests in the areas of hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular diagnostics, laboratory operations, and other emerging diagnostics.

Information Processing and Management Systems

Demonstrate cognitive knowledge through understanding and performing the full range of clinical laboratory tests in the areas of hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular diagnostics, laboratory operations, and other emerging diagnostics.

↑Top

Microbiology

BS

Hours	53 - 59 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

BIO 130 - Biology	4.0
MMBIO 121 - General Biology: Health and Disease	3.0
PDBIO 120 - Science of Biology	3.0

✓ **REQUIREMENT 2** Complete 4 courses

MMBIO 151 - Introduction to Microbiology	4.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
MMBIO 261 - Infection and Immunity	3.0

✓ **REQUIREMENT 3** Complete 2 options

✓ **OPTION 3.1** Complete 1 course

MMBIO 360 - Microbial Genetics	4.0
MMBIO 363 - Microbial Ecology	3.0
MMBIO 461 - Advanced Bacterial Physiology	3.0

✓ **OPTION 3.2** Complete 2 courses

Complete two or more courses from the following (Note: the course taken above will not double count for this requirement):

MMBIO 360 - Microbial Genetics	4.0
MMBIO 363 - Microbial Ecology	3.0
MMBIO 364 - Bacterial Pathogenesis	3.0
MMBIO 418 - Medical Parasitology	2.0
MMBIO 461 - Advanced Bacterial Physiology	3.0
MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0

Note: It is recommended students take any courses not used to fill this requirement as electives.

✓ **REQUIREMENT 4** Complete 4 courses

Physical Science courses:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
PHSCS 105 - General Physics 1	3.0

✓ **REQUIREMENT 5** Complete 1 course

For medical school and some graduate schools, Chem 351, 352, 353, and 481 are required classes. These classes may be used as electives for the microbiology degree program (see below).

CHEM 285 - Introductory Bio-organic Chemistry	4.0
CHEM 351 - Organic Chemistry 1	3.0

✓ **REQUIREMENT 6** Complete 1 option

✓ **OPTION 6.1** Complete 1 course

Quantitative courses:

MATH 112 - Calculus 1	4.0
MATH 119 - Introduction to Calculus	4.0
STAT 121 - Principles of Statistics	3.0

Note: Math 119 is offered through BYU Independent Study.

✓ **REQUIREMENT 7** Complete 14.0 hours from the following option(s)

✓ **OPTION 7.1** Complete up to 14.0 hours from the following course(s)

BIO 165 - Introduction to Bioinformatics	3.0
BIO 350 - Ecology	3.0
BIO 420 - Evolutionary Biology	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
BIO 463 - Genetics of Human Disease	3.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
MMBIO 110R - Extremophiles: Life in Extreme Environments	1.0
MMBIO 162R - Careers in Biomedical Sciences	1.0
MMBIO 365 - Bacterial Pathogenesis Laboratory	1.0
MMBIO 390R - Readings in Molecular Biology *You may take up to 3 credit hours.*	1.0
MMBIO 420 - Molecular Parasitology Laboratory	2.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
MMBIO 466 - Virology Laboratory	1.0
MMBIO 467 - Immunology Lab	1.0
MMBIO 468 - (MMBio-Bio-PWS) Genomics	3.0
MMBIO 471 - Applied and Industrial Microbiology	2.0
MMBIO 510 - History and Philosophy of Microbiology and Molecular Biology	2.0
MMBIO 512 - Gene Regulation	2.0

MMBIO 514 - Advanced Immunology	2.0
MMBIO 516 - Bacteria-Host Interactions	2.0
MMBIO 518 - Select Pathogens	2.0
MMBIO 520 - Molecular Virology	2.0
MMBIO 522 - Flow Cytometry	2.0
MMBIO 528R - Current Topics in Pathogenesis *You may take this course up to 1 time.*	1.0
NDFS 361 - Food Microbiology	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0
PDBIO 305 - Human Physiology	4.0
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 360 - Cell Biology	3.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PHSCS 106 - General Physics 2	3.0
PWS 340 - Genetics	3.0
PWS 365 - Environmental Microbiology and Biogeochemistry	3.0
PWS 514 - Soil Microbiology	2.0

✔ **OPTION 7.2** Complete up to 6.0 hours from the following course(s)

Note: Only 6 total credits of MMBio 194A, 194B, 399R, 470R, and 494R will count toward major hours with a 4 credit hour maximum for each individual course. (More credit hours may be taken but they will not count towards major requirements.)

MMBIO 194A - Phage Hunters: Discovery	2.0
MMBIO 194B - Phage Hunters: Comparative Genomics	2.0
MMBIO 399R - Academic Internship *You may take up to 4 credit hours.*	9.0v
MMBIO 470R - Synthetic Biology *You may take up to 4 credit hours.*	2.0v
MMBIO 494R - Mentored Research *You may take up to 4 credit hours.*	3.0v

✔ **OPTION 7.3** Complete up to 14.0 hours from the following course(s)

Courses not chosen previously in Requirement 3 above:

MMBIO 360 - Microbial Genetics	4.0
MMBIO 363 - Microbial Ecology	3.0
MMBIO 364 - Bacterial Pathogenesis	3.0
MMBIO 461 - Advanced Bacterial Physiology	3.0
MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0

✔ REQUIREMENT 8

Successfully pass the Biology Major Field Exam.

✔ REQUIREMENT 9

Complete an exit interview.

✔ RECOMMENDED Complete 4 courses

Although not required, these courses are recommended.

ENGL 316 - Technical Communication	3.0
MATH 113 - Calculus 2	4.0

PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0

Note: Students desiring a minor in chemistry must take Chem 223 and 2 hours of Chem 353.

Program Outcomes

Microbiology Fundamentals

Exhibit mastery of four of the following six principal areas of the discipline: microbial physiology, microbial genetics, microbial ecology, medical microbiology, virology, and immunology.

Experiment Design

Devise experiments with appropriate hypotheses and controls.

Data and Research Interpretation

Interpret experiments from primary scientific (biological) literature, analyzing the use of the scientific method, critiquing the rationale, methods, and conclusions in light of relevant scientific principles.

Effective Communication

Effectively communicate scientific information using both oral and written methods

Biology, Faith, and Christ-like Living

Reflect/discuss/explore how faith in the Lord and Christ-like living are affected by an understanding of fundamental biological principles.

Top

Microbiology

Minor

Hours	15 - 17 Credit Hours
MAP	Major Academic Plan

Program Requirements

Note: Prerequisites for the following courses are required. They should be filled for students in a coupled major.

✓ **REQUIREMENT 1** Complete 3 courses

MMBIO 151 - Introduction to Microbiology	4.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 261 - Infection and Immunity	3.0

✓ **REQUIREMENT 2** Complete 2 courses

Note: At least one course must have a lab component.

MMBIO 360 - Microbial Genetics	4.0
MMBIO 363 - Microbial Ecology	3.0
MMBIO 364 - Bacterial Pathogenesis	3.0
MMBIO 418 - Medical Parasitology	2.0
MMBIO 461 - Advanced Bacterial Physiology	3.0
MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Middle East Studies

Minor

Hours	16 - 24 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1

Complete 8 hours of introductory (101/102 level) Arabic, modern Hebrew, Persian, or Turkish (or equivalent).

✓ REQUIREMENT 2 Complete 1 course

Complete the following language requirement:

ARAB 201 - Second-Year Arabic	4.0
HEB 201 - Second-Year Modern Hebrew 1	4.0
PERSI 201 - Second-Year Language Study: Persian	4.0
TURK 201 - Second-Year Language Study: Turkish	4.0

✓ REQUIREMENT 3 Complete 1 course

MESA 201 - Introduction to Middle East Studies	3.0

✓ REQUIREMENT 4 Complete 9.0 hours from the following course(s)

ANTHR 340 - Peoples of the Middle East	3.0
GEOG 271 - Middle East	3.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
IHUM 242 - Introduction to the Humanities of the Islamic World	3.0
MESA 250 - Introduction to the Religion of Islam	3.0
MESA 350 - Islam in Contemporary Society	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 452 - Islam and Politics	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Middle East Studies / Arabic

BA

Hours	61 - 69 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students should take courses in this approximate sequence: (1) language prerequisites; (2) core major curriculum; (3) track requirements in "History and Humanities" or "Social Sciences"; (4) Arabic study abroad; (5) track electives; and (6) senior seminar.

Note: Students with a second major in Arabic language cannot double count the same upper-division Arabic courses for both the double major and for MESA elective credit.

✓ **REQUIREMENT 1** Complete 2 courses

Complete the following language prerequisite courses or equivalent.

ARAB 101 - First-Year Arabic	4.0
ARAB 102 - First-Year Arabic	4.0

✓ **REQUIREMENT 2** Complete 4 courses

Complete the following core curriculum:

ARAB 201 - Second-Year Arabic	4.0
ARAB 202 - Intermediate Arabic	4.0
MESA 201 - Introduction to Middle East Studies	3.0
MESA 250 - Introduction to the Religion of Islam	3.0

✓ **REQUIREMENT 3** Complete 5 courses

Complete the one-semester Study Abroad program in the Arab world, which includes the following Arabic language courses:

ARAB 211R - Second-Year Conversation	2.0
ARAB 300 - Advanced Modern Standard Arabic	4.0
ARAB 302 - Newspaper Arabic	4.0
ARAB 311R - Third-Year Conversation	2.0
ARAB 331 - Spoken Arabic	4.0

✓ **REQUIREMENT 4** Complete 1 course

Complete a senior seminar in Middle Eastern Studies. (Note: This course should be taken after returning from the semester abroad. Choose a senior seminar section on a topic appropriate to your track specialization when available.)

MESA 495 - Senior Seminar in Middle East Studies	3.0

✓ **REQUIREMENT 5** Complete 1 option

Choose and complete one of the following disciplinary tracks:

✓ **OPTION 5.1** Complete 4 groups

History and Humanities track:

✓ **GROUP 5.1.1** Complete 4 courses

ARAB 424R - Modern Arabic Literature	2.0
HIST 240 - Middle East History to 1800	3.0
HIST 241 - Middle East History from 1800	3.0
IHUM 242 - Introduction to the Humanities of the Islamic World	3.0

✓ **GROUP 5.1.2** Complete 1 course

CMLIT 310 - Introduction to Literary Analysis and Comparative Literature	3.0
HIST 200 - The Historian's Craft	3.0
IHUM 311 - Advanced Writing in Comparative Arts and Humanities	3.0

✓ **GROUP 5.1.3** Complete 1 course

ARAB 361 - Introduction to Modern Arabic Literature in Translation	3.0
ARAB 362 - Introduction to Medieval Arabic Literature in Translation	3.0

✓ **GROUP 5.1.4** Complete 11.0 hours from the following course(s)

ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 379 - Archaeology of Islam	3.0
ARAB 361 - Introduction to Modern Arabic Literature in Translation	3.0
ARAB 362 - Introduction to Medieval Arabic Literature in Translation	3.0
ARAB 377 - Arabic Language Teaching Methods	3.0
ARAB 411R - Advanced Formal Arabic Conversation and Rhetorical Skills	3.0v
ARAB 422R - Advanced Spoken Arabic	2.0
ARAB 424R - Modern Arabic Literature *You may take this course up to 2 times.*	2.0
ARAB 425R - Classical Arabic Texts *You may take this course up to 2 times.*	2.0
ARAB 495R - Directed Studies in Arabic	3.0v
GEOG 271 - Middle East	3.0
HEB 201 - Second-Year Modern Hebrew 1	4.0
HIST 244 - Jewish History: A.D. 70 to the Present	3.0
HIST 308 - The Mediterranean	3.0
HIST 335 - Crusades	3.0
HIST 390R - Special Topics in History	3.0v
IAS 354R - Model Arab League Preparation	3.0v
IAS 399R - Academic Internship: International *You may take up to 3 credit hours.*	9.0v
IHUM 350 - Interpretation of Literature and the Arts	3.0
LING 452 - Introduction to Sociolinguistics	3.0
MESA 350 - Islam in Contemporary Society	3.0
MESA 399R - Academic Internship *You may take up to 3 credit hours.*	3.0v
MESA 451 - The Figure of Muhammad in Islamic Tradition	3.0

MESA 467R - Topics in Middle East Studies	3.0v
PERSI 201 - Second-Year Language Study: Persian	4.0
POLI 357 - Middle East: Political Systems	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 452 - Islam and Politics	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0
TURK 201 - Second-Year Language Study: Turkish	4.0

Note 1: Arab 361 and 362 can only be taken for elective credit if they are not used to satisfy the core track credit requirement.

Note 2: Arab 424R and 425R can each be taken up to two times with different content, including in fulfilling the core track requirement.

Note 3: Students can receive no more than 3 total internship credit hours to satisfy this requirement.

Note 4: Relevant MESA 467R courses can be taken for credit with permission.

Note 5: Students with a second major in Arabic Language cannot double count the same upper-division Arabic courses for both the double major and for MESA elective credit.

✓ **OPTION 5.2** Complete 4 groups

Social Sciences track:

✓ **GROUP 5.2.1** Complete 5 courses

ECON 110 - Economic Principles and Problems	3.0
GEOG 271 - Middle East	3.0
HIST 241 - Middle East History from 1800	3.0
POLI 200 - Political Inquiry	4.0
POLI 357 - Middle East: Political Systems	3.0

✓ **GROUP 5.2.2** Complete 1 course

POLI 150 - Comparative Government and Politics	3.0
POLI 170 - Introduction to International Politics	3.0

✓ **GROUP 5.2.3** Complete 2.0 hours from the following course(s)

ARAB 411R - Advanced Formal Arabic Conversation and Rhetorical Skills *You may take up to 2 credit hours.*	3.0v
ARAB 424R - Modern Arabic Literature *You may take up to 2 credit hours.*	2.0
ARAB 495R - Directed Studies in Arabic *You may take up to 2 credit hours.*	3.0v

✓ **GROUP 5.2.4** Complete 7.0 hours from the following course(s)

ANTHR 340 - Peoples of the Middle East	3.0
ECON 230 - Economic Development and Growth	3.0
GEOG 341 - Political Geography	3.0
HEB 201 - Second-Year Modern Hebrew 1	4.0
HIST 240 - Middle East History to 1800	3.0
IAS 354R - Model Arab League Preparation	3.0v
IAS 399R - Academic Internship: International	9.0v
IHUM 242 - Introduction to the Humanities of the Islamic World	3.0

LING 452 - Introduction to Sociolinguistics	3.0
MESA 350 - Islam in Contemporary Society	3.0
MESA 399R - Academic Internship *You may take up to 3 credit hours.*	3.0v
MESA 467R - Topics in Middle East Studies	3.0v
PERSI 201 - Second-Year Language Study: Persian	4.0
POLI 328 - Statistical Analysis	4.0
POLI 344 - Comparative Political Economy	3.0
POLI 359R - Topics in Comparative Politics *You may take up to 3 credit hours.*	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 444 - The Political Economy of Development	3.0
POLI 452 - Islam and Politics	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0
SOC 340 - Sociology of International Development	3.0
SOC 345 - World Populations	3.0
SOC 367 - Sociology of Gender	3.0
TURK 201 - Second-Year Language Study: Turkish	4.0

Note 1: Students can receive no more than 3 total internship credit hours to satisfy this requirement.

Note 2: Relevant MESA 467R and POLI 359R courses can be taken for credit with permission.

Note 3: POLI 328 is strongly recommended for those pursuing careers involving research or analysis.

Note 4: Only one course of either Turkish or Persian will count.

Program Outcomes

Succinct Analytical Writing

Write succinct analytical papers on Middle Eastern events or topics in which students situate the event or topic in its broader context (geographical, political, religious, historical, etc.)

Substantive Research Papers

Write substantive research papers which integrate extensive background knowledge and personal experience in the Middle East

Oral Presentation

Explain and analyze Middle Eastern events or topics in significant oral presentations.

Library/Internet Research

Perform skilled library and internet research on Middle Eastern topics

Speaking Proficiency

Speak an Arabic dialect at the ACTFL Advanced Level, demonstrating an ability to negotiate both survival and basic professional situations

Reading Proficiency

Read and understand Arabic newspapers fluently, specifically front page, international page and Arab World page news articles, without the use of a dictionary or other aids.

Arabic Research Sources

Research using Arabic sources.

Gospel principles of respect

Understand and apply gospel principles of appreciation and respect for cultural and religious differences and similarities.

Cultural Proficiency

Exhibit understanding of Middle Eastern culture, humanities, geography, history, politics and religion while studying and living in the Middle East for an extended period of time.

Top

Military Science

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

MIL S 320 - Adaptive Team Leadership	4.0
MIL S 321 - Leadership in Changing Environments	4.0
MIL S 420 - Developing Adaptive Leaders	4.0
MIL S 421 - Leadership in a Complex World	4.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Modern Hebrew

Minor

Hours	22 - 30 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 2 courses

Prerequisite courses:

HEB 101 - First-Year Modern Hebrew 1	4.0
HEB 102 - First-Year Modern Hebrew 2	4.0

REQUIREMENT 2 Complete 5 courses

HEB 131 - First-Year Biblical Hebrew	4.0
HEB 201 - Second-Year Modern Hebrew 1	4.0
HEB 202 - Second-Year Modern Hebrew 2	4.0
HEB 301 - Third-Year Modern Hebrew 1	4.0
HEB 311R - Intermediate Conversation	2.0

REQUIREMENT 3 Complete 4.0 hours from the following course(s)

HEB 132 - First-Year Biblical Hebrew	4.0
HEB 211R - Hebrew Conversation	2.0
HEB 302 - Third-Year Modern Hebrew 2	4.0
HEB 312 - Hebrew Media	4.0v
HEB 314R - Intermediate Hebrew Language in Jerusalem	3.0v
HEB 341R - Studies in Hebrew Culture	3.0v
HEB 346R - Israeli and Jewish Civilization	2.0v
HEB 411R - Advanced Conversation	4.0v

Program Outcomes

Speaking

Speak Modern Hebrew in a culturally appropriate way, in varied settings, at the intermediate- high level. (Direct 2, Indirect 1, 2)

Reading Comprehension

Read and comprehend texts in Modern Hebrew at the intermediate-high level, including newspapers and Modern Hebrew literature. (Direct 3, Indirect 1)

Writing

Express thoughts and ideas in written Modern Hebrew at intermediate-high level. (Direct 1,3, Indirect 1)

↑Top

Molecular Biology

BS

Hours	56 - 60 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

Introductory core courses:

BIO 130 - Biology	4.0
MMBIO 121 - General Biology: Health and Disease	3.0
PDBIO 120 - Science of Biology	3.0

✓ **REQUIREMENT 2** Complete 3 courses

Introductory core courses:

MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
PDBIO 360 - Cell Biology	3.0

✓ **REQUIREMENT 3** Complete 8 courses

Molecular biology courses:

BIO 165 - Introduction to Bioinformatics	3.0
BIO 420 - Evolutionary Biology	2.0
MMBIO 390R - Readings in Molecular Biology *You may take this course up to 1 time.*	1.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
MMBIO 468 - (MMBio-Bio-PWS) Genomics	3.0
MMBIO 490R - Molecular Biology Seminar *You may take this course up to 1 time.*	1.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 4** Complete 4 courses

Physical science courses:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0

PHSCS 105 - General Physics 1	3.0

✔ **REQUIREMENT 5** Complete 1 course

Physical science courses (Note: For medical school and some graduate schools, Chem 351, 352, 353, and 481 are required classes. These classes may be used as electives for the molecular biology degree program - see below):

CHEM 285 - Introductory Bio-organic Chemistry	4.0
CHEM 351 - Organic Chemistry 1	3.0

✔ **REQUIREMENT 6** Complete 1 course

Quantitative courses (Note: Math 119 is offered through BYU Independent Study):

MATH 112 - Calculus 1	4.0
MATH 119 - Introduction to Calculus	4.0
STAT 121 - Principles of Statistics	3.0

✔ **REQUIREMENT 7** Complete 3.0 hours from the following course(s)

Complete three credits hours total during TWO SEMESTERS of mentored research:

MMBIO 194A - Phage Hunters: Discovery	2.0
MMBIO 194B - Phage Hunters: Comparative Genomics	2.0
MMBIO 470R - Synthetic Biology *You may take up to 3 credit hours.*	2.0v
MMBIO 494R - Mentored Research *You may take up to 3 credit hours.*	3.0v

✔ **REQUIREMENT 8** Complete 9.0 hours from the following option(s)

Electives:

✔ **OPTION 8.1** Complete up to 9.0 hours from the following course(s)

BIO 350 - Ecology	3.0
BIO 421 - Evolutionary Biology Laboratory	1.0
BIO 463 - Genetics of Human Disease	3.0
BIO 465 - Bioinformatics	3.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
MMBIO 110R - Extremophiles: Life in Extreme Environments	1.0
MMBIO 151 - Introduction to Microbiology	4.0
MMBIO 162R - Careers in Biomedical Sciences	1.0
MMBIO 261 - Infection and Immunity	3.0
MMBIO 360 - Microbial Genetics	4.0
MMBIO 364 - Bacterial Pathogenesis	3.0
MMBIO 365 - Bacterial Pathogenesis Laboratory	1.0
MMBIO 418 - Medical Parasitology	2.0
MMBIO 420 - Molecular Parasitology Laboratory	2.0
MMBIO 463 - Immunology	3.0
MMBIO 465 - Virology	3.0

MMBIO 466 - Virology Laboratory	1.0
MMBIO 467 - Immunology Lab	1.0
MMBIO 471 - Applied and Industrial Microbiology	2.0
MMBIO 510 - History and Philosophy of Microbiology and Molecular Biology	2.0
MMBIO 512 - Gene Regulation	2.0
MMBIO 514 - Advanced Immunology	2.0
MMBIO 516 - Bacteria-Host Interactions	2.0
MMBIO 518 - Select Pathogens	2.0
MMBIO 520 - Molecular Virology	2.0
MMBIO 522 - Flow Cytometry	2.0
MMBIO 528R - Current Topics in Pathogenesis	1.0
PDBIO 220 - Human Anatomy (with lab)	3.0
PDBIO 305 - Human Physiology	4.0
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 382 - Developmental Biology	3.0
PDBIO 444 - BIO-Innovation and -Entrepreneurship 1	2.0
PDBIO 445 - BIO-Innovation and -Entrepreneurship 2	2.0
PDBIO 582 - Developmental Genetics	3.0
PHSCS 106 - General Physics 2	3.0
PWS 470 - Analysis of Genetic and Genomic Data	2.0

✓ **OPTION 8.2** Complete up to 6.0 hours from the following course(s)

Only 6 total credit hours of the following will count toward major hours with a 4 credit hour maximum for each individual course. (More credit hours may be taken but they will not count towards major requirements).

MMBIO 194A - Phage Hunters: Discovery	2.0
MMBIO 194B - Phage Hunters: Comparative Genomics	2.0
MMBIO 399R - Academic Internship *You may take up to 4 credit hours.*	9.0v
MMBIO 470R - Synthetic Biology *You may take up to 4 credit hours.*	2.0v
MMBIO 494R - Mentored Research *You may take up to 4 credit hours.*	3.0v

✓ REQUIREMENT 9

Pass the Biology Major Field Exam.

✓ REQUIREMENT 10

Complete an exit interview.

✓ **RECOMMENDED** Complete 4 courses

Although not required, the following courses are recommended:

ENGL 316 - Technical Communication	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Molecular Biology Fundamentals

Understand and apply the principles and techniques of molecular biology which prepares students for further education and/or employment in teaching, basic research, or the health professions.

Research Development and Practice

Formulate and carry out independent and collaborative research projects

Effective Communication

Communication skills in presenting their research findings through effective oral and written presentations.

Professional Ethics and Behavior

Demonstrate a commitment to professional integrity and ethical behavior consistent with the mission of the university and accepted standards of professional conduct.

↑Top

Molecular Biology

Minor

Hours	16 - 19 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

MMBIO 240 - Molecular Biology	3.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 468 - (MMBio-Bio-PWS) Genomics	3.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 2** Complete 6.0 hours from the following course(s)

BIO 165 - Introduction to Bioinformatics	3.0
BIO 420 - Evolutionary Biology	2.0
BIO 463 - Genetics of Human Disease	3.0
BIO 465 - Bioinformatics	3.0
MMBIO 360 - Microbial Genetics	4.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
MMBIO 512 - Gene Regulation	2.0
PDBIO 360 - Cell Biology	3.0

Note: Be aware of prerequisites for the above courses (usually filled in a coupled major).

Program Outcomes

Please contact the individual department for outcome information.

Top

Music

BA

Hours	62 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

See the college advisement center to obtain information concerning official acceptance into a specific degree program.

✓ **REQUIREMENT 1** Complete 14 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 8.0 hours from the following course(s)

Instrumentalists and Classical Vocalists:

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ **OPTION 3.2** Complete 8.0 hours from the following course(s)

Contemporary Vocalists (choose voice sections):

MUSIC 161 - Voice Technique	2.0
MUSIC 260R - Performance Instruction *You may take up to 6 credit hours.*	2.0v

✓ **REQUIREMENT 4** Complete 4.0 hours from the following course(s)

MUSIC 360R - Performance Instruction *You may take up to 4 credit hours.*	2.0v

✓ **REQUIREMENT 5**

Complete 1 hour of ensemble each semester for four semesters (determined by the student's major instrumental teacher or by choral audition - not by the student). (A) complete 2-3 hours from the Category 1 Approved Large Ensembles (see your MAP); (B) complete 1-2 hours from the Category 2 Other Approved Ensembles (see your MAP).

✓ **REQUIREMENT 6** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 7** Complete 2 courses

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 8**

Complete one course from a GE Arts or Letters requirement outside music (in addition to the GE requirement) or one humanities course approved by faculty advisor.

✓ **REQUIREMENT 9** Complete 1 option

✓ **OPTION 9.1** Complete 6.0 hours from the following course(s)

Complete a minimum of six credits from the following music elective courses. Select courses in consultation with faculty advisor.

MUSIC 286 - Introduction to the Music Business	2.0
MUSIC 336R - Balinese Gamelan *You may take this course up to 1 time.*	1.0
MUSIC 394 - Jazz Styles and Analysis	3.0
MUSIC 402A - Vocal Literature	3.0
MUSIC 402B - Vocal Literature	2.0
MUSIC 403A - Piano Literature	2.0
MUSIC 403B - Piano Literature	2.0
MUSIC 404A - Organ Literature	2.0
MUSIC 404B - Organ Literature	2.0
MUSIC 405 - (Not currently offered)	
MUSIC 406 - String Literature	2.0
MUSIC 407 - Symphonic Literature	2.0
MUSIC 481 - Orchestration	3.0
MUSIC 483 - Counterpoint	3.0
MUSIC 595 - Score Analysis	2.0

MUSIC 596 - Schenker Analysis	3.0

Note: Music 336R may be used for Requirements #5 or #9, but may not be double-counted in any given semester.

Note: Students should register for the 400-level literature class that corresponds with Music 360R.

✓ **REQUIREMENT 10** Complete 1 course

Present a juried recital (Music 349) during the junior year. RECITAL: Enroll in Music 349 (0.0 credit hours) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A pre-recital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information.

MUSIC 349 - Junior Recital	0.0

Program Outcomes

Music History and Theory

Show mastery of the basic cultural and historical background of Western civilization, and the important musical styles that have emerged therefrom.

Performance and Musicianship

Show proficiency in performance on an instrument or voice.

Top

Music

Minor

Hours	21 Credit Hours
MAP	Major Academic Plan

Program Requirements

The School of Music requires a minimum of 10 hours of music credit to be taken in residence at BYU's Provo campus for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ REQUIREMENT 1 Complete 2 courses

MUSIC 101 - Introduction to Music	3.0
MUSIC 190 - Music Fundamentals	2.0

✓ REQUIREMENT 2 Complete 2 courses

Music history courses:

MUSIC 202 - Civilization: Music 2	3.0
MUSIC 203 - World Music Cultures	3.0
MUSIC 204 - Introduction to Jazz	3.0

✓ REQUIREMENT 3 Complete 1 course

Conducting course:

MUSIC 135 - Basic Conducting	2.0

✓ REQUIREMENT 4 Complete 4.0 hours from the following course(s)

MUSIC 160R - Performance Instruction *You may take up to 4 credit hours.*	1.0v

✓ REQUIREMENT 5 Complete 4.0 hours from the following course(s)

Performance ensemble courses:

DANCE 327R - Living Legends	3.0v
MUSIC 311R - University Chorale *You may take up to 4 credit hours.*	1.0
MUSIC 312R - Men's Chorus *You may take up to 4 credit hours.*	1.0
MUSIC 313R - Women's Chorus *You may take up to 4 credit hours.*	1.0

MUSIC 314R - Concert Choir *You may take up to 4 credit hours.*	1.0
MUSIC 315R - University Singers *You may take up to 4 credit hours.*	1.0
MUSIC 316R - Opera Workshop *You may take up to 4 credit hours.*	1.0
MUSIC 317R - Opera Ensemble *You may take up to 4 credit hours.*	3.0v
MUSIC 318R - Music Theatre Ensemble *You may take up to 4 credit hours.*	1.0
MUSIC 319R - (Not currently offered)	
MUSIC 320R - Young Ambassadors	3.0v
MUSIC 321R - University Orchestra *You may take up to 4 credit hours.*	1.0
MUSIC 322R - University Band *You may take up to 4 credit hours.*	1.0
MUSIC 323R - Marching Band *You may take up to 4 credit hours.*	1.0
MUSIC 324R - Cougar Band *You may take up to 4 credit hours.*	1.0
MUSIC 325R - Symphonic Band *You may take up to 4 credit hours.*	1.0
MUSIC 326R - Wind Symphony *You may take up to 4 credit hours.*	1.0
MUSIC 329R - Folk Ensemble *You may take up to 4 credit hours.*	1.0
MUSIC 330R - Steel Band *You may take up to 4 credit hours.*	1.0
MUSIC 331R - Jazz Combos *You may take up to 4 credit hours.*	1.0
MUSIC 332R - Show Band	1.0
MUSIC 333R - Jazz Ensemble *You may take up to 4 credit hours.*	1.0
MUSIC 334R - Synthesis *You may take up to 4 credit hours.*	1.0
MUSIC 335R - Jazz Legacy Band	1.0
MUSIC 336R - Balinese Gamelan *You may take up to 4 credit hours.*	1.0
MUSIC 337R - Symphony Orchestra *You may take up to 4 credit hours.*	1.0
MUSIC 338R - Philharmonic Orchestra *You may take up to 4 credit hours.*	1.0
MUSIC 339R - Chamber Orchestra *You may take up to 4 credit hours.*	1.0
MUSIC 340R - Harp Ensemble *You may take up to 4 credit hours.*	0.5
MUSIC 341R - Brass Chamber Music *You may take up to 4 credit hours.*	1.0
MUSIC 342R - Early Music Ensemble	1.0
MUSIC 343R - Guitar Ensemble *You may take up to 4 credit hours.*	1.0
MUSIC 344R - Keyboard in Ensemble	1.0
MUSIC 345R - Percussion Ensemble *You may take up to 4 credit hours.*	1.0
MUSIC 346R - String Chamber Music *You may take up to 4 credit hours.*	1.0
MUSIC 347R - A Cappella Ensemble *You may take up to 4 credit hours.*	1.0

MUSIC 348R - Woodwind Chamber Music *You may take up to 4 credit hours.*	1.0
MUSIC 441R - New Music Ensemble *You may take up to 4 credit hours.*	1.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Music Composition

BM

Hours	78 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 14 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 8.0 hours from the following course(s)

Instrumentalists and Classical Vocalists:

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ **OPTION 3.2** Complete 8.0 hours from the following course(s)

Contemporary Vocalists (complete the following in voice):

MUSIC 161 - Voice Technique	2.0
MUSIC 260R - Performance Instruction: Contemporary Voice	2.0v

You may take up to 6 credit hours.

MUSIC 260R - Performance Instruction: Voice *You may take up to 6 credit hours.*	2.0v

✓ REQUIREMENT 4

Complete 1 hour of ensemble each semester for four semesters, including 2-3 hours from Category 1: Approved Large Ensembles and 1-2 hours from Category 2 ensembles (see MAP).

✓ REQUIREMENT 5 Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ REQUIREMENT 6 Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ REQUIREMENT 7 Complete 3 courses

Lower-division composition courses:

MUSIC 188 - Composition 1	2.0
MUSIC 287 - Electronic Music Composition	2.0
MUSIC 288 - Composition 2	2.0

Students must pass a juried portfolio review prior to enrolling in Music 387R.

✓ REQUIREMENT 8 Complete 8.0 hours from the following course(s)

Upper-division composition seminar:

MUSIC 387R - Composition 3 *You may take up to 8 credit hours.*	2.0

✓ REQUIREMENT 9 Complete 4 courses

MUSIC 481 - Orchestration	3.0
MUSIC 483 - Counterpoint	3.0
MUSIC 581 - Twentieth-Century Orchestration	3.0
MUSIC 583 - Sixteenth-Century Counterpoint	3.0

✓ REQUIREMENT 10 Complete 1 option

Recital:

Present a juried composition recital (Music 449) during the senior year.

Enroll in Music 449 (1 credit hour) for the semester during which a recital is to be presented. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information. See supervisor of accompanying regarding guidelines for accompanist fees.

✓ **OPTION 10.1** Complete 1 course

MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449R before applying for graduation.

✓ REQUIREMENT 11

After consulting with faculty advisor, complete 4 hours of music electives.

Program Outcomes

Composition

Compose music with modern, contemporary, historical, experimental, etc., music vocabularies.

Colors

Write for diverse color combinations, including orchestral and electroacoustic resources.

Concert

Prepare and present a juried recital of their own music during their senior year.

Canon

Expand and deepen one's knowledge of the contemporary canon of serious composition.

Top

Music Dance Theatre

BFA

Hours	77 Credit Hours
LEP	Limited Enrollment Program of 65 Students. Application Website
MAP	Major Academic Plan

Program Requirements

Participate in proficiency examinations in each of the three areas at the end of each semester. Failure in two or more areas over two consecutive semesters constitutes termination of major status. Failure to take a proficiency exam results in termination of major status. Please see the advisement center for details and procedures regarding proficiency requirements.

The School of Music requires a minimum of 40 hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

Any grade below C- in major courses is not acceptable for graduation. Dance technique courses require a grade of B- for advancement to the next level.

✓ **REQUIREMENT 1** Complete 4 options

Music courses:

✓ **OPTION 1.1** Complete 4 courses

MUSIC 113 - Beginning Piano Techniques 1	2.0
MUSIC 161 - Voice Technique	2.0
MUSIC 261 - Contemporary Vocal Techniques	2.0
MUSIC 290 - Music Theory for MDT Majors	4.0

✓ **OPTION 1.2** Complete 4.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 4 credit hours.*	2.0v

✓ **OPTION 1.3** Complete 4.0 hours from the following course(s)

MUSIC 360R - Performance Instruction *You may take up to 4 credit hours.*	2.0v

✓ **OPTION 1.4** Complete 1 hour from the following course(s)

MUSIC 399R - Academic Internship *You may take up to 1 credit hour.*	6.0v

✓ **REQUIREMENT 2** Complete 12 courses

Dance courses:

DANCE 131 - Jazz Dance, Beginning	1.0
DANCE 135 - Tap Dance, Beginning	1.0
DANCE 231R - Jazz Dance Technique 1 *You may take this course up to 1 time.*	1.0
DANCE 235 - Tap Dance Technique 1	1.0
DANCE 241R - Contemporary Modern Dance, Technique and Theory 2 *You may take this course up to 1 time.*	2.0
DANCE 243R - Studio Workshop in Contemporary Modern Dance Technique and Theory *You may take this course up to 1 time.*	2.5
DANCE 244R - Studio Workshop in Contemporary Modern Dance Improvisation and Choreography *You may take this course up to 1 time.*	1.0
DANCE 290 - Ballet Accelerated Technique 1	1.5
DANCE 291R - Ballet Technique 2 *You may take this course up to 1 time.*	2.5
DANCE 331R - Jazz Dance Technique 2 *You may take this course up to 1 time.*	1.5
DANCE 361 - Music Dance Theatre Choreographic Styles	2.0
DANCE 390R - Ballet Technique 3 *You may take this course up to 1 time.*	2.5

✓ **REQUIREMENT 3** Complete 2 options

Theatre courses:

✓ **OPTION 3.1** Complete 9 courses

TMA 121 - Voice and Diction	2.0
TMA 128 - Acting 1: BFA or Pre-BFA	3.0
TMA 223 - Acting Improvisation	2.0
TMA 228 - Acting 2	3.0
TMA 229 - Musical Scene Study	3.0
TMA 267 - Principles of Makeup	2.0
TMA 421 - The Business: Marketing Yourself as a Performer	1.0
TMA 422 - Dialects	2.0
TMA 427 - Auditions	3.0

✓ **OPTION 3.2**
Complete one hour of TMA 220R: Workshop 1: Acting as an ensemble member.

✓ **REQUIREMENT 4** Complete 3 courses

MDT seminar courses:

DANCE 328 - Script, Movement and Score Analysis	1.0
MUSIC 328 - Script, Movement and Score Analysis	1.0
TMA 328 - Script, Movement and Score Analysis	1.0

✓ **REQUIREMENT 5** Complete 3 courses

History of MDT courses:

DANCE 300 - Music Theatre in Contemporary Culture	1.0
MUSIC 300 - Music Theatre in Contemporary Culture	1.0
TMA 300 - Music Theatre in Contemporary Culture	1.0

✔ **REQUIREMENT 6** Complete 3 courses

Senior performance project courses:

DANCE 426 - Music Dance Theatre: Senior Performance Project	1.0
MUSIC 426 - Music Dance Theatre: Senior Performance Project	1.0
TMA 426 - Music Dance Theatre: Senior Performance Project	1.0

✔ **REQUIREMENT 7** Complete 7.5 hours from the following course(s)

Elective courses:

DANCE 240R - Contemporary Modern Dance, Technique and Theory 1 *You may take this course up to 1 time.*	1.5
DANCE 294R - Ballet Technique, Men *You may take this course up to 1 time.*	1.0
DANCE 335R - Tap Dance Technique 2 *You may take this course up to 1 time.*	1.0
DANCE 340R - Contemporary Modern Dance, Technique and Theory 3 *You may take this course up to 1 time.*	2.5
DANCE 362 - Contemporary Modern Dance Choreography Intermediate	2.0
DANCE 363R - Dance Improvisation, Intermediate *You may take this course up to 1 time.*	1.0
DANCE 368R - DancEnsemble - Contemporary Dance Performance and Choreography *You may take this course up to 2 times.*	2.0v
DANCE 390R - Ballet Technique 3 *You may take this course up to 1 time.*	2.5
DANCE 391R - Ballet Technique 4 *You may take this course up to 1 time.*	2.5
DANCE 393R - Ballet Pointe 2 *You may take this course up to 1 time.*	1.0
DANCE 399R - (Not currently offered)	
DANCE 429R - Dance Performance 2 *You may take this course up to 1 time.*	3.0v
DANCE 440R - Contemporary Modern Dance Technique and Theory 4 *You may take this course up to 1 time.*	2.5
DANCE 462R - Contemporary Modern Dance Choreography, Advanced *You may take this course up to 1 time.*	2.0
DANCE 468R - Contemporary Dance Theatre *You may take this course up to 2 times.*	2.0
DANCE 490R - Ballet Technique 5 *You may take this course up to 1 time.*	3.0
DANCE 494R - Ballet Pointe/Variations *You may take this course up to 1 time.*	0.5
DANCE 495R - Pas de Deux *You may take this course up to 1 time.*	1.0
DANCE 498R - Theatre Ballet *You may take this course up to 2 times.*	2.0
DANCE 540R - (Not currently offered)	
DANCE 562R - (Not currently offered)	
DANCE 563R - (Not currently offered)	
MUSIC 186 - Songwriting 1	2.0
MUSIC 320R - Young Ambassadors *You may take this course up to 2 times.*	3.0v
MUSIC 360R - Performance Instruction *You may take this course up to 2 times.*	2.0v

MUSIC 363 - Vocal Pedagogy	3.0
MUSIC 386R - Songwriting 2 *You may take this course up to 1 time.*	2.0
MUSIC 399R - Academic Internship *You may take this course up to 1 time.*	6.0v
MUSIC 402A - Vocal Literature	3.0
MUSIC 402B - Vocal Literature	2.0
TMA 100 - Introduction to Visual Literacy	3.0
TMA 127 - Beginning Stage Combat	1.0
TMA 215R - Special Projects 1 *You may take this course up to 1 time.*	3.0v
TMA 220R - Workshop 1: Acting *You may take this course up to 1 time.*	3.0v
TMA 224 - Acting for Film and TV	3.0
TMA 225 - Neutral Mask	2.0
TMA 236 - Script Analysis for Production	2.0
TMA 321 - Voice Over	2.0
TMA 322 - Classical Voice	2.0
TMA 324 - Acting Classics	3.0
TMA 325 - Stage Combat	2.0
TMA 329 - Theatre and Film Acting Conservatory	3.0
TMA 336 - Directing Principles and Practices	3.0
TMA 399R - Academic Internship *You may take this course up to 1 time.*	9.0v
TMA 420R - Performance Workshop 2 *You may take this course up to 2 times.*	3.0v
TMA 424 - Advanced Acting	3.0
TMA 425 - Character Mask	2.0
TMA 429 - Performance: Recital	3.0
TMA 443R - Writer/Dramaturg/Actor Workshop *You may take this course up to 1 time.*	3.0
TMA 469 - Theatre Management	3.0
TMA 515R - Special Projects 3 *You may take this course up to 1 time.*	6.0v

Program Outcomes

Professional Skills and Preparation

Students will demonstrate professionally competitive performance skills in acting, singing, and dancing.

Music Theatre in History and Culture

Students will understand the place of music theatre historically, as well as in contemporary culture and assess their position within this construct.

Spirituality, Ethics, and the Music Theatre Industry

Students will critically examine spiritual values and ethical issues relevant to the music theatre industry and the art form.

↑Top

Music Education: K-12 Choral

BM

Hours	87 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 1 course

Proficiency requirements: Present a juried recital (Music 249) in the last semester of private instruction. Students must prepare a minimum of 18 minutes of music to be performed in a formal public recital. Students will schedule a joint recital in groups of three or fewer.

MUSIC 249 - Sophomore Recital	0.0

✓ **REQUIREMENT 2** Complete 14 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 235B - Choral Conducting Techniques	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 8.0 hours from the following course(s)

Complete eight hours of lessons from the following:

MUSIC 250R - Performance Study: Voice *You may take up to 8 credit hours.*	1.0v
MUSIC 260R - Performance Instruction: Voice *You may take up to 8 credit hours.*	2.0v

Note: Voice lessons are required during each semester in the major, with no more than one semester exception (excluding the semester in which student teaching is completed).

✓ **REQUIREMENT 4**

Music education majors must enroll in at least 1 hour of approved large ensemble each semester for seven semesters within student's area of specialization. At least 1 hour must be the Music 311R evening section.

✓ **REQUIREMENT 5** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 6** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 7** Complete 8 courses

MUSIC 176 - Careers in Music Education	1.0
MUSIC 277 - Elementary General Music Methods	3.0
MUSIC 278 - Secondary General Music Methods	2.0
MUSIC 363 - Vocal Pedagogy	3.0
MUSIC 374 - Percussion Workshop	1.0
MUSIC 376A - Choral Practicum	3.0
MUSIC 376B - Choral Practicum	3.0
MUSIC 482 - Choral Arranging	1.0

✓ **REQUIREMENT 8** Complete 2 options

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 8.1** Complete 4 courses

Note: FBI fingerprint and background clearance must be completed prior to enrolling in Music 276.

MUSIC 276 - Exploration of Music Teaching	4.0
MUSIC 379 - Pre-Student Teaching	2.0
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

✓ **OPTION 8.2** Complete 12.0 hours from the following course(s)

Note: All professional education courses (above) and Music 260R and 363 credits must be completed before student teaching (Music 476).

MUSIC 476 - Secondary Student Teaching	12.0

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

1. Effective Pedagogy, Philosophy, and Practice

Students will function as competent educators with a secure grasp of effective pedagogical practice grounded in sound teaching philosophy and carefully considered curricular and instructional priorities.

2. Effective Communication

Students will demonstrate effective interpersonal and communication skills, especially the ability to connect with students.

3. Music Teaching Strategies and Materials

Students will demonstrate a knowledge of a broad array of skills, strategies, methodologies, and materials related to music teaching.

4. Professional Development

Students will demonstrate the ability to be open, reflective practitioners.

↑Top

Music Education: K-12 General Music

BM

Hours	88 - 91 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 1 course

Proficiency Requirements: Present a juried recital (Music 249) in the last semester of private instruction. Students must prepare a minimum of 18 minutes of music to be performed in a formal public recital. Students will schedule a joint recital in groups of three or fewer.

MUSIC 249 - Sophomore Recital	0.0

✓ **REQUIREMENT 2** Complete 13 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 1 course

Instrumentalists:

MUSIC 235A - Instrumental Conducting Techniques	2.0

✓ **OPTION 3.2** Complete 1 course

Vocalists:

MUSIC 235B - Choral Conducting Techniques	2.0

✓ **REQUIREMENT 4** Complete 1 option

✓ **OPTION 4.1** Complete 2 groups

Instrumentalists:

✓ **GROUP 4.1.1** Complete 2.0 hours from the following course(s)

MUSIC 111R - Basic Vocal Skills *You may take up to 2 credit hours.*	2.0
MUSIC 260R - Performance Instruction *You may take up to 2 credit hours.*	2.0v

✓ **GROUP 4.1.2** Complete 6.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 6 credit hours.*	2.0v

✓ **OPTION 4.2** Complete 8.0 hours from the following course(s)

Vocalists:

MUSIC 250R - Performance Study *You may take up to 8 credit hours.*	1.0v
MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ **REQUIREMENT 5**

Complete at least one hour of approved large ensemble each semester for seven semesters. Piano and vocal majors participate in choral ensembles, including at least 1 semester in Music 311R, University Choral (Dr. Broomhead's section). Instrumental majors participate in 6 semesters of the appropriate instrumental ensembles, and at least 1 semester in Music 311R, University Chorale (Dr. Broomhead's section).

✓ **REQUIREMENT 6** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 7** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 8** Complete 5 courses

MUSIC 176 - Careers in Music Education	1.0
MUSIC 277 - Elementary General Music Methods	3.0
MUSIC 278 - Secondary General Music Methods	2.0
MUSIC 371A - Elementary Practicum A	3.0
MUSIC 371B - Elementary Practicum B	3.0

✓ **REQUIREMENT 9** Complete 1 option

✓ **OPTION 9.1** Complete 7 courses

Instrumentalists:

MUSIC 372A - Woodwind Workshop	1.0
MUSIC 372B - Woodwind Workshop	1.0
MUSIC 373 - Brass Workshop	1.0
MUSIC 374 - Percussion Workshop	1.0
MUSIC 375A - String Workshop	1.0
MUSIC 375B - String Workshop	1.0
MUSIC 377A - Instrumental Practicum	3.0

✓ **OPTION 9.2** Complete 2 courses

Vocalists:

MUSIC 363 - Vocal Pedagogy	3.0
MUSIC 376A - Choral Practicum	3.0

✓ **REQUIREMENT 10** Complete 2 options

Professional Education Component

✓ **OPTION 10.1** Complete 4 courses

Note: FBI fingerprint and background clearance must be completed prior to enrollment in Music 276.

MUSIC 276 - Exploration of Music Teaching	4.0
MUSIC 379 - Pre-Student Teaching	2.0
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

✓ **OPTION 10.2** Complete 12.0 hours from the following course(s)

MUSIC 476 - Secondary Student Teaching	12.0

Note: All professional education courses (above) and Music 260R and 363 credit hours must be completed before student teaching (Music 476).

✓ **RECOMMENDED** Complete 8 courses

The following courses are strongly recommended:

EL ED 340 - Children's Literature	3.0
MUSIC 363 - Vocal Pedagogy	3.0
MUSIC 372A - Woodwind Workshop	1.0
MUSIC 373 - Brass Workshop	1.0

MUSIC 375A - String Workshop	1.0
MUSIC 468 - Jazz Pedagogy	1.0
MUSIC 482 - Choral Arranging	1.0
SFL 210 - Human Development	3.0

Program Outcomes

1. Effective Pedagogy, Philosophy, and Practice

Students will function as competent educators with a secure grasp of effective pedagogical practice grounded in sound teaching philosophy and carefully considered curricular and instructional priorities.

2. Effective Communication

Students will demonstrate effective interpersonal and communication skills, especially the ability to connect with students.

3. Music Teaching Strategies and Materials

Students will demonstrate a knowledge of a broad array of skills, strategies, methodologies, and materials related to music teaching.

4. Professional Development

Students will demonstrate the ability to be open, reflective practitioners.

Top

Music Education: K-12 Instrumental

BM

Hours	92 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 1 course

Proficiency requirements: Present a juried recital (Music 349) in the last semester of private instruction. Students must prepare a minimum of 25 minutes of music to be performed in a formal public recital. Students will schedule a joint recital with one other music major, or they may present a full recital if encouraged to do so by their major instructor.

MUSIC 349 - Junior Recital	0.0

✓ **REQUIREMENT 2** Complete 14 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 293 - Aural Skills 3	1.0

MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 3** Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ **REQUIREMENT 4** Complete 4.0 hours from the following course(s)

MUSIC 360R - Performance Instruction *You may take up to 4 credit hours.*	2.0v

✓ **REQUIREMENT 5**

Music education majors must enroll in at least 1 hour of approved large ensemble each semester for seven semesters. Those who play woodwind, brass, or percussion instruments must enroll in one semester of marching band, which may be counted toward the 7-hour large ensemble requirement if it is completed after the student has been officially accepted as a degree candidate in instrumental music education (after freshman year).

✓ **REQUIREMENT 6** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 7** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 8** Complete 10 courses

MUSIC 176 - Careers in Music Education	1.0
MUSIC 277 - Elementary General Music Methods	3.0
MUSIC 278 - Secondary General Music Methods	2.0
MUSIC 372A - Woodwind Workshop	1.0
MUSIC 372B - Woodwind Workshop	1.0
MUSIC 373 - Brass Workshop	1.0
MUSIC 375A - String Workshop	1.0
MUSIC 375B - String Workshop	1.0
MUSIC 377A - Instrumental Practicum	3.0
MUSIC 377B - Instrumental Practicum	3.0

✓ **REQUIREMENT 9** Complete 1 option

✓ **OPTION 9.1** Complete 1 course

Non-percussionists:

MUSIC 374 - Percussion Workshop	1.0

✓ **OPTION 9.2** Complete 2 courses

Percussionists:

MUSIC 273A - Percussion Techniques	0.5
MUSIC 273B - Percussion Techniques	0.5

✓ **REQUIREMENT 10** Complete 2 options

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 10.1** Complete 4 courses

Note: FBI fingerprint and background clearance must be completed prior to enrollment in Music 276.

MUSIC 276 - Exploration of Music Teaching	4.0
MUSIC 379 - Pre-Student Teaching	2.0
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

✓ **OPTION 10.2** Complete 12.0 hours from the following course(s)

Note: All professional education courses (above) and Music 260R and 363 credits must be completed before student teaching (Music 476).

MUSIC 476 - Secondary Student Teaching	12.0

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

1. Effective Pedagogy, Philosophy, and Practice

Students will function as competent educators with a secure grasp of effective pedagogical practice grounded in sound teaching philosophy and carefully considered curricular and instructional priorities.

2. Effective Communication

Students will demonstrate effective interpersonal and communication skills, especially the ability to connect with students.

3. Music Teaching Strategies and Materials

Students will demonstrate a knowledge of a broad array of skills, strategies, methodologies, and materials related to music teaching.

4. Professional Development

Students will demonstrate the ability to be open, reflective practitioners.

↑Top

Music Performance: Brass

BM

Hours	75 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 14 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

REQUIREMENT 2 Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

REQUIREMENT 3 Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

REQUIREMENT 4 Complete 12.0 hours from the following course(s)

MUSIC 460R - Performance Instruction *You may take up to 12 credit hours.*	3.0v

REQUIREMENT 5

Complete 1 hour of Category 1: Approved Large Ensembles each semester for eight semesters.

✓ **REQUIREMENT 6** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 7** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 8** Complete 1 course

MUSIC 368 - Brass Pedagogy	2.0

✓ **REQUIREMENT 9** Complete 4.0 hours from the following course(s)

MUSIC 331R - Jazz Combos *You may take up to 4 credit hours.*	1.0
MUSIC 341R - Brass Chamber Music *You may take up to 4 credit hours.*	1.0

✓ **REQUIREMENT 10**

Complete 5 hours of music electives (Music 407 is recommended). See faculty advisor.

✓ **REQUIREMENT 11** Complete 1 option

Recitals:

Present a juried recital (Music 349) during the junior year. A juried senior recital (Music 449) is also required.

Enroll in 349 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information. See supervisor of accompanying regarding guidelines for accompanist fees.

✓ **OPTION 11.1** Complete 2 courses

MUSIC 349 - Junior Recital	0.0
MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449R before applying for graduation.

Program Outcomes

Music Pedagogy

Students will demonstrate a knowledge of the fundamentals of brass pedagogy.

Prepared Performers

Students will be prepared at the highest possible level for their year of study. Include applicable solo and ensemble literature. Perform a representative cross section of that repertoire. Demonstrate a grasp of performance practice from the major historical periods and styles.

↑Top

Music Performance: Combined Piano & Organ

BM

Hours	77 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 12 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

✓ **REQUIREMENT 3** Complete 2 options

Complete 8 hours of each of the following divided between piano and organ:

✓ **OPTION 3.1** Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ **OPTION 3.2** Complete 8.0 hours from the following course(s)

MUSIC 360R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

REQUIREMENT 4

Complete 1 hour of ensemble each semester for six semesters, including 2 or 4 hours from Category 1: Approved Large Ensembles and 2 or 4 hours of the Category 2 ensemble Music 344R; each 2 hours of 344R must be taken in consecutive fall and winter semesters.

REQUIREMENT 5 Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

REQUIREMENT 6 Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

REQUIREMENT 7 Complete 7 courses

MUSIC 166 - Organ Registration	2.0
MUSIC 264 - Keyboard Foundations 1	2.0
MUSIC 265 - Keyboard Foundations 2	2.0
MUSIC 364 - Keyboard Pedagogy	2.0
MUSIC 365 - Piano Pedagogy	2.0
MUSIC 366 - Organ Pedagogy	2.0
MUSIC 466R - Organ Practicum	2.0

REQUIREMENT 8 Complete 2.0 hours from the following course(s)

MUSIC 470R - Keyboard Teaching Practicum *You may take up to 2 credit hours.*	1.0

REQUIREMENT 9 Complete 1 course

MUSIC 469 - Theory and Methods of Studio Teaching	1.0

REQUIREMENT 10 Complete 3 courses

MUSIC 403A - Piano Literature	2.0
MUSIC 403B - Piano Literature	2.0
MUSIC 404A - Organ Literature	2.0
MUSIC 404B - Organ Literature	2.0

REQUIREMENT 11 Complete 1 option

Recitals:

Present a juried recital (Music 249) during the sophomore year. A juried senior recital (Music 449) is also required.

Enroll in 249 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office

(C-302 HFAC) for further information.

✓ **OPTION 11.1** Complete 2 courses

MUSIC 249 - Sophomore Recital	0.0
MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449R before applying for graduation.

Program Outcomes

Meeting the Aims of a BYU Education

We support the aims of a BYU education, to strengthen students' lives spiritually, enlarge their intellectual experience, build their character, and prepare for lifelong learning and service.

As reviewed and approved by the National Association of Schools of Music (NASM), all music students, through the core requirements of all music degrees, show proficiency in music theory, music history, performance, ensemble playing, conducting, sight singing, and music dictation.

Performance Preparation and Repertoire

Prepare performances at the highest possible level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Music Pedagogy

Understand and demonstrate the fundamentals of music pedagogy as they apply to private and group instruction.

Music History

Show mastery of the basic cultural and historical background of civilization, and the important musical styles that have emerged therefrom.

Music Principles

Demonstrate command of music's organizing principles from the common practice period to the present.

Music and Technology Use

Understand how specific technologies serve the student's chosen field of music.

Top

Music Performance: Organ

BM

Hours	78 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 12 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

✓ **REQUIREMENT 3** Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction: Organ *You may take up to 8 credit hours.*	2.0v

✓ **REQUIREMENT 4** Complete 4.0 hours from the following course(s)

MUSIC 360R - Performance Instruction: Organ *You may take up to 4 credit hours.*	2.0v

✓ **REQUIREMENT 5** Complete 6.0 hours from the following course(s)

MUSIC 460R - Performance Instruction: Organ *You may take up to 6 credit hours.*	3.0v

✓ **REQUIREMENT 6**

Complete 1 hour of Category 1: Approved Large Ensembles each semester for four semesters. The Category 2 ensemble Music 344R may substitute for 2 of these 4 hours, but the 2 hours must be in consecutive fall and winter semesters.

✔ **REQUIREMENT 7** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✔ **REQUIREMENT 8** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✔ **REQUIREMENT 9** Complete 7 courses

MUSIC 166 - Organ Registration	2.0
MUSIC 264 - Keyboard Foundations 1	2.0
MUSIC 265 - Keyboard Foundations 2	2.0
MUSIC 364 - Keyboard Pedagogy	2.0
MUSIC 366 - Organ Pedagogy	2.0
MUSIC 404A - Organ Literature	2.0
MUSIC 404B - Organ Literature	2.0

✔ **REQUIREMENT 10** Complete 1 option

✔ **OPTION 10.1** Complete 2 courses

MUSIC 466R - Organ Practicum *You may take this course up to 2 times.*	2.0

Note: Two semesters of Music 466R must be taken in consecutive winter and fall semesters.

✔ **REQUIREMENT 11** Complete 2.0 hours from the following course(s)

MUSIC 470R - Keyboard Teaching Practicum *You may take up to 2 credit hours.*	1.0

✔ **REQUIREMENT 12** Complete 1 course

MUSIC 469 - Theory and Methods of Studio Teaching	1.0

✔ **REQUIREMENT 13** Complete 1 course

MUSIC 483 - Counterpoint	3.0
MUSIC 583 - Sixteenth-Century Counterpoint	3.0

✔ **REQUIREMENT 14** Complete 1 option

Recitals:

Present a juried recital (Music 249) during the sophomore year. A juried senior recital (Music 449) is also required.

Enroll in 249 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information.

✓ **OPTION 14.1** Complete 2 courses

MUSIC 249 - Sophomore Recital	0.0
MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449R before applying for graduation.

Program Outcomes

Meeting the Aims of a BYU Education

We support the aims of a BYU education, to strengthen students' lives spiritually, enlarge their intellectual experience, build their character, and prepare for lifelong learning and service.

As reviewed and approved by the National Association of Schools of Music (NASM), all music students, through the core requirements of all music degrees, show proficiency in music theory, music history, performance, ensemble participation, conducting, sight singing, and music dictation.

Performance Preparation and Repertoire

Prepare performances at the highest possible level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Music Pedagogy

Understand and demonstrate the fundamentals of music pedagogy as they apply to private and group organ instruction.

Music History

Show mastery of the basic cultural and historical background of civilization, and the important musical styles that have emerged therefrom.

Music Principles

Demonstrate command of music's organizing principles from the common practice period to the present.

Music and Technology Use

Understand how specific technologies serve the student's chosen field of music.

↑Top

Music Performance: Percussion

BM

Hours	74 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 14 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

✓ **REQUIREMENT 3** Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ **REQUIREMENT 4** Complete 12.0 hours from the following course(s)

MUSIC 460R - Performance Instruction *You may take up to 12 credit hours.*	3.0v

✓ **REQUIREMENT 5**

Complete 1 hour of Category 1: Approved Large Ensembles each semester for eight semesters.

✓ **REQUIREMENT 6** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 7** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 8** Complete 2 courses

MUSIC 273A - Percussion Techniques	0.5
MUSIC 273B - Percussion Techniques	0.5

✓ **REQUIREMENT 9** Complete 5.0 hours from the following course(s)

MUSIC 323R - Marching Band *You may take up to 5 credit hours.*	1.0
MUSIC 330R - Steel Band *You may take up to 5 credit hours.*	1.0
MUSIC 331R - Jazz Combos *You may take up to 5 credit hours.*	1.0
MUSIC 336R - Balinese Gamelan *You may take up to 5 credit hours.*	1.0
MUSIC 345R - Percussion Ensemble *You may take up to 5 credit hours.*	1.0

✓ **REQUIREMENT 10**

Complete 5 hours of music electives. See faculty advisor.

✓ **REQUIREMENT 11** Complete 1 option

Recitals:

Present a juried recital (Music 349) during the junior year. A juried senior recital (Music 449) is also required.

Enroll in Music 349 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information. See supervisor of accompanying regarding guidelines for accompanist fees.

✓ **OPTION 11.1** Complete 2 courses

MUSIC 349 - Junior Recital	0.0
MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449R before applying for graduation.

Program Outcomes

Performance Preparation and Repertoire

Students will prepare performances at the highest possible level, demonstrating knowledge of applicable solo and ensemble literature and utilization of improvisation skills, and successfully perform from a cross-section of that repertory.

Performing with versatility

Students will be able to perform in solo recital and in ensembles on a variety of percussion instruments with a foundation or core of study on snare drum, timpani, keyboard percussion and drum set. Some exposure to all percussion (including orchestral and ethnic or world percussion) will be included. This will expand into solo and chamber literature that will demonstrate a broad spectrum of styles in both formal and informal settings.

Music Pedagogy

Students will study analysis, assessment, and applicaion of percussion methods and curriculae for use in teaching all aspects of percussion performance practices.

Music and Technology use

Students will utilize and learn how to apply technology in their performance preparation, assessment of their own performances and their teaching. This includes audio and video recordings of performances, master classes, and practice sessions. Music software for composition, improvisation, transcription, and rehearsal techniques are included in the curriculum.

(2016) With easy access of today's technology and the installation of wifi in the HFAC, the students are entering the program with prior knowledge of how to access multiple performances and continue learning and sharing to better discriminate the quality of those performances in their own preparation.

Professional Preparation

During the first two master classes of each semester, topics will be discussed that will help prepare students to deal with the professional world of performing, job interview skills, curriculum vitae and resume development, networking, procuring instruments, and important repair skills.

Real world performance scenarios will be discussed to help them be better prepared for professional situations. This includes funding opportunities at the school, college, and university level.

Top

Music Performance: Piano

BM

Hours	76.5 - 77.5 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 12 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

REQUIREMENT 2 Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

REQUIREMENT 3 Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction: Piano *You may take up to 8 credit hours.*	2.0v

REQUIREMENT 4 Complete 4.0 hours from the following course(s)

MUSIC 360R - Performance Instruction: Piano *You may take up to 4 credit hours.*	2.0v

REQUIREMENT 5 Complete 6.0 hours from the following course(s)

MUSIC 460R - Performance Instruction: Piano *You may take up to 6 credit hours.*	3.0v

REQUIREMENT 6

Complete 1 hour of ensemble each semester for six semesters (determined by the student's major instrumental teacher or by choral audition - not by the student). (A) complete 2 or 4 hours from Category 1 Approved Large Ensembles (see MAP) AND (B) complete 2 or 4 hours from Category 2 Music 344R (each 2 hours of 344R must be taken in consecutive fall and winter semesters).

✔ **REQUIREMENT 7** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✔ **REQUIREMENT 8** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✔ **REQUIREMENT 9** Complete 7 courses

MUSIC 165 - Survey of the Great Pianists	0.5
MUSIC 264 - Keyboard Foundations 1	2.0
MUSIC 265 - Keyboard Foundations 2	2.0
MUSIC 364 - Keyboard Pedagogy	2.0
MUSIC 365 - Piano Pedagogy	2.0
MUSIC 403A - Piano Literature	2.0
MUSIC 403B - Piano Literature	2.0

✔ **REQUIREMENT 10** Complete 2.0 hours from the following course(s)

MUSIC 470R - Keyboard Teaching Practicum *You may take up to 2 credit hours.*	1.0

✔ **REQUIREMENT 11** Complete 4.0 hours from the following course(s)

MUSIC 115 - Basic Organ Skills	2.0
MUSIC 116R - Organ Techniques and Literature *You may take up to 4 credit hours.*	2.0
MUSIC 260R - Performance Instruction: Organ *You may take up to 4 credit hours.*	2.0v

✔ **REQUIREMENT 12** Complete 1 course

MUSIC 394 - Jazz Styles and Analysis	3.0
MUSIC 483 - Counterpoint	3.0
MUSIC 485 - Jazz Arranging and Composition	3.0
MUSIC 583 - Sixteenth-Century Counterpoint	3.0
MUSIC 595 - Score Analysis	2.0

✔ **REQUIREMENT 13** Complete 1 option

Recitals:

Present a juried recital (Music 249) during the sophomore year. A juried senior recital (Music 449) is also required.

Enroll in Music 249 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information.

✓ **OPTION 13.1** Complete 2 courses

MUSIC 249 - Sophomore Recital	0.0
MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449R before applying for graduation.

Program Outcomes

Performance Preparation and Repertoire

Prepare performances at the highest possible level, demonstrating knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Music Pedagogy

Comprehend and demonstrate the fundamentals of music pedagogy through private and group instruction.

Top

Music Performance: String

BM

Hours	75 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 15 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ **REQUIREMENT 3** Complete 12.0 hours from the following course(s)

MUSIC 460R - Performance Instruction *You may take up to 12 credit hours.*	3.0v

✓ **REQUIREMENT 4** Complete 1 option

Complete 1 hour of Category 1 Approved Large Ensembles (listed below) each semester for eight semesters (determined by the student's major instrumental teacher -- not by the student).

✓ **OPTION 4.1** Complete 8.0 hours from the following course(s)

MUSIC 337R - Symphony Orchestra	1.0

You may take this course up to 8 times.	
MUSIC 338R - Philharmonic Orchestra *You may take this course up to 8 times.*	1.0

✓ **OPTION 4.2**
Guitarists complete four hours of Guitar Ensemble (Music 343R) and four semesters of Category 1: Approved Large Ensembles.

✓ **REQUIREMENT 5** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 6** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 7** Complete 1 option

Complete part A, B, or C depending on your instrument.

✓ **OPTION 7.1** Complete 1 course

MUSIC 369A - String Pedagogy	2.0
MUSIC 369B - String Pedagogy	2.0
MUSIC 369C - String Pedagogy	2.0
MUSIC 369D - String Pedagogy	2.0
MUSIC 369E - String Pedagogy	2.0

✓ **REQUIREMENT 8** Complete 2 courses

MUSIC 406 - String Literature	2.0
MUSIC 467 - String Teaching Practicum	1.0

✓ **REQUIREMENT 9** Complete 4.0 hours from the following course(s)

Note: Only Music 346R: String Trios, Quartets, Etc may count toward this requirement.

MUSIC 331R - Jazz Combos *You may take up to 4 credit hours.*	1.0
MUSIC 343R - Guitar Ensemble *You may take up to 4 credit hours.*	1.0
MUSIC 346R - String Chamber Music *You may take up to 4 credit hours.*	1.0

✓ **REQUIREMENT 10** Complete 1 option

✓ **OPTION 10.1** Complete 2.0 hours from the following course(s)

Note: Only Music 346R: Baroque Ensemble may count toward this requirement.

MUSIC 346R - String Chamber Music *You may take up to 2 credit hours.*	1.0

MUSIC 462R - Orchestral Excerpts *You may take up to 2 credit hours.*	1.0

✓ **OPTION 10.2**
Guitarists should complete two hours of music electives.

✓ **REQUIREMENT 11** Complete 2 options

Recitals:

With performance instructor's advisement and consent, present a juried recital (Music 249 or 349) during the sophomore or junior year. A juried senior recital (Music 449) is also required of all students.

Enroll in Music 249 or 349 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information. See supervisor of accompanying regarding guidelines for accompanist fees.

✓ **OPTION 11.1** Complete 1 course

MUSIC 249 - Sophomore Recital	0.0
MUSIC 349 - Junior Recital	0.0

✓ **OPTION 11.2** Complete 1 course

MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449 before applying for graduation.

✓ **RECOMMENDED** Complete 2 courses

MUSIC 462R - Orchestral Excerpts *You may take this course up to 1 time.*	1.0
MUSIC 473 - (Not currently offered)	

Program Outcomes

Music Pedagogy

Students will increase their pedagogical knowledge and practical skills as a teacher on their respective instrument.

Skill Development

Students will advance in measureable ways towards mastery of the technical and musical demands of the standard solo, chamber, and orchestral repertoire.

Effective Performance

Students will increase their aptitude and effectiveness as performers, both in solo and ensemble settings.

↑Top

Music Performance: Vocal

BM

Hours	76 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 15 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 235B - Choral Conducting Techniques	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ **REQUIREMENT 2** Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction: Voice *You may take up to 8 credit hours.*	2.0v

✓ **REQUIREMENT 3** Complete 8.0 hours from the following course(s)

MUSIC 360R - Performance Instruction: Voice *You may take up to 8 credit hours.*	2.0v

✓ **REQUIREMENT 4**

Complete one hour of ensemble each semester for eight semesters, including: a) 2-6 hours from Category 1: Approved Large Ensembles. b) 1-6 hours of the following: Music 316R: Opera Workshop (1:6:0). c) 1-5 hours of the following: Music 317R: Opera Ensemble (.5-3:6:0); Music 318R: Music Theatre Ensemble (1:0:5).

✓ **REQUIREMENT 5** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✓ **REQUIREMENT 6** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✓ **REQUIREMENT 7** Complete 3 courses

MUSIC 363 - Vocal Pedagogy	3.0
MUSIC 402A - Vocal Literature	3.0
MUSIC 472 - Supervised Teaching in Voice	2.0

✓ **REQUIREMENT 8** Complete 8.0 hours from the following course(s)

FREN 101 - First-Year French, Part 1	4.0
FREN 102 - First-Year French, Part 2	4.0
GERM 101 - First-Year German	4.0
GERM 102 - First-Year German	4.0
ITAL 101 - First-Year Italian, Part 1	4.0
ITAL 102 - First-Year Italian, Part 2	4.0

✓ **REQUIREMENT 9** Complete 1 option

Recitals:

Pass a juried junior recital (Music 349) and a juried senior recital (Music 449).

Enroll in Music 349 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in Music 360R is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information. See supervisor of accompanying regarding guidelines for accompanist fees.

✓ **OPTION 9.1** Complete 2 courses

MUSIC 349 - Junior Recital	0.0
MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449 before applying for graduation.

✓ **RECOMMENDED** Complete 4 courses

DANCE 164 - Music for Movement	1.0v
MUSIC 259 - Psychology of Performance	2.0
MUSIC 261 - Contemporary Vocal Techniques	2.0
PHSCS 167 - Descriptive Acoustics of Music and Speech	3.0

✓ **RECOMMENDED** Complete 3 courses

Students intending to enter graduate school in voice should complete:

FREN 101 - First-Year French, Part 1	4.0
GERM 101 - First-Year German	4.0
ITAL 101 - First-Year Italian, Part 1	4.0

Program Outcomes

Vocal History

Show general knowledge of the vocal styles of the western vocal traditions: art song, oratorio, and opera.

Vocal Skill Development

1. Demonstrate mastery of vocal and performance techniques required to perform this repertoire successfully.
2. Demonstrate diction competency in singing the primary languages of the western vocal tradition: English, Italian, German and French.

Effective Auditioning

Demonstrate the ability to participate in the auditioning process which forms the basis of this career track without jealousy of the success of others or vanity at one's own success.

Teaching Skills

Demonstrate the ability to teach the skills listed above to others.

Career and Professionalism

Be educated about, and exposed to, a variety of professional vocal opportunities, including: solo concert work, contemporary vocal ensembles, crossover contemporary vocal styles and techniques, and choral ensembles. This includes encouraging students to participate in a vocal program every summer.

Top

Music Performance: Woodwind

BM

Hours	75 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 14 courses

Lower-division music core courses:

MUSIC 193 - Aural Skills 1	1.0
MUSIC 194 - Aural Skills 2	1.0
MUSIC 195 - Music Theory 1	3.0
MUSIC 196 - Music Theory 2	3.0
MUSIC 197 - Sight Singing 1	0.5
MUSIC 198 - Sight Singing 2	0.5
MUSIC 221 - Functional Piano Skills 1	2.0
MUSIC 222 - Functional Piano Skills 2	2.0
MUSIC 293 - Aural Skills 3	1.0
MUSIC 294 - Aural Skills 4	1.0
MUSIC 295 - Music Theory 3	3.0
MUSIC 296 - Music Theory 4	3.0
MUSIC 297 - Sight Singing 3	0.5
MUSIC 298 - Sight Singing 4	0.5

✓ REQUIREMENT 2 Complete 1 course

MUSIC 235A - Instrumental Conducting Techniques	2.0
MUSIC 235B - Choral Conducting Techniques	2.0

✓ REQUIREMENT 3 Complete 8.0 hours from the following course(s)

MUSIC 260R - Performance Instruction *You may take up to 8 credit hours.*	2.0v

✓ REQUIREMENT 4 Complete 12.0 hours from the following course(s)

MUSIC 460R - Performance Instruction *You may take up to 12 credit hours.*	3.0v

✓ REQUIREMENT 5

Complete 1 hour of Category 1: Approved Large Ensembles each semester for eight semesters.

✔ **REQUIREMENT 6** Complete 4 courses

Upper-division music core courses:

MUSIC 301 - Survey of Music Literature 1	2.0
MUSIC 302 - Survey of Music Literature 2	2.0
MUSIC 303 - Survey of Music Literature 3	2.0
MUSIC 395 - Form and Analysis	3.0

✔ **REQUIREMENT 7** Complete 1 course

MUSIC 307 - World Music	2.0
MUSIC 308 - History of Jazz	2.0

✔ **REQUIREMENT 8** Complete 2 courses

MUSIC 367 - Woodwind Pedagogy	2.0

✔ **REQUIREMENT 9** Complete 1 option

✔ **OPTION 9.1** Complete 4.0 hours from the following course(s)

MUSIC 331R - Jazz Combos *You may take up to 4 credit hours.*	1.0
MUSIC 348R - Woodwind Chamber Music *You may take up to 4 credit hours.*	1.0

Note: 331R is for Saxophones only.

✔ **REQUIREMENT 10**

Complete 5 hours of music electives. See faculty advisor.

✔ **REQUIREMENT 11** Complete 1 option

Recitals:

Present a juried recital (Music 349) during the junior year. A juried senior recital (Music 449) is also required.

Enroll in Music 349 (0.0 credit hours) or 449 (1.0 credit hour) for the semester during which a recital is to be presented. Concurrent enrollment in appropriate performance instruction is required. A prerecital hearing is required at least three weeks before juried recitals. Contact the Harris Fine Arts Center Scheduling Office (C-302 HFAC) for further information. See supervisor of accompanying regarding guidelines for accompanist fees.

✔ **OPTION 11.1** Complete 2 courses

MUSIC 349 - Junior Recital	0.0
MUSIC 449 - Senior Recital	1.0

Note: Students must register for 449R before applying for graduation.

Program Outcomes

Performance Preparation

Prepare performances at the highest possible level, and gain a working knowledge of standard repertoire.

Performance Practice

Demonstrate command of performance practice from the major stylistic periods.

Music Pedagogy

Understand and apply the principles of music pedagogy.

Top

Neuroscience

BS

Hours	65 - 69 Credit Hours
MAP	Major Academic Plan

Program Requirements

The Neuroscience Center requires a minimum of 21 hours of neuroscience major credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation. Only 8 hours of Independent Study can be counted towards the neuroscience major credit.

✓ **REQUIREMENT 1** Complete 4 courses

Major core courses:

NEURO 205 - Neurobiology	3.0
NEURO 360 - Neuroanatomy	2.0
NEURO 380 - Behavioral Neuroscience	3.0
NEURO 480 - Advanced Neuroscience	3.0

✓ **REQUIREMENT 2** Complete 4 courses

Life sciences courses:

MMBIO 240 - Molecular Biology	3.0
PDBIO 120 - Science of Biology	3.0
PDBIO 360 - Cell Biology	3.0
PDBIO 362 - Advanced Physiology	3.0

✓ **REQUIREMENT 3** Complete 2 courses

PSYCH 111 - Introduction to Psychological Science	3.0
PSYCH 375 - Cognition	3.0

✓ **REQUIREMENT 4** Complete 5 courses

Chemistry courses:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0

✔ **REQUIREMENT 5** Complete 1 option

Complete ONE of the following physics course options:

✔ **OPTION 5.1** Complete 2 courses

PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0

✔ **OPTION 5.2** Complete 3 courses

PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0

✔ **REQUIREMENT 6** Complete 2 courses

Note: Students may substitute Math 113 for Math 112.

MATH 112 - Calculus 1	4.0
STAT 121 - Principles of Statistics	3.0

✔ **REQUIREMENT 7** Complete 1 hour from the following course(s)

Complete at least 1.0 hour of the following:

NEURO 449R - Undergraduate Research Experience	3.0v
NEURO 481 - Neuroscience Laboratory	1.0
NEURO 496R - Neuroscience Academic Internship	12.0v

✔ **REQUIREMENT 8** Complete 1 option

Electives: Complete three courses from three different departments from the following elective list:

✔ **OPTION 8.1** Complete 3 courses

BIO 370 - Bioethics	2.0
CHEM 481 - Biochemistry	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
COMD 334 - Hearing Science and Acoustics	3.0
ME EN 552 - Neuromechanics of Movement	3.0
PDBIO 561 - Physiology of Drug Mechanisms	3.0
PDBIO 565 - Endocrinology	3.0
PDBIO 568 - Cellular Electrophysiology and Biophysics	3.0
PSYCH 342 - Abnormal Psychology	3.0
PSYCH 370 - Sensation and Perception	3.0
PSYCH 377 - The Cognitive Neuroscience of Memory	3.0
PSYCH 382 - Stress Psychobiology	3.0
PSYCH 388 - Drugs, Reward and Addiction	3.0
PSYCH 513R - Functional MRI Design and Analysis	3.0
PWS 340 - Genetics	3.0

Note 1: Students should carefully consult with faculty regarding which electives they should take to best support their postgraduate plans.

Note 2: Me En 552, Neuro 449R, PDBio 565, and 568 require the instructor's signature before enrolling.

Note 3: PDBio 363, Phscs 105 lab, and Phscs 106 lab are required for most students applying for graduate training in medicine, dentistry, ophthalmology, physician assistant school, or similar programs.

Note 4: Double counting: No more than 3 credits (or one course) may be double counted between the Neuroscience major and another major or minor.

✓ **RECOMMENDED** Complete 2 options

Recommended Courses:

In addition to the above courses, students may find the following courses helpful (see Pre-professional Advisement Center, 3328 WSC):

✓ **RECOMMENDED** Complete 9 courses

Note: StDev 470 is required for most students applying for graduate training in medicine, dentistry, ophthalmology, physician assistant school, or similar programs.

CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
PDBIO 220 - Human Anatomy (with lab)	3.0
STDEV 170 - Introduction to Health Professions	1.0
STDEV 271 - Preview of Dentistry	1.0
STDEV 272 - Preview of Medicine	1.0
STDEV 273 - Preview of Optometry	1.0
STDEV 375 - Dental School Preparation Laboratory Experience	2.0
STDEV 399R - Health Professions Internship *You may take this course up to 1 time.*	3.0v
STDEV 470 - Medical and Dental School Application	2.0

Program Outcomes

Professional Preparation

Program graduates will have the necessary knowledge and skills in molecular and cellular biology, neuroanatomy, behavioral neuroscience, physiology, and supporting disciplines required to pursue advanced degrees in areas relating to neuroscience or in professional schools.

Research Critique and Application

Program graduates will evaluate, critique and apply research findings in neuroscience.

Top

Nonprofit Management

Minor

Hours	21 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 5 courses

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
RECM 306 - Introduction to Nonprofit Organizations	3.0
RECM 326 - Nonprofit Resource Development	3.0
RECM 336 - Nonprofit Management	3.0

✓ REQUIREMENT 2 Complete 1 course

BUS M 201 - Financial Management	3.0
FIN 201 - Principles of Finance	3.0

✓ REQUIREMENT 3 Complete 1 option

✓ OPTION 3.1 Complete 1 course

ANTHR 412 - Museum Collections Management	3.0
ANTHR 522 - Museum Practices and Technologies	3.0
EDLF 362 - Introduction to International Development Education	3.0
EDLF 363 - Education, Poverty, and Community Development	3.0
HLTH 480 - International Health	3.0
NDFS 458 - Management in Dietetics	3.0
ORG B 327 - Human Resource Management	3.0
RECM 344 - Youth Development	3.0
RECM 453 - Grant Writing	2.0
SOC 340 - Sociology of International Development	3.0
TMA 387 - Production Management: Advanced	3.0
TMA 469 - Theatre Management	3.0

A Nonprofit Management Minor advisor may approve other courses showing competency in a nonprofit industry skill.

✓ REQUIREMENT 4

National Certification in Nonprofit Management and Leadership (formerly known as American Humanics Certification)

1. Register online with National Leadership Alliance at www.nonprofitleadershipalliance.org.
2. Complete Nonprofit Management minor and competencies.
3. Attend one Management/Leadership Institute (AHMI).
4. RecM 497R--AHMI prep course--1 credit--Fall.
5. Practicum - 300 hours working with nonprofits.
6. Pay $15 to join the Nonprofit Management Student Association.

Program Outcomes

Please contact the individual department for outcome information.

Top

Nursing

BS

Hours	91 Credit Hours
LEP	Limited Enrollment Program. Application Website
MAP	Major Academic Plan

Program Requirements

A 'C' grade or above must be maintained in all required courses.

✓ **REQUIREMENT 1** Complete 2 options

Prerequisite courses:

✓ **OPTION 1.1** Complete 4 courses

CHEM 285 - Introductory Bio-organic Chemistry	4.0
NDFS 100 - Essentials of Human Nutrition	3.0
NURS 180 - Preview of Nursing	1.0
PDBIO 220 - Human Anatomy (with lab)	3.0

Note: Chem 101 or an acceptable score on the Chemistry Placement Exam is prerequisite to Chem 285 if the student has completed no previous chemistry course work.

✓ **OPTION 1.2** Complete 1 course

PSYCH 220 - Human Development: Life Span	3.0
SFL 210 - Human Development	3.0

✓ **REQUIREMENT 2** Complete 1 option

Supporting courses:

✓ **OPTION 2.1** Complete 6 courses

MMBIO 221 - General Microbiology	3.0
MMBIO 222 - General Microbiology Laboratory	1.0
PDBIO 305 - Human Physiology	4.0
PDBIO 365 - Pathophysiology	4.0
PSYCH 111 - Introduction to Psychological Science	3.0
STAT 121 - Principles of Statistics	3.0

Note: Math 110 (or equivalent) may need to be taken prior to Stat 121.

✓ **REQUIREMENT 3** Complete 25 courses

NURS 291 - Nursing Care of the Older Adult	2.0
NURS 292 - Clinical Practicum for Nursing Care of the Older Adult	1.5
NURS 293 - Communication Lab for Nursing Majors	0.5
NURS 294 - Health Assessment and Promotion	3.0
NURS 295 - Fundamental Nursing Concepts and Care	3.0
NURS 296 - Community Health Nursing	1.0
NURS 300 - Pharmacology in Nursing	3.0
NURS 320 - Scholarly Inquiry in Nursing	3.0
NURS 339 - Ethics in Nursing	2.0
NURS 341 - Nursing Care of Adults with Acute and Chronic Illnesses	3.0
NURS 342 - Clinical Practicum for Nursing Care of Adults with Acute and Chronic Illnesses	3.5
NURS 343 - Lab/Simulation for Nursing Care of Adults with Acute and Chronic Illnesses	1.0
NURS 351 - Nursing Care of Women and Newborns	2.0
NURS 352 - Clinical Practicum for Nursing Care of Women and Newborns	1.5
NURS 361 - Nursing Care of Children and Families	2.0
NURS 362 - Clinical Practicum for Nursing Care of Children and Families	2.0
NURS 363 - Laboratory/Simulation Nursing Care of Women and Newborns, Children and Families	0.5
NURS 403 - Public and Global Health Nursing	3.0
NURS 404 - Clinical Practicum Public and Global Health Nursing	3.5
NURS 461 - Psychiatric and Mental Health Nursing	2.5
NURS 462 - Clinical Practicum for Psychiatric and Mental Health Nursing	1.5
NURS 471 - Nursing Care of Adults in Crisis	3.0
NURS 472 - Clinical Practicum for Adults in Crisis	2.5
NURS 473 - Lab/Simulation for Adults in Crisis	1.0
NURS 491 - Nursing Capstone	2.0
NURS 492 - Clinical Practicum for Capstone Nursing	5.5

Program Outcomes

Integration of Gospel Values

Integrate the values of the Gospel of Jesus Christ as part of caring.

Critical Thinking and Communication Skills

Demonstrate effective critical thinking and communication.

Professional Nursing Care

Design, provide, and evaluate nursing care for individuals, families, and communities. An essential prinicple that meets standards associated with national accrediting organizations.

Understanding the Discipline of Nursing

An essential prinicple that meets BYU AIMS as well as standards associated with National Accrediting Bodies

Life-long Learning

An essential prinicple that meets BYU AIMS as well as standards associated with National Accrediting Bodies

Top

Nutritional Science

BS

Hours	60 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 6 courses

Core requirements:

NDFS 100 - Essentials of Human Nutrition	3.0
NDFS 200 - Nutrient Metabolism	3.0
NDFS 294 - Nutrition Research Fundamentals	1.0
NDFS 305 - Nutritional Implications of Disease	4.0
NDFS 424 - Nutrition Through the Life Cycle	2.0
NDFS 435 - Nutritional Biochemistry and Metabolism	4.0

✓ **REQUIREMENT 2** Complete 7.0 hours from the following course(s)

Complete 7 hours from the following (AT LEAST one course must be NDFS 250, 310, or 400):

HLTH 345 - Principles of Epidemiology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
NDFS 250 - Essentials of Food Science	3.0
NDFS 251 - Essentials of Food Science Laboratory	1.0
NDFS 310 - Nutrition and Metabolism in Sports and Exercise	2.0
NDFS 399R - Academic Internship *You may take up to 3 credit hours.*	9.0v
NDFS 400 - Community Nutrition	3.0
NDFS 494R - Undergraduate Research in Nutrition, Dietetics, or Food Science *You may take up to 3 credit hours.*	3.0v
PDBIO 360 - Cell Biology	3.0
PWS 340 - Genetics	3.0

✓ **REQUIREMENT 3** Complete 1 course

Prerequisite to PDBio 305, required below:

PDBIO 210 - Human Anatomy (with virtual lab)	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0

✓ **REQUIREMENT 4** Complete 12 courses

(Complete 1 hour of Chem 353.)

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
CHEM 481 - Biochemistry	3.0
MMBIO 240 - Molecular Biology	3.0
PDBIO 120 - Science of Biology	3.0
PDBIO 305 - Human Physiology	4.0
PHSCS 105 - General Physics 1	3.0
STAT 121 - Principles of Statistics	3.0

✓ **RECOMMENDED** Complete 7 courses

CHEM 223 - Quantitative and Qualitative Analysis	4.0
HLTH 345 - Principles of Epidemiology	3.0
MMBIO 221 - General Microbiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0

Note: Professional schools and graduate programs may require additional courses not required for the major, such as Phscs 106, 107, 108, or Math 119 or 112. Students should contact the program to which they may apply to determine the specific courses required.

Program Outcomes

Nutritional Science Fundamentals

Identify the chemical structure of nutrients, their food sources, functions, and the scientific basis for nutrition requirements and dietary recommendations. Describe the processes of digestion, absorption, transport, and metabolism and the metabolic consequences of nutrient deficiencies, interactions, imbalances and toxicities.

Diet in Health and Disease

Explain the role of dietary choices and interventions for optimizing health and preventing or ameliorating chronic disease and malnutrition.

Nutritional Assessment

Assess nutritional status of individuals or populations.

Research

Search, interpret, and summarize peer-reviewed scientific literature. Evaluate nutritional claims for accuracy. Design research for nutritional science that includes ethical considerations of using human and animal subjects.

Top

Nutritional Science

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

Many of these courses have prerequisites. Most students choosing this minor will have completed the prerequisites as part of their major. Other students will need to complete them.

✓ **REQUIREMENT 1** Complete 2 courses

NDFS 100 - Essentials of Human Nutrition	3.0
NDFS 200 - Nutrient Metabolism	3.0

✓ **REQUIREMENT 2** Complete 10.0 hours from the following course(s)

After consulting with a faculty advisor,

NDFS 305 - Nutritional Implications of Disease	4.0
NDFS 310 - Nutrition and Metabolism in Sports and Exercise	2.0
NDFS 400 - Community Nutrition	3.0
NDFS 424 - Nutrition Through the Life Cycle	2.0
NDFS 434 - Nutritional Bio-organic Chemistry	4.0
NDFS 435 - Nutritional Biochemistry and Metabolism	4.0
NDFS 494R - Undergraduate Research in Nutrition, Dietetics, or Food Science *You may take up to 1 credit hour.*	3.0v

Program Outcomes

Please contact the individual department for outcome information.

Top

Open-Major

PRE

Hours	Unknown Credit Hours
MAP	Major Academic Plan

Program Requirements

This is not a major. See your advisement center for help.

No requirements are listed for this pre-major program.

Program Outcomes

Please contact the individual department for outcome information.

↑Top

PE Teaching/Coaching

Minor

Hours	26.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✔ **REQUIREMENT 1** Complete 9 courses

EXSC 320 - Basic Athletic Training	3.0
EXSC 321 - Basic Athletic Training Lab	0.5
NDFS 100 - Essentials of Human Nutrition	3.0
PETE 230 - K-12 Physical Activities Content and Skills 1 and Fitness for Life	2.0
PETE 232 - Physical Education Pedagogy	3.0
PETE 300 - Advocacy for Physical Education	2.0
PETE 364 - Scientific Bases of Sport: Motor Learning	2.0
PETE 366 - Exercise Physiology for Physical Educators	2.0
PETE 430 - Principles of Coaching	2.0

✔ **REQUIREMENT 2** Complete 1 hour from the following course(s)

PETE 399R - Academic Internship: Coaching *You may take up to 1 credit hour.*	4.0v

✔ **REQUIREMENT 3** Complete 1 course

PETE 330R - Coaching Selected Sports *You may take this course up to 1 time.*	2.0
PETE 335 - Coaching Competitive Swimming	2.0
PETE 341 - Coaching Basketball	2.0
PETE 342 - Coaching Track and Field	2.0

PETE 344 - Coaching Football	2.0
PETE 345 - Coaching Volleyball	2.0
PETE 346 - Coaching Baseball and Softball	2.0
PETE 347 - Coaching Soccer	2.0

✓ **REQUIREMENT 4** Complete 1 course

PETE 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

1. Skill and Fitness Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.

2. Learner Development

The candidate understands cognitive, linguistic, social, emotional and physical areas of student development.

3. Learner Differences

he candidate understands individual learner differences and cultural and linguistic diversity.

4. Learning Environments

The candidate works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

5. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline.

6. Assessment

The candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

7. Instructional Planning

The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

8. Instructional Strategies

The candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

9. Reflection and Continuous Growth

The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

10. Leadership and Collaboration

The candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

11. Professional and Ethical Behavior

The candidate demonstrates the highest standard of legal, moral, and ethical conduct.

Top

Philosophy

BA

Hours	47 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that StDev 317, a 1-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

For each R course, you may only take one class on any particular figure or topic. For instance, if you wish to take multiple classes of Phil 320R: Studies in Ancient Philosophy, you may only take Plato once, but you may then take Aristotle or Stoicism or any of the other figures or topics listed under Phil 320R.

✓ **REQUIREMENT 1** Complete 4 courses

Sources and Methods courses:

PHIL 200 - Philosophy Major Orientation and ePortfolio Training	1.0
PHIL 205 - Introduction to Formal Logic	3.0
PHIL 300 - Philosophical Writing	3.0
PHIL 305 - Intermediate Formal Logic	3.0

✓ **REQUIREMENT 2** Complete 1 course

PHIL 201 - History of Philosophy 1	3.0
PHIL 210 - Science and Civilization 1	3.0

✓ **REQUIREMENT 3** Complete 1 course

PHIL 202 - History of Philosophy 2	3.0
PHIL 211 - Science and Civilization 2	3.0

✓ **REQUIREMENT 4** Complete 1 course

Core Topics in Western Philosophy:

PHIL 213 - Introduction to Ethics	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
PHIL 215 - Introduction to the Philosophy of Religion	3.0
PHIL 217R - Social and Political Philosophy *You may take this course up to 1 time.*	3.0

✔ **REQUIREMENT 5** Complete 1 course

Complete one registration of the following Historical Periods course:

PHIL 320R - Studies in Ancient Philosophy	3.0

✔ **REQUIREMENT 6** Complete 1 course

Complete one registration of the following Historical Periods course:

PHIL 340R - Studies in Modern Philosophy	3.0

✔ **REQUIREMENT 7** Complete 1 course

Complete one of the following Historical Period courses (excluding the two specific registrations used to complete the above requirements):

PHIL 313R - History of Ethics *You may take this course up to 1 time.*	3.0
PHIL 320R - Studies in Ancient Philosophy *You may take this course up to 1 time.*	3.0
PHIL 330R - Studies in Medieval Philosophy *You may take this course up to 1 time.*	3.0
PHIL 340R - Studies in Modern Philosophy *You may take this course up to 1 time.*	3.0
PHIL 350R - Studies in Contemporary Philosophy *You may take this course up to 1 time.*	3.0
PHIL 360R - Non-Western Philosophy *You may take this course up to 1 time.*	3.0

✔ **REQUIREMENT 8** Complete 1 course

Complete one of the following Values and Conduct courses:

PHIL 413R - Topics in Ethics *You may take this course up to 1 time.*	3.0
PHIL 414R - Topics in the Advanced Philosophy of Art, Architecture, Music, and Film *You may take this course up to 1 time.*	3.0
PHIL 415 - Philosophy of Religion	3.0
PHIL 416 - Philosophy of Law	3.0

✔ **REQUIREMENT 9** Complete 2 courses

Complete two of the following Knowledge and Reality courses:

PHIL 405 - Advanced Logic and Metalogic	3.0
PHIL 420 - Philosophy of Language	3.0
PHIL 421 - Metaphysics	3.0
PHIL 422 - Epistemology	3.0
PHIL 423R - History and Philosophy of Science *You may take this course up to 1 time.*	3.0
PHIL 424 - Philosophy of Mind	3.0

✓ **REQUIREMENT 10** Complete 6.0 hours from the following option(s)

Complete 6 additional hours (excluding 110, 150, 499R) [with no more than 3 hours of Phil 449R: Philosophy Lecture Series and/or Phil 495R: Directed Readings (1-3:Arr:Arr)]. Students must have a total of 27 credit hours of upper-division course work (300-level or above) in the major.

✓ **OPTION 10.1** Complete up to 6.0 hours from the following course(s)

PHIL 313R - History of Ethics	3.0
PHIL 313R - Utilitarianism	3.0
PHIL 320R - Studies in Ancient Philosophy	3.0
PHIL 320R - Socrates	3.0
PHIL 320R - Neo-Platonism	3.0
PHIL 320R - Greek Science	3.0
PHIL 320R - Greek Epistemology	3.0
PHIL 320R - Topics in Greek Philosophy	3.0
PHIL 320R - Plato	3.0
PHIL 320R - Stoicism	3.0
PHIL 320R - Greek Metaphysics	3.0
PHIL 320R - Helenistic Philosophy	3.0
PHIL 320R - Pre-Socratics	3.0
PHIL 320R - Aristotle	3.0
PHIL 320R - Greek Ethics	3.0
PHIL 320R - Greek Political Theory	3.0
PHIL 330R - Medieval Political Theory	3.0
PHIL 330R - Augustine	3.0
PHIL 330R - Medieval Arabic Philosophers	3.0
PHIL 330R - Medieval Epistemology	3.0
PHIL 330R - Medieval Philosophy and Religion	3.0
PHIL 330R - Studies in Medieval Philosophy	3.0
PHIL 330R - Aquinas	3.0
PHIL 330R - Medieval Ethics	3.0
PHIL 330R - Medieval Metaphysics	3.0
PHIL 330R - Topics in Medieval Philosophy	3.0
PHIL 330R - Duns Scotus	3.0
PHIL 330R - Medieval Science	3.0
PHIL 340R - Continental Rationalism	3.0
PHIL 340R - Leibniz	3.0
PHIL 340R - Locke	3.0
PHIL 340R - Hume	3.0
PHIL 340R - Schopenhauer	3.0
PHIL 340R - Nietzsche and Freud	3.0
PHIL 340R - J. S. Mill	3.0
PHIL 340R - Studies in Modern Philosophy	3.0
PHIL 340R - Descartes	3.0
PHIL 340R - British Empiricism	3.0
PHIL 340R - Descartes and Locke	3.0
PHIL 340R - Kant	3.0
PHIL 340R - German Idealism	3.0
PHIL 340R - Kierkegaard	3.0
PHIL 340R - British Idealism	3.0
PHIL 340R - Topics in Modern Philosophy	3.0
PHIL 340R - Spinoza	3.0

PHIL 340R - Hobbes	3.0
PHIL 340R - Berkeley	3.0
PHIL 340R - Hegel	3.0
PHIL 340R - Nietzsche	3.0
PHIL 340R - Modern Political Theory	3.0
PHIL 350R - Truth	3.0
PHIL 350R - Logical Positivism	3.0
PHIL 350R - Hermeneutics	3.0
PHIL 350R - Ricoeur	3.0
PHIL 350R - Sartre	3.0
PHIL 350R - Gadamer	3.0
PHIL 350R - Foucault	3.0
PHIL 350R - Oakeshott	3.0
PHIL 350R - Philosophy of Social Science	3.0
PHIL 350R - Bergson	0.0
PHIL 350R - Contemporary Analytical Philosophy	3.0
PHIL 350R - Heidegger's Being and Time	0.0
PHIL 350R - Moore	3.0
PHIL 350R - Pragmatism	0.0
PHIL 350R - Wittgenstein	3.0
PHIL 350R - Continental Philosophy	3.0
PHIL 350R - Phenomenology	3.0
PHIL 350R - Husserl	3.0
PHIL 350R - Levinas	3.0
PHIL 350R - Dufrenne	3.0
PHIL 350R - Marion	3.0
PHIL 350R - Studies in Contemporary Philosophy	3.0
PHIL 350R - Philosophy of Logic	3.0
PHIL 350R - Philosophy of History	3.0
PHIL 350R - Dewey	0.0
PHIL 350R - Contemporary Political Theory	3.0
PHIL 350R - Heidegger's Later Works	0.0
PHIL 350R - Frege	3.0
PHIL 350R - William James	0.0
PHIL 350R - Whitehead	3.0
PHIL 350R - Existentialism	3.0
PHIL 350R - Philosophy of Cognitive Science	3.0
PHIL 350R - Heidegger	3.0
PHIL 350R - Merleau-Ponty	3.0
PHIL 350R - Derrida	3.0
PHIL 350R - Contemporary French Philosophy	3.0
PHIL 350R - Topics in Contemporary Philosophy	3.0
PHIL 350R - Lyotard	0.0
PHIL 350R - Philosophy of Psychology	3.0
PHIL 350R - Hannah Arendt	0.0
PHIL 350R - Russell	3.0
PHIL 350R - Peirce	0.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 360R - Hindu Philosophy	3.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 360R - Buddhism	3.0
PHIL 405 - Advanced Logic and Metalogic	3.0
PHIL 413R - Consequentialism	3.0
PHIL 413R - Environmental Ethics	3.0

PHIL 413R - Moral Psychology	3.0
PHIL 413R - Theoretical Foundations of Business Ethics	3.0
PHIL 413R - Topics in Ethics	3.0
PHIL 413R - Skepticism	3.0
PHIL 413R - Virtue Theory	3.0
PHIL 413R - Media and Cyber Ethics	3.0
PHIL 413R - Applied Ethics	3.0
PHIL 413R - Ethical Argumentation	3.0
PHIL 413R - Objectivity, Subjectivity, and Relativism	3.0
PHIL 413R - Deontology	3.0
PHIL 413R - Medical Ethics	3.0
PHIL 413R - Ethics of War and Peace	3.0
PHIL 413R - The Good Life	3.0
PHIL 413R - Care Ethics	3.0
PHIL 413R - Meta-ethics	3.0
PHIL 414R - Topics in the Advanced Philosophy of Art, Architecture, Music, and Film	3.0
PHIL 414R - Philosophy of Architecture	3.0
PHIL 414R - Film Criticism and Theory	3.0
PHIL 414R - Philosophy of Art	3.0
PHIL 414R - Philosophy of Music	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 414R - Philosophy of Theater	3.0
PHIL 414R - Philosophy and Literature	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 415 - Philosophy of Religion	3.0
PHIL 416 - Philosophy of Law	3.0
PHIL 420 - Philosophy of Language	3.0
PHIL 421 - Metaphysics	3.0
PHIL 422 - Epistemology	3.0
PHIL 423R - Antiquity to Present	3.0
PHIL 423R - History and Philosophy of Science	3.0
PHIL 423R - History of Medicine	3.0
PHIL 424 - Philosophy of Mind	3.0
PHIL 449R - Philosophical Lecture Series	1.0
PHIL 490 - Senior Seminar	1.0
PHIL 495R - Directed Readings in Philosophy	3.0v
PHIL 501R - Graduate Seminar	5.0v

✔ **OPTION 10.2** Complete up to 6.0 hours from the following course(s)

PHIL 110 - Honors Introduction to Philosophy	3.0
PHIL 150 - Honors Reasoning and Writing	3.0
PHIL 200 - Philosophy Major Orientation and ePortfolio Training	1.0
PHIL 201 - Honors History of Philosophy 1	3.0
PHIL 202 - Honors History of Philosophy 2	3.0
PHIL 210 - Science and Civilization 1	3.0
PHIL 210 - Honors Science and Civilization 1	3.0
PHIL 211 - Honors Science and Civilization 2	3.0
PHIL 211 - Science and Civilization 2	3.0
PHIL 213 - Introduction to Ethics	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
PHIL 215 - Introduction to the Philosophy of Religion	3.0
PHIL 217R - Modern Political Philosophy	3.0
PHIL 217R - Political Liberalism	3.0

PHIL 217R - Social and Political Philosophy	3.0
PHIL 217R - Contemporary Political Philosophy	3.0
PHIL 217R - Social Contract Theory	3.0
PHIL 217R - Classical and Medieval Political Philosophy	3.0
PHIL 217R - John Rawls	3.0

✔ **REQUIREMENT 11** Complete 3.0 hours from the following course(s)

PHIL 399R - Philosophy Program Internship	3.0

✔ **REQUIREMENT 12** Complete 1 course

Senior Seminar:

PHIL 490 - Senior Seminar	1.0

Program Outcomes

History and Value of Philosophy

Students will be able to identify major philosophical figures, texts, and movements, and understand their historical context, their philosophical interrelations, and their importance.

Assessed 2017

Critical and Effective Reading, Writing, and Communicating

Students will be able to read and think critically about philosophical text; write clear, logically sound, and well-researched essays; and effectively discuss and present philosophical topics.

Assessed 2017

Logic and Metalogic

Students will be able to construct, symbolize, and evaluate proofs in syllogistic logic, truth-functional logic, first-order (quantificational) logic, set-theory and Peano arithmetic; and understand relevant metalogical results.

Assessed 2017

Philosophical and Ethical Applications

Students will be able to use philosophical knowledge and skills to solve theoretical, practical, and ethical problems, and to integrate philosophical principles with religious and moral convictions.

Assessed 2017

Career Preparation

Students will be prepared for further education and employment using their philosophical skills and knowledge.

Assessed 2017

Top

Philosophy

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 3 courses

PHIL 201 - History of Philosophy 1	3.0
PHIL 202 - History of Philosophy 2	3.0
PHIL 205 - Introduction to Formal Logic	3.0

✓ REQUIREMENT 2 Complete 1 course

PHIL 213 - Introduction to Ethics	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
PHIL 215 - Introduction to the Philosophy of Religion	3.0
PHIL 217R - Social and Political Philosophy	3.0

✓ REQUIREMENT 3 Complete 3.0 hours from the following course(s)

PHIL 300 - Philosophical Writing	3.0
PHIL 300 - Honors Philosophical Writing	3.0
PHIL 305 - Intermediate Formal Logic	3.0
PHIL 313R - Utilitarianism	3.0
PHIL 313R - History of Ethics	3.0
PHIL 320R - Topics in Greek Philosophy	3.0
PHIL 320R - Plato	3.0
PHIL 320R - Stoicism	3.0
PHIL 320R - Greek Metaphysics	3.0
PHIL 320R - Helenistic Philosophy	3.0
PHIL 320R - Pre-Socratics	3.0
PHIL 320R - Aristotle	3.0
PHIL 320R - Greek Ethics	3.0
PHIL 320R - Greek Political Theory	3.0
PHIL 320R - Studies in Ancient Philosophy	3.0
PHIL 320R - Socrates	3.0
PHIL 320R - Neo-Platonism	3.0
PHIL 320R - Greek Science	3.0
PHIL 320R - Greek Epistemology	3.0
PHIL 330R - Augustine	3.0
PHIL 330R - Medieval Arabic Philosophers	3.0
PHIL 330R - Medieval Epistemology	3.0

PHIL 330R - Medieval Philosophy and Religion	3.0
PHIL 330R - Studies in Medieval Philosophy	3.0
PHIL 330R - Aquinas	3.0
PHIL 330R - Medieval Ethics	3.0
PHIL 330R - Medieval Metaphysics	3.0
PHIL 330R - Topics in Medieval Philosophy	3.0
PHIL 330R - Duns Scotus	3.0
PHIL 330R - Medieval Science	3.0
PHIL 330R - Medieval Political Theory	3.0
PHIL 340R - Schopenhauer	3.0
PHIL 340R - Nietzsche and Freud	3.0
PHIL 340R - J. S. Mill	3.0
PHIL 340R - Studies in Modern Philosophy	3.0
PHIL 340R - Descartes	3.0
PHIL 340R - British Empiricism	3.0
PHIL 340R - Descartes and Locke	3.0
PHIL 340R - Kant	3.0
PHIL 340R - German Idealism	3.0
PHIL 340R - Kierkegaard	3.0
PHIL 340R - British Idealism	3.0
PHIL 340R - Topics in Modern Philosophy	3.0
PHIL 340R - Spinoza	3.0
PHIL 340R - Hobbes	3.0
PHIL 340R - Berkeley	3.0
PHIL 340R - Hegel	3.0
PHIL 340R - Nietzsche	3.0
PHIL 340R - Modern Political Theory	3.0
PHIL 340R - Continental Rationalism	3.0
PHIL 340R - Leibniz	3.0
PHIL 340R - Locke	3.0
PHIL 340R - Hume	3.0
PHIL 350R - Foucault	3.0
PHIL 350R - Oakeshott	3.0
PHIL 350R - Philosophy of Social Science	3.0
PHIL 350R - Bergson	0.0
PHIL 350R - Contemporary Analytical Philosophy	3.0
PHIL 350R - Heidegger's Being and Time	0.0
PHIL 350R - Moore	3.0
PHIL 350R - Pragmatism	0.0
PHIL 350R - Wittgenstein	3.0
PHIL 350R - Continental Philosophy	3.0
PHIL 350R - Phenomenology	3.0
PHIL 350R - Husserl	3.0
PHIL 350R - Levinas	3.0
PHIL 350R - Dufrenne	3.0
PHIL 350R - Marion	3.0
PHIL 350R - Studies in Contemporary Philosophy	3.0
PHIL 350R - Philosophy of Logic	3.0
PHIL 350R - Philosophy of History	3.0
PHIL 350R - Dewey	0.0
PHIL 350R - Contemporary Political Theory	3.0
PHIL 350R - Heidegger's Later Works	0.0
PHIL 350R - Frege	3.0
PHIL 350R - William James	0.0

PHIL 350R - Whitehead	3.0
PHIL 350R - Existentialism	3.0
PHIL 350R - Philosophy of Cognitive Science	3.0
PHIL 350R - Heidegger	3.0
PHIL 350R - Merleau-Ponty	3.0
PHIL 350R - Derrida	3.0
PHIL 350R - Contemporary French Philosophy	3.0
PHIL 350R - Topics in Contemporary Philosophy	3.0
PHIL 350R - Lyotard	0.0
PHIL 350R - Philosophy of Psychology	3.0
PHIL 350R - Hannah Arendt	0.0
PHIL 350R - Russell	3.0
PHIL 350R - Peirce	0.0
PHIL 350R - Truth	3.0
PHIL 350R - Logical Positivism	3.0
PHIL 350R - Hermeneutics	3.0
PHIL 350R - Ricoeur	3.0
PHIL 350R - Sartre	3.0
PHIL 350R - Gadamer	3.0
PHIL 360R - Buddhism	3.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 360R - Hindu Philosophy	3.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 399R - Philosophy Program Internship	3.0
PHIL 405 - Advanced Logic and Metalogic	3.0
PHIL 413R - Topics in Ethics	3.0
PHIL 413R - Skepticism	3.0
PHIL 413R - Virtue Theory	3.0
PHIL 413R - Media and Cyber Ethics	3.0
PHIL 413R - Applied Ethics	3.0
PHIL 413R - Ethical Argumentation	3.0
PHIL 413R - Objectivity, Subjectivity, and Relativism	3.0
PHIL 413R - Deontology	3.0
PHIL 413R - Medical Ethics	3.0
PHIL 413R - Ethics of War and Peace	3.0
PHIL 413R - The Good Life	3.0
PHIL 413R - Care Ethics	3.0
PHIL 413R - Meta-ethics	3.0
PHIL 413R - Consequentialism	3.0
PHIL 413R - Environmental Ethics	3.0
PHIL 413R - Moral Psychology	3.0
PHIL 413R - Theoretical Foundations of Business Ethics	3.0
PHIL 414R - Film Criticism and Theory	3.0
PHIL 414R - Philosophy of Art	3.0
PHIL 414R - Philosophy of Music	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 414R - Philosophy of Theater	3.0
PHIL 414R - Philosophy and Literature	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 414R - Topics in the Advanced Philosophy of Art, Architecture, Music, and Film	3.0
PHIL 414R - Philosophy of Architecture	3.0
PHIL 415 - Philosophy of Religion	3.0
PHIL 416 - Philosophy of Law	3.0
PHIL 420 - Philosophy of Language	3.0

PHIL 421 - Metaphysics	3.0
PHIL 422 - Epistemology	3.0
PHIL 423R - Antiquity to Present	3.0
PHIL 423R - History and Philosophy of Science	3.0
PHIL 423R - History of Medicine	3.0
PHIL 424 - Philosophy of Mind	3.0

✓ **REQUIREMENT 4** Complete 3.0 hours from the following course(s)

Either Phil 110 or Phil 150 may fulfill this requirement IF it is the first philosophy class a student completes. See the advisement center for assistance.

PHIL 110 - Introduction to Philosophy	3.0
PHIL 150 - Honors Reasoning and Writing	3.0
PHIL 201 - History of Philosophy 1	3.0
PHIL 201 - Honors History of Philosophy 1	3.0
PHIL 202 - Honors History of Philosophy 2	3.0
PHIL 202 - History of Philosophy 2	3.0
PHIL 205 - Introduction to Formal Logic	3.0
PHIL 210 - Science and Civilization 1	3.0
PHIL 210 - Honors Science and Civilization 1	3.0
PHIL 211 - Science and Civilization 2	3.0
PHIL 211 - Honors Science and Civilization 2	3.0
PHIL 213 - Introduction to Ethics	3.0
PHIL 214 - Introduction to the Philosophy of Art	3.0
PHIL 215 - Introduction to the Philosophy of Religion	3.0
PHIL 217R - Contemporary Political Philosophy	3.0
PHIL 217R - Social Contract Theory	3.0
PHIL 217R - Classical and Medieval Political Philosophy	3.0
PHIL 217R - John Rawls	3.0
PHIL 217R - Social and Political Philosophy	3.0
PHIL 217R - Modern Political Philosophy	3.0
PHIL 217R - Political Liberalism	3.0
PHIL 300 - Philosophical Writing	3.0
PHIL 300 - Honors Philosophical Writing	3.0
PHIL 305 - Intermediate Formal Logic	3.0
PHIL 313R - History of Ethics	3.0
PHIL 313R - Utilitarianism	3.0
PHIL 320R - Topics in Greek Philosophy	3.0
PHIL 320R - Plato	3.0
PHIL 320R - Stoicism	3.0
PHIL 320R - Greek Metaphysics	3.0
PHIL 320R - Helenistic Philosophy	3.0
PHIL 320R - Pre-Socratics	3.0
PHIL 320R - Aristotle	3.0
PHIL 320R - Greek Ethics	3.0
PHIL 320R - Greek Political Theory	3.0
PHIL 320R - Studies in Ancient Philosophy	3.0
PHIL 320R - Socrates	3.0
PHIL 320R - Neo-Platonism	3.0
PHIL 320R - Greek Science	3.0
PHIL 320R - Greek Epistemology	3.0
PHIL 330R - Augustine	3.0
PHIL 330R - Medieval Arabic Philosophers	3.0

PHIL 330R - Medieval Epistemology	3.0
PHIL 330R - Medieval Philosophy and Religion	3.0
PHIL 330R - Studies in Medieval Philosophy	3.0
PHIL 330R - Aquinas	3.0
PHIL 330R - Medieval Ethics	3.0
PHIL 330R - Medieval Metaphysics	3.0
PHIL 330R - Topics in Medieval Philosophy	3.0
PHIL 330R - Duns Scotus	3.0
PHIL 330R - Medieval Science	3.0
PHIL 330R - Medieval Political Theory	3.0
PHIL 340R - Continental Rationalism	3.0
PHIL 340R - Leibniz	3.0
PHIL 340R - Locke	3.0
PHIL 340R - Hume	3.0
PHIL 340R - Schopenhauer	3.0
PHIL 340R - Nietzsche and Freud	3.0
PHIL 340R - J. S. Mill	3.0
PHIL 340R - Studies in Modern Philosophy	3.0
PHIL 340R - Descartes	3.0
PHIL 340R - British Empiricism	3.0
PHIL 340R - Descartes and Locke	3.0
PHIL 340R - Kant	3.0
PHIL 340R - German Idealism	3.0
PHIL 340R - Kierkegaard	3.0
PHIL 340R - British Idealism	3.0
PHIL 340R - Topics in Modern Philosophy	3.0
PHIL 340R - Spinoza	3.0
PHIL 340R - Hobbes	3.0
PHIL 340R - Berkeley	3.0
PHIL 340R - Hegel	3.0
PHIL 340R - Nietzsche	3.0
PHIL 340R - Modern Political Theory	3.0
PHIL 350R - Hermeneutics	3.0
PHIL 350R - Ricoeur	3.0
PHIL 350R - Sartre	3.0
PHIL 350R - Gadamer	3.0
PHIL 350R - Foucault	3.0
PHIL 350R - Oakeshott	3.0
PHIL 350R - Bergson	0.0
PHIL 350R - Philosophy of Social Science	3.0
PHIL 350R - Heidegger's Being and Time	0.0
PHIL 350R - Contemporary Analytical Philosophy	3.0
PHIL 350R - Pragmatism	0.0
PHIL 350R - Moore	3.0
PHIL 350R - Wittgenstein	3.0
PHIL 350R - Continental Philosophy	3.0
PHIL 350R - Phenomenology	3.0
PHIL 350R - Husserl	3.0
PHIL 350R - Levinas	3.0
PHIL 350R - Dufrenne	3.0
PHIL 350R - Marion	3.0
PHIL 350R - Studies in Contemporary Philosophy	3.0
PHIL 350R - Philosophy of Logic	3.0
PHIL 350R - Dewey	0.0

PHIL 350R - Philosophy of History	3.0
PHIL 350R - Heidegger's Later Works	0.0
PHIL 350R - Contemporary Political Theory	3.0
PHIL 350R - William James	0.0
PHIL 350R - Frege	3.0
PHIL 350R - Whitehead	3.0
PHIL 350R - Existentialism	3.0
PHIL 350R - Philosophy of Cognitive Science	3.0
PHIL 350R - Heidegger	3.0
PHIL 350R - Merleau-Ponty	3.0
PHIL 350R - Derrida	3.0
PHIL 350R - Contemporary French Philosophy	3.0
PHIL 350R - Topics in Contemporary Philosophy	3.0
PHIL 350R - Lyotard	0.0
PHIL 350R - Hannah Arendt	0.0
PHIL 350R - Philosophy of Psychology	3.0
PHIL 350R - Peirce	0.0
PHIL 350R - Russell	3.0
PHIL 350R - Truth	3.0
PHIL 350R - Logical Positivism	3.0
PHIL 360R - Buddhism	3.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 360R - Hindu Philosophy	3.0
PHIL 360R - Non-Western Philosophy	3.0
PHIL 399R - Philosophy Program Internship	3.0
PHIL 405 - Advanced Logic and Metalogic	3.0
PHIL 413R - Moral Psychology	3.0
PHIL 413R - Theoretical Foundations of Business Ethics	3.0
PHIL 413R - Topics in Ethics	3.0
PHIL 413R - Skepticism	3.0
PHIL 413R - Virtue Theory	3.0
PHIL 413R - Media and Cyber Ethics	3.0
PHIL 413R - Applied Ethics	3.0
PHIL 413R - Ethical Argumentation	3.0
PHIL 413R - Objectivity, Subjectivity, and Relativism	3.0
PHIL 413R - Deontology	3.0
PHIL 413R - Medical Ethics	3.0
PHIL 413R - Ethics of War and Peace	3.0
PHIL 413R - The Good Life	3.0
PHIL 413R - Care Ethics	3.0
PHIL 413R - Meta-ethics	3.0
PHIL 413R - Consequentialism	3.0
PHIL 413R - Environmental Ethics	3.0
PHIL 414R - Topics in the Advanced Philosophy of Art, Architecture, Music, and Film	3.0
PHIL 414R - Philosophy of Architecture	3.0
PHIL 414R - Film Criticism and Theory	3.0
PHIL 414R - Philosophy of Art	3.0
PHIL 414R - Philosophy of Music	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 414R - Philosophy of Theater	3.0
PHIL 414R - Philosophy and Literature	3.0
PHIL 414R - Contemporary Art Theory	3.0
PHIL 415 - Philosophy of Religion	3.0
PHIL 416 - Philosophy of Law	3.0

PHIL 420 - Philosophy of Language	3.0
PHIL 421 - Metaphysics	3.0
PHIL 422 - Epistemology	3.0
PHIL 423R - Antiquity to Present	3.0
PHIL 423R - History and Philosophy of Science	3.0
PHIL 423R - History of Medicine	3.0
PHIL 424 - Philosophy of Mind	3.0
PHIL 449R - Philosophical Lecture Series	1.0
PHIL 490 - Senior Seminar	1.0
PHIL 495R - Directed Readings in Philosophy	3.0v
PHIL 501R - Graduate Seminar	5.0v

Note: Philosophy majors are prohibited from adding the Philosophy minor (although they may earn the Logic minor or the Theoretical and Applied Ethics minor).

Program Outcomes

History and Value of Philosophy

1. Identify major philosophical figures and texts, their historical context, their philosophical interrelations, and their importance.

2. Identify the major areas, movements, and issues in the history of Western philosophy.

Assessed 2015

Critical and Effective Reading, Writing, and Communicating

1. Write clear, cogent, logically sound, and well-researched essays.

2. Master and apply principles of informal logic, critical thinking, and critical reading.

3. Master university-level written and oral communication skills.

Assessed 2015

Logic and Metalogic

1. Construct, symbolize, and evaluate proofs in syllogistic logic, truth-functional logic, first-order (quantificational) logic, set-theory and Peano arithmetic.

2. Understand the development of logic, including metalogical results.

Assessed 2015

Top

Photography

BFA

Hours	72 Credit Hours
LEP	Limited Enrollment Program of 40 Students. Application Website
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 4 courses

Core requirements:

DES 111 - Design Seminar: Theory, Criticism, and Visual Culture	1.0
DES 115 - Composition	3.0
DESPH 116 - Introduction to Photography and Digital Workflow	3.0
DESPH 120 - Introduction to Digital Imaging	3.0

Obtain acceptance to the BA program: Photography emphasis.

REQUIREMENT 2 Complete 3 courses

Core courses:

DESPH 140 - Introduction to Lighting	3.0
DESPH 260 - Moving Image and Video Art 1	3.0
DESPH 270 - Introduction to Black and White Photography and Darkroom Techniques	3.0

Obtain acceptance into the photography BFA program.

REQUIREMENT 3 Complete 10 courses

BFA core courses:

DESPH 273 - Advanced Black and White Film Photography	3.0
DESPH 275 - Interpretative Portraiture	3.0
DESPH 276 - (Not currently offered)	
DESPH 360 - Moving Image and Video Art 2	3.0
DESPH 372 - Still Life Photography	3.0
DESPH 377R - Alternative Photographic Processes	3.0
DESPH 442 - Senior Portfolio	3.0
DESPH 475 - Advanced Location Photography	3.0
DESPH 478 - Fine Art Photography	3.0
DESPH 488 - Professional Practices for Photographers	2.0

REQUIREMENT 4 Complete 6.0 hours from the following course(s)

Note: Students may fulfill this requirement with six credits (two semesters) of either course or three credits (one semester) of each.

DES 394R - Special Topics *You may take up to 6 credit hours.*	3.0
DESPH 394R - Special Topics *You may take up to 6 credit hours.*	3.0

✔ **REQUIREMENT 5** Complete 4 courses

History requirements:

ARTHC 201 - World Civilization to 1500	3.0
ARTHC 202 - World Civilization Since 1500	3.0
DES 385 - Issues in Contemporary Design	3.0
DESPH 379 - History of Photography	3.0

✔ **REQUIREMENT 6** Complete 4.0 hours from the following course(s)

DESPH 497R - BFA Photography Final Project *You may take this course up to 4 times.*	3.0v

✔ **REQUIREMENT 7** Complete 2.0 hours from the following course(s)

DES 496R - Academic Internship: Professional Internship *You may take this course up to 2 times.*	6.0v

Program Outcomes

Professional Development and Career Preparation

Students will be able to understand and apply professional photography business practices, including finding career opportunities, marketing, pricing, ethics, and preparing for graduate school.

Photographic History, Theory and Trends

Students will be able to understand photographic history and contemporary art theory, including trends and movements in both silver and non-silver processes and moving imagery.

Technical Expertise

Students will be able to create visual imagery in order to problem solve for clients and personal expression through equipement, lighting, software, design principles and content.

Commitment to the Church and BYU Aims

Students will be able to produce works consistent to the Church and the AIMS of BYU.

Ideation

Students will be able to develop and visually communicate poignant ideas, concepts, and independent thought.

Top

Physical Education Tchg/Coaching (K-12)

BS

Hours	63.5 - 66.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

Students who are interested in the program should meet with the Physical Education Teaching Education program director (249-D SFH) and Education Student Services (350 MCKB) in September of their sophomore year. Then they must complete an online application (found at http://mylink.byu.edu). Applications for the Physical Education Teaching Education program are due October 1 for Winter semester and March 1 for Fall semester.

A teaching minor is not required for licensure. However, it is strongly recommended (approximately 16-30 hours).

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 2 courses

Required prerequisite courses:

NDFS 100 - Essentials of Human Nutrition	3.0
SFL 210 - Human Development	3.0

✓ **REQUIREMENT 2** Complete 13 courses

EXSC 302 - Philosophical and Ethical Issues in Exercise Sciences	1.0
EXSC 320 - Basic Athletic Training	3.0
EXSC 321 - Basic Athletic Training Lab	0.5

PETE 230 - K-12 Physical Activities Content and Skills 1 and Fitness for Life	2.0
PETE 231 - K-12 Physical Activities Content and Skills 2	2.0
PETE 300 - Advocacy for Physical Education	2.0
PETE 301 - K-12 Healthy and Active Lifestyle Management	2.0
PETE 364 - Scientific Bases of Sport: Motor Learning	2.0
PETE 366 - Exercise Physiology for Physical Educators	2.0
PETE 399R - Academic Internship: Coaching *You may take this course up to 1 time.*	4.0v
PETE 430 - Principles of Coaching	2.0
RECM 123 - Introduction to Outdoor Recreation Activities	2.0
STAC 191 - Weight Training, Beginning	0.5

✓ **REQUIREMENT 3** Complete 1 course

STAC 107 - Pilates	0.5
STAC 108 - Zumba	0.5
STAC 109 - Yoga	0.5
STAC 110 - Indoor Cycling	0.5
STAC 125 - Functional Fitness	0.5
STAC 141 - Martial Arts	0.5
STAC 155 - Self-Defense	0.5
STAC 171 - Swimming, Beginning	0.5
STAC 172 - Swimming, Intermediate	0.5

✓ **REQUIREMENT 4** Complete 1 course

PETE 330R - Coaching Selected Sports *You may take this course up to 1 time.*	2.0
PETE 335 - Coaching Competitive Swimming	2.0
PETE 341 - Coaching Basketball	2.0
PETE 342 - Coaching Track and Field	2.0
PETE 344 - Coaching Football	2.0
PETE 345 - Coaching Volleyball	2.0
PETE 346 - Coaching Baseball and Softball	2.0
PETE 347 - Coaching Soccer	2.0

✓ **REQUIREMENT 5** Complete 2 options

Professional Education Component:

✓ **OPTION 5.1** Complete 10 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
PETE 274 - Fundamental Skills and Teaching Methods for Elementary Physical Education	3.0
PETE 276R - Exploration of Teaching *You may take this course up to 1 time.*	3.0
PETE 377 - Secondary Practicum	3.0
PETE 461 - Adapted and Multicultural Physical Education for Teaching Majors	3.0
SC ED 350 - Adolescent Development in an Education Context	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

Note: FBI fingerprinting and background clearance must be completed prior to enrolling in PETE 276R.

✓ **OPTION 5.2** Complete 12.0 hours from the following course(s)

Note: Prior application is required.

PETE 476R - Student Teaching - Physical Education *You may take this course up to 2 times.*	12.0
PETE 496R - Academic Internship - Physical Education	12.0

Note: PETE 399R must be completed before PETE 476R and PETE 496R.

Note: It is the student's responsibility to be sure that the Praxis test has been passed and that BYU has received the test scores and that their fingerprint background clearance is current and that state licensing fees have been paid prior to graduation. Students will also be responsible for any additional requirements imposed by the state prior to their graduation. To confirm the status of these requirements, contact the Education Advisement Center, 350 MCKB, (801) 422-3426. Graduation and Utah licensure cannot be processed until these requirements have been completed.

Complete the PRAXIS II exam.

Program Outcomes

1. Skill and Fitness Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.

2. Learner Development

The candidate understands cognitive, linguistic, social, emotional and physical areas of student development.

3. Learning Differences

The candidate understands individual learner differences and cultural and linguistic diversity.

4. Learning Environments

The candidate works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

5. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline.

6. Assessment

The candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

7. Instructional Planning

The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

8. Instructional Strategies

The candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

9. Reflection and Continuous Growth

The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

10. Leadership and Collaboration

The candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

11. Professional and Ethical Behavior

The candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Top

Physics

BS

Hours	62 - 65 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of D credit is allowed in major courses.

✓ **REQUIREMENT 1** Complete 22 courses

Note: Phscs 191 should be taken the first semester as a freshman. Phscs 291 should be taken the first semester as a sophomore.

C S 142 - Introduction to Computer Programming	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 140 - Electronics Lab	1.0
PHSCS 145 - Experimental Methods in Physics	1.0
PHSCS 191 - Introduction to Physics Careers and Research 1	0.5
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
PHSCS 222 - Modern Physics	3.0
PHSCS 230 - Computational Physics Lab 1	1.0
PHSCS 240 - Design, Fabrication, and Use of Scientific Apparatus	2.0
PHSCS 245 - Experiments in Contemporary Physics	2.0
PHSCS 291 - Introduction to Physics Careers and Research 2	0.5
PHSCS 318 - Introduction to Mathematical Physics	3.0
PHSCS 321 - Mechanics	3.0
PHSCS 330 - Computational Physics Lab 2	1.0
PHSCS 360 - Statistical and Thermal Physics	3.0
PHSCS 430 - Computational Physics Lab 3	1.0
PHSCS 441 - Electrostatics and Magnetism	3.0
PHSCS 442 - Electrodynamics	3.0
PHSCS 451 - Quantum Mechanics	3.0
PHSCS 452 - Applications of Quantum Mechanics	3.0
PHSCS 471 - Principles of Optics	3.0

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 2 courses

MATH 113 - Calculus 2	4.0
MATH 302 - Mathematics for Engineering 1	4.0

✓ **OPTION 2.2** Complete 3 courses

MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 3** Complete 1 course

MATH 303 - Mathematics for Engineering 2	4.0
MATH 334 - Ordinary Differential Equations	3.0

✓ **REQUIREMENT 4** Complete 1 option

Senior thesis:

Complete a senior thesis, including the following:

A. Choose a research mentor and group as early as possible, starting with information in Phscs 191 and 291, and discussion with faculty, your advisor and senior thesis coordinator. It is best to start as a freshman or sophomore. Interdisciplinary work in other departments or in internships is possible.

✓ **OPTION 4.1** Complete 2.0 hours from the following course(s)

B.

PHSCS 498R - Senior Thesis *You may take up to 2 credit hours.*	3.0v

✓ **REQUIREMENT 5**

Students are required to take the Physics "Major Field Test" the last semester before they graduate. The test is a standardized assessment of undergraduate physics written by ETS (Educational Testing Service). The ETS website contains a description of the exam and sample problems: http://www.ets.org/mft/about/content/physics. Results of the exam do not appear on the transcript or affect the GPA. Students should contact the Physics undergraduate secretary to make arrangements for taking the exam; typically it's done in the Testing Center before final exams begin.

Note 1: Students planning careers in experimental, applied, or industrial physics should complete Stat 201.

Note 2: All students will benefit, through courses or individual study, by learning programming skills and numerical methods beyond what you are taught in C S 142 and our computational physics courses. Consider the following: C S courses, Math 410, Me En 373.

Note 3: Students planning graduate school in physics should learn complex analysis. Consider the following: Math 332, Phscs 601, 602.

Program Outcomes

Physics Theory and Application

Apply principles from the primary physical theories (classical mechanics, quantum mechanics, thermodynamics, electromagnetism and optics) to model and solve representative problems analytically and computationally.

Experimental and Computational Skills

Design and conduct experiments, build scientific equipment, write scientific programs to simulate physical systems, and analyze data.

Effective Communication

Communicate professionally to a technical audience both orally and in writing. Be able to understand scientific ideas by reading books and journal articles.

Professional Ethics

Understand scientific ethical practices and demonstrate them in the conduct of scientific research.

Research and Professional Preparation

Conduct experimental, theoretical or computational research under the direction of a mentor to contribute to the generation of new knowledge or technologies, and prepare to do this professionally.

Top

Physics

Minor

Hours	24 Credit Hours
MAP	Major Academic Plan

Program Requirements

No D credit may count toward this minor.

✓ **REQUIREMENT 1** Complete 9 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 140 - Electronics Lab	1.0
PHSCS 145 - Experimental Methods in Physics	1.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
PHSCS 222 - Modern Physics	3.0
PHSCS 240 - Design, Fabrication, and Use of Scientific Apparatus	2.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Physics Teaching

BS

Hours	76.5 - 79.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

Contact Education Student Services for entrance requirements into the licensure program.

A teaching minor is not required for licensure. However, it is strongly recommended.

✓ **REQUIREMENT 1** Complete 9 courses

Note: Phscs 191 should be taken the first semester.

PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 127 - Descriptive Astronomy	3.0
PHSCS 140 - Electronics Lab	1.0
PHSCS 145 - Experimental Methods in Physics	1.0
PHSCS 191 - Introduction to Physics Careers and Research 1	0.5
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
PHSCS 222 - Modern Physics	3.0
PHSCS 240 - Design, Fabrication, and Use of Scientific Apparatus	2.0

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 3 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 302 - Mathematics for Engineering 1	4.0

✓ **OPTION 2.2** Complete 4 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 3** Complete 1 course

MATH 303 - Mathematics for Engineering 2	4.0
MATH 334 - Ordinary Differential Equations	3.0

✓ **REQUIREMENT 4** Complete 1 course

PHSCS 310 - Physics By Inquiry: Mechanics	3.0
PHSCS 311 - Physics By Inquiry: Electricity	3.0

✓ **REQUIREMENT 5** Complete 9.0 hours from the following option(s)

Physics electives: Complete an additional 9 hours from the following (any physics course already taken will not double count).

✓ **OPTION 5.1** Complete up to 3.0 hours from the following course(s)

Complete UP TO 3.0 hours from the following. Courses from requirement 4 can't be double counted as electives.

PHIL 423R - History and Philosophy of Science	3.0
PHSCS 137 - Energy, Ecology, Weather, and the Environment	3.0
PHSCS 167 - Descriptive Acoustics of Music and Speech	3.0
PHSCS 310 - Physics By Inquiry: Mechanics	3.0
PHSCS 311 - Physics By Inquiry: Electricity	3.0
PHSCS 313R - Special Topics in Physics	3.0v

✓ **OPTION 5.2** Complete up to 9.0 hours from the following course(s)

Complete AT LEAST 6 hours from 300-, 400-, or 500-level physics courses, not including 310 or 311 or 399R (Phscs 321, 461, and 471 are highly recommended).

PHSCS 313R - Special Topics in Physics	3.0v
PHSCS 318 - Introduction to Mathematical Physics	3.0
PHSCS 321 - Mechanics	3.0
PHSCS 329 - Observational Astronomy	3.0
PHSCS 330 - Computational Physics Lab 2	1.0
PHSCS 360 - Statistical and Thermal Physics	3.0
PHSCS 391R - Seminar in Current Physics	1.0
PHSCS 416 - Writing in Physics	3.0
PHSCS 427 - Introduction to Astrophysics	3.0
PHSCS 428 - Introduction to Astrophysics	3.0
PHSCS 430 - Computational Physics Lab 3	1.0
PHSCS 441 - Electrostatics and Magnetism	3.0
PHSCS 442 - Electrodynamics	3.0
PHSCS 451 - Quantum Mechanics	3.0
PHSCS 452 - Applications of Quantum Mechanics	3.0
PHSCS 461 - Introduction to Acoustics	3.0
PHSCS 471 - Principles of Optics	3.0
PHSCS 477R - Secondary Minor Student Teaching	4.0
PHSCS 492R - Capstone Project in Applied Physics	2.0
PHSCS 497R - Research in Physics	3.0v
PHSCS 498R - Senior Thesis	3.0v
PHSCS 500 - (Phscs-Chem-C S-Geol-Math-MthEd-Stat) Business Career Essentials in Science and Math	1.5
PHSCS 540 - Electrical Engineering Principles and Practices for Physicists	2.0
PHSCS 561 - (Phscs-Me En) Fundamentals of Acoustics	3.0

PHSCS 571 - Lasers and Atoms	3.0
PHSCS 581 - Solid-State Physics	3.0
PHSCS 583 - Physics of Nanostructures, Surfaces, and Interfaces	3.0
PHSCS 585 - Thin-Film Physics	3.0
PHSCS 586 - Transmission Electron Microscopy for Physical Science and Engineering	3.0
PHSCS 587 - Physics of Semiconductor Devices	3.0
PHSCS 588 - Scanning Electron Microscopy (SEM) for Physical Science and Engineering	3.0
PHSCS 599R - Academic Internship	9.0v

✓ **REQUIREMENT 6** Complete 2 options

Professional Education Component:

Licensure requirements: Contact Education Student Services, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 6.1** Complete 9 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
PHY S 276 - Exploration of Teaching	4.0
PHY S 377 - Teaching Methods and Instruction	3.0
PHY S 378 - Practicum in Secondary Education	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

Note: FBI fingerprint and background clearance must be completed prior to enrollment in Phy S 276.

✓ **OPTION 6.2** Complete 12.0 hours from the following course(s)

PHY S 476 - Secondary Student Teaching	12.0v
PHY S 496 - Academic Internship: Secondary Education	12.0v

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Teaching Physical Science and Problem Solving

Able to teach concepts and problem solving at the high school and advanced placement level in astronomy, classical mechanics, thermodynamics, electromagnetism, optics, quantum mechanics and special relativity.

Classroom Management and Lab Design

Manage high school classroom in teaching setting. Direct high school student labs, and build simple lab equipment and demonstrations.

Physics Theory and Application

Apply principles at an introductory college level from the primary physical theories (classical mechanics, quantum mechanics, special relativity, thermodynamics, electromagnetism and optics) to solve representative problems.

Instruction Design

Students will be able to design, develop and administer inquiry-based science units.

Addressing Student Diversity

Able to adapt teaching to adolescents and students with different cultural backgrounds.

Guiding Principles

Understand and apply the BYU's McKay school of Education Guiding Principles.

↑Top

Physics Teaching

Minor

Hours	31 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the minor after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

✓ **REQUIREMENT 1** Complete 9 courses

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 140 - Electronics Lab	1.0
PHSCS 145 - Experimental Methods in Physics	1.0
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
PHSCS 222 - Modern Physics	3.0
PHSCS 240 - Design, Fabrication, and Use of Scientific Apparatus	2.0

✓ **REQUIREMENT 2** Complete 1 course

PHSCS 310 - Physics By Inquiry: Mechanics	3.0
PHY S 377 - Teaching Methods and Instruction	3.0

✓ **REQUIREMENT 3** Complete 1 course

PHSCS 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Physics--Astronomy

BS

Hours	67 - 70 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of D credit is allowed in major courses.

✓ **REQUIREMENT 1** Complete 1 option

✓ **OPTION 1.1** Complete 19 courses

C S 142 - Introduction to Computer Programming	3.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0
PHSCS 123 - Introduction to Waves, Optics, and Thermodynamics	3.0
PHSCS 127 - Descriptive Astronomy	3.0
PHSCS 191 - Introduction to Physics Careers and Research 1	0.5
PHSCS 220 - Introduction to Electricity and Magnetism	3.0
PHSCS 222 - Modern Physics	3.0
PHSCS 227 - Solar System Astronomy	3.0
PHSCS 228 - Stellar and Extragalactic Astronomy	3.0
PHSCS 230 - Computational Physics Lab 1	1.0
PHSCS 291 - Introduction to Physics Careers and Research 2	0.5
PHSCS 318 - Introduction to Mathematical Physics	3.0
PHSCS 321 - Mechanics	3.0
PHSCS 329 - Observational Astronomy	3.0
PHSCS 330 - Computational Physics Lab 2	1.0
PHSCS 427 - Introduction to Astrophysics	3.0
PHSCS 428 - Introduction to Astrophysics	3.0
PHSCS 441 - Electrostatics and Magnetism	3.0
PHSCS 451 - Quantum Mechanics	3.0

Note: Phscs 191 should be taken the first semester as a freshman. Phscs 291 should be taken the first semester as a sophomore.

✓ **REQUIREMENT 2** Complete 2 courses

PHSCS 360 - Statistical and Thermal Physics	3.0
PHSCS 442 - Electrodynamics	3.0
PHSCS 452 - Applications of Quantum Mechanics	3.0
PHSCS 471 - Principles of Optics	3.0

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 2 courses

MATH 113 - Calculus 2	4.0
MATH 302 - Mathematics for Engineering 1	4.0

✓ **OPTION 3.2** Complete 3 courses

MATH 113 - Calculus 2	4.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 4** Complete 1 course

MATH 303 - Mathematics for Engineering 2	4.0
MATH 334 - Ordinary Differential Equations	3.0

✓ **REQUIREMENT 5** Complete 1 option

Senior thesis:

Complete a senior thesis, including the following:

A. Choose a research mentor and group as early as possible, starting with information in Phscs 191 and 192, and discussions with faculty, your advisor, and the senior thesis coordinator. It is best to start as a freshman or sophomore. Some internships may qualify for your project.

✓ **OPTION 5.1** Complete 2.0 hours from the following course(s)

B.

PHSCS 498R - Senior Thesis *You may take up to 2 credit hours.*	3.0v

✓ **REQUIREMENT 6**

Complete the Physics Major Field Test the last semester before graduation.

Note: Students planning on graduate school in astronomy should consider taking all four of Phscs 360, 442, 452, 471, instead of only two. Gain statistics and computer programming skills beyond what you get in this major by taking courses such as Stat 201 (Statistics for Engineers and Scientists) and courses such as Phscs 430 (Computational Physics 3) and Me En 373 (Introduction to Scientific Computing).

Program Outcomes

Physics Theory and Application

Students will be able to apply principles to model and solve representative problems both analytically and computationally, at an introductory level from the primary physical theories (classical mechanics, quantum mechanics, special relativity, thermodynamics, electromagnetism and optics), and at an advanced level from classical mechanics, electricity and magnetism, and in topics chosen from quantum mechanics, optics and thermal physics. Apply physical theories to the solution of astrophysical problems

Observation and Computational Skills

Students will be able to locate and observe astronomical objects, write scientific programs to simulate physical systems, and analyze astrophysical data.

Effective Communication

Communicate professionally to a technical audience both orally and in writing. Be able to understand scientific ideas by reading books and journal articles.

Professional Ethics

Students will be able to understand scientific ethical practices and demonstrate them in the conduct of scientific research.

Research and Professional Preparation

Students will be able to conduct astronomical or astrophysical research under the direction of a faculty mentor to contribute to the generation of new knowledge, and prepare to do this professionally.

↑Top

Physiology & Developmental Biology

BS

Hours	65.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 6 courses

Biology core courses:

BIO 420 - Evolutionary Biology	2.0
MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
PDBIO 120 - Science of Biology	3.0
PDBIO 360 - Cell Biology	3.0
PWS 340 - Genetics	3.0

✓ REQUIREMENT 2 Complete 8 courses

Chemistry and physics courses:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 481 - Biochemistry	3.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0

✓ REQUIREMENT 3 Complete 6 courses

Major core courses: (Note: PDBio 210 can be substituted for PDBio 220 upon request.)

PDBIO 220 - Human Anatomy (with lab)	3.0
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 382 - Developmental Biology	3.0
PDBIO 455R - Physiology and Developmental Biology Seminar	0.5

You may take this course up to 1 time.

✔ **REQUIREMENT 4** Complete 3.0 hours from the following course(s)

Experiential learning options - must be from at least TWO different COURSES (experiences should be sought early in your academic career):

LFSCI 199R - Nonresearch Academic Internship *You may take up to 1 credit hour.*	3.0v
PDBIO 295R - Introductory Undergraduate Research in Physiology and Developmental Biology	4.0v
PDBIO 349R - Physiology and Developmental Biology Teaching Experience	3.0v
PDBIO 399R - Academic Internship: Physiology and Developmental Biology	9.0v
PDBIO 444 - BIO-Innovation and -Entrepreneurship 1	2.0
PDBIO 445 - BIO-Innovation and -Entrepreneurship 2	2.0
PDBIO 450R - Readings and Discussion in Physiology and Developmental Biology	2.0v
PDBIO 494R - (Not currently offered)	
PDBIO 495R - Advanced Undergraduate Research in Physiology and Developmental Biology	4.0v

✔ **REQUIREMENT 5** Complete 1 course

Capstone courses:

NEURO 480 - Advanced Neuroscience	3.0
PDBIO 498 - Advanced Senior Research Project	3.0
PDBIO 561 - Physiology of Drug Mechanisms	3.0
PDBIO 562 - Reproductive Physiology	3.0
PDBIO 565 - Endocrinology	3.0
PDBIO 568 - Cellular Electrophysiology and Biophysics	3.0
PDBIO 582 - Developmental Genetics	3.0

✔ **REQUIREMENT 6** Complete 9.0 hours from the following course(s)

Elective courses (at least 3 hours must be PDBio):

BIO 370 - Bioethics	2.0
BIO 421 - Evolutionary Biology Laboratory	1.0
BIO 463 - Genetics of Human Disease	3.0
BIO 468 - (Bio-MMBio-PWS) Genomics	3.0
BIO 475 - Plant Developmental Biology	3.0
CHEM 482 - Mechanisms of Molecular Biology	3.0
EXSC 463 - Exercise Physiology	3.0
EXSC 464 - Exercise Physiology Lab	0.5
MMBIO 261 - Infection and Immunity	3.0
MMBIO 441 - Advanced Molecular Biology	3.0
MMBIO 442 - Advanced Molecular Biology Laboratory	2.0
MMBIO 463 - Immunology	3.0
NEURO 480 - Advanced Neuroscience	3.0
PDBIO 320 - Dissection Techniques in Human Anatomy	1.0
PDBIO 365 - Pathophysiology	4.0
PDBIO 455R - Physiology and Developmental Biology Seminar *You may take up to 3 credit hours.*	0.5
PDBIO 484 - Human Embryology	3.0
PDBIO 498 - Advanced Senior Research Project	3.0
PDBIO 520R - Advanced Topics in Clinical Human Anatomy *You may take up to 3 credit hours.*	2.0v
PDBIO 550R - Advanced Topics in Physiology and Developmental Biology	4.0v

You may take up to 3 credit hours.

PDBIO 550R - Advanced Topics in Physiology and Developmental Biology	4.0v
PDBIO 561 - Physiology of Drug Mechanisms	3.0
PDBIO 562 - Reproductive Physiology	3.0
PDBIO 565 - Endocrinology	3.0
PDBIO 568 - Cellular Electrophysiology and Biophysics	3.0
PDBIO 582 - Developmental Genetics	3.0

Professional schools and graduate programs may require additional courses not required for this major, such as Phscs 107, 108, chemistry, calculus, or statistics. Contact the programs to which you may apply to determine the specific courses required.

Students considering professional or graduate degrees should take at least two semesters of mathematical courses. The recommended sequences are:

1. Math 119, Stat 221 for students who want exposure to calculus and statistics.

2. Math 112, 113 for students who want a firm foundation in calculus.

3. Math 112, 113, Stat 221 for students who want a firm foundation in both calculus and statistics.

Program Outcomes

Developmental Biology Fundamentals

Apply key principles of developmental biology toward evaluating and analyzing primary literature in the field. Be able to explain key concepts, including mechanisms by which differential gene activity controls development, mechanisms that determine cell fate, and mechanisms that ensure consistency and reliability of development.

Physiology Fundamentals

Apply key principles of physiology toward evaluating and analyzing primary literature in the field. Be able to explain key concepts, including mechanisms of maintenance of homeostasis by physiologic control systems, mechanisms of communication among cells and organs, properties that influence movement of substances across living membranes, relation of cell and organ structure to function.

Supporting Disciplines

Explain key principles of supporting disciplines including cellular and molecular biology, evolutionary science, chemistry (general, organic, and biochemistry), and physics.

Effective Writing and Analysis

Critically evaluate current scientific literature and write reports that synthesize and integrate data and hypotheses.

Laboratory Techniques

Demonstrate competency in carrying out standard laboratory techniques used in the discipline.

Personal and Public Health Issues

Formulate informed decisions concerning personal and public health issues.

⬆Top

Political Science

BA

Hours	43 - 50 Credit Hours
MAP	Major Academic Plan

Program Requirements

The Political Science Department requires a minimum of 27 hours of political science courses to be taken in residency at BYU for this degree program (BYU Independent Study courses do not meet this requirement). These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 3 options

Introduction to the Major. Complete one course from three of the following four groups.

✓ **OPTION 1.1** Complete 1 course

Political Philosophy:

POLI 201 - Western Political Heritage 1	3.0
POLI 202 - Western Political Heritage 2	3.0

✓ **OPTION 1.2** Complete 1 course

American Politics:

POLI 110 - American Government and Politics	3.0
POLI 210 - Principles of American Politics	3.0

✓ **OPTION 1.3** Complete 1 course

Comparative Politics:

POLI 150 - Comparative Government and Politics	3.0
POLI 250 - Principles of Comparative Politics	3.0

✓ **OPTION 1.4** Complete 1 course

International Relations:

POLI 170 - Introduction to International Politics	3.0
POLI 270 - Principles of International Relations	3.0

✓ **REQUIREMENT 2** Complete 1 course

Note: Courses used to complete requirement 1 can double count towards completion of this requirement.

POLI 210 - Principles of American Politics	3.0

POLI 250 - Principles of Comparative Politics	3.0
POLI 270 - Principles of International Relations	3.0

✓ **REQUIREMENT 3** Complete 1 course

Philosophy. (Note: Poli 201 or Poli 202 can double-count in the Political Philosophy section above.)

POLI 201 - Western Political Heritage 1	3.0
POLI 202 - Western Political Heritage 2	3.0
POLI 367 - Contemporary Political Theory	3.0

✓ **REQUIREMENT 4** Complete 1 course

Introductory Research and Writing. (Note: This course is a prerequisite to many other courses and should be taken as soon as possible.)

POLI 200 - Political Inquiry	4.0

✓ **REQUIREMENT 5** Complete 1 course

Research Project. (Note: This course should be taken as soon as possible after Poli 200 because it will provide skills for many other courses. In combination with Poli 200, it fulfills the University Core Advanced Written and Oral Communication requirement.)

POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 430 - Research Project in Public Policy	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 470 - Research Project in International Relations	3.0

✓ **REQUIREMENT 6** Complete 2 options

Analytical and Professional Skills.

✓ **OPTION 6.1** Complete 1 course

POLI 328 - Statistical Analysis	4.0

✓ **OPTION 6.2** Complete 1 course

Note: Poli 278 will not double count in the Legal Studies track below.

C S 142 - Introduction to Computer Programming	3.0
ECON 478 - Game Theory and Economics	3.0
ECON 488 - Applied Econometrics	3.0
FIN 201 - Principles of Finance	3.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 213 - Earth Observation and Image Interpretation	2.0
IS 201 - Introduction to Management Information Systems	3.0
PHIL 205 - Introduction to Formal Logic	3.0
POLI 278 - Applied Statistics for Public Policy and Law	3.0
POLI 302 - Experimental Research Methods	3.0
POLI 303 - Qualitative Methods	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 305 - Survey Research Methods	3.0
POLI 306R - Topics in Political Science Methods	3.0

POLI 332 - Public Policy Analysis	3.0
POLI 367 - Contemporary Political Theory	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 428 - Advanced Statistical Analysis	3.0
STAT 234 - Methods of Survey Sampling	3.0

REQUIREMENT 7 Complete 1 option

Professional Tracks. Complete 15 hours in political science courses, or complete 15 credit hours within one of the following tracks. (Unless noted, no double-counting of major courses allowed.)

OPTION 7.1 Complete 3 groups

INTERNATIONAL STRATEGY AND DIPLOMACY TRACK:

GROUP 7.1.1 Complete 2 courses

POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 345 - Comparative Parties and Elections	3.0
POLI 359R - Topics in Comparative Politics *You may take up to 9 credit hours.*	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 372 - International Political Economy	3.0
POLI 373 - International Law	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 375 - International Organizations	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 379R - Topics in International Relations *You may take up to 9 credit hours.*	3.0v
POLI 444 - The Political Economy of Development	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0

GROUP 7.1.2 Complete 1 course

HIST 393 - U.S. Foreign Relations	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 380 - International Relations of Latin America	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 382 - International Relations of North America	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 388 - Chinese Foreign Policy	3.0
POLI 393R - Topics in Legal Studies	3.0

GROUP 7.1.3 Complete 2 courses

POLI 341 - Western European Politics	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0

POLI 348 - Government and Politics of Asia	3.0
POLI 351 - British Government and Politics	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 452 - Islam and Politics	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0

Students are strongly encouraged to complete international internships, field studies, and mentored research. Some study abroad programs may also be helpful.

Students should contact the Political Science Internship Director, Scott Dunaway (945 SWKT, 801-422-2168), at least 60-90 days before the anticipated internship start date or before beginning the search for an internship.

✔ **OPTION 7.2** Complete 2 groups

LEGAL STUDIES TRACK:

✔ **GROUP 7.2.1** Complete 3 courses

Note: Phil 416 (Philosophy of Law) may be used in place of Poli 364. See your academic advisor for more information. Also, Poli 278 will not double count with the Analytical and Professional Skills requirement above.

HIST 392 - U.S. Constitutional History	3.0
POLI 278 - Applied Statistics for Public Policy and Law	3.0
POLI 364 - Jurisprudence	3.0
POLI 373 - International Law	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0

✔ **GROUP 7.2.2** Complete 1 selection

✔ **SELECTION 7.2.2.1** Complete 6.0 hours from the following course(s)

HIST 392 - U.S. Constitutional History	3.0
PHIL 416 - Philosophy of Law	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 331 - Politics and Public Policy	3.0
POLI 334 - Public Ethics	3.0
POLI 336 - Government and Religion	3.0
POLI 342 - Gender and Politics	3.0
POLI 364 - Jurisprudence	3.0
POLI 365 - Early American Political Thought: 1620-1865	3.0
POLI 366 - Modern American Political Thought: 1865-Present	3.0
POLI 373 - International Law	3.0
POLI 375 - International Organizations	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0

POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 461 - Federalist Papers	3.0
POLI 473 - Human Rights	3.0

✓ **SELECTION 7.2.2.2** Complete 2 alternatives

✓ **ALTERNATIVE 7.2.2.2.1** Complete 3.0 hours from the following course(s)

HIST 392 - U.S. Constitutional History	3.0
PHIL 416 - Philosophy of Law	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 331 - Politics and Public Policy	3.0
POLI 334 - Public Ethics	3.0
POLI 336 - Government and Religion	3.0
POLI 342 - Gender and Politics	3.0
POLI 364 - Jurisprudence	3.0
POLI 365 - Early American Political Thought: 1620-1865	3.0
POLI 366 - Modern American Political Thought: 1865-Present	3.0
POLI 373 - International Law	3.0
POLI 375 - International Organizations	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 461 - Federalist Papers	3.0
POLI 473 - Human Rights	3.0

✓ **ALTERNATIVE 7.2.2.2.2** Complete 3.0 hours from the following course(s)

STDEV 168R - Law Lecture Series	1.0
STDEV 260 - Constitutional Research	1.0
STDEV 261 - The Law in Literature	2.0
STDEV 364 - Mediation Techniques and Practices	3.0
STDEV 365 - Legal Education and Practice	2.0
STDEV 368R - Prelaw Review Journal Writing	2.0
STDEV 496R - Advanced Legal Internship	3.0v

✓ **OPTION 7.3** Complete 1 group

POLITICAL STRATEGY TRACK:

✓ **GROUP 7.3.1** Complete 5 courses

ECON 110 - Economic Principles and Problems	3.0
ECON 477 - Political Economics	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 313 - Interest Groups	3.0
POLI 314 - The United States Presidency	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0
POLI 321 - The Media in American Politics	3.0
POLI 324 - Political Psychology	3.0
POLI 331 - Politics and Public Policy	3.0
POLI 342 - Gender and Politics	3.0

POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 392R - Topics in Political Strategy	3.0
POLI 399R - Academic Internship *You may take up to 6 credit hours.*	9.0v
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 428 - Advanced Statistical Analysis	3.0

Students are strongly encouraged to complete internships, work on political campaigns, and gain other practical political experience.

Students should contact the Political Science Internship Director, Scott Dunaway (945 SWKT, 801-422-2168), at least 60-90 days before the anticipated internship start date or before beginning the search for an internship.

✔ **OPTION 7.4** Complete 2 groups

RESEARCH AND ANALYSIS TRACK:

✔ **GROUP 7.4.1** Complete 3 courses

POLI 302 - Experimental Research Methods	3.0
POLI 303 - Qualitative Methods	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 305 - Survey Research Methods	3.0
POLI 306R - Topics in Political Science Methods *You may take up to 9 credit hours.*	3.0
POLI 367 - Contemporary Political Theory	3.0
POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 428 - Advanced Statistical Analysis	3.0
POLI 430 - Research Project in Public Policy	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 465 - Philosophy of the Social Sciences	3.0
POLI 470 - Research Project in International Relations	3.0
POLI 497R - Mentored Research	6.0v

✔ **GROUP 7.4.2** Complete 2 courses

C S 142 - Introduction to Computer Programming	3.0
ECON 478 - Game Theory and Economics	3.0
ECON 488 - Applied Econometrics	3.0
ECON 588 - Advanced Econometrics	3.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 213 - Earth Observation and Image Interpretation	2.0
PHIL 205 - Introduction to Formal Logic	3.0
POLI 302 - Experimental Research Methods	3.0
POLI 303 - Qualitative Methods	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 305 - Survey Research Methods	3.0
POLI 306R - Topics in Political Science Methods	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 367 - Contemporary Political Theory	3.0
POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0

POLI 430 - Research Project in Public Policy	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 465 - Philosophy of the Social Sciences	3.0
POLI 470 - Research Project in International Relations	3.0
POLI 497R - Mentored Research	6.0v
STAT 230 - Analysis of Variance	3.0
STAT 234 - Methods of Survey Sampling	3.0
STAT 251 - Introduction to Bayesian Statistics	3.0
STAT 435 - Nonparametric Statistical Methods	3.0
STAT 531 - Experimental Design	3.0

✓ **OPTION 7.5** Complete 2 groups

GLOBAL DEVELOPMENT TRACK:

✓ **GROUP 7.5.1** Complete 1 course

ECON 110 - Economic Principles and Problems	3.0

✓ **GROUP 7.5.2** Complete 4 courses

ECON 230 - Economic Development and Growth	3.0
ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 345 - Comparative Parties and Elections	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 380 - International Relations of Latin America	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 385 - International Relations of Asia	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 388 - Chinese Foreign Policy	3.0
POLI 394R - Topics in Global Development *You may take up to 9 credit hours.*	3.0
POLI 399R - Academic Internship	9.0v
POLI 444 - The Political Economy of Development	3.0
POLI 452 - Islam and Politics	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0
POLI 497R - Mentored Research	6.0v
SOC 340 - Sociology of International Development	3.0
SOC 345 - World Populations	3.0

Students are strongly encouraged to complete international internships and mentored field research. Students may count up to 6 credit hours of Poli 399R or Poli 497R with international development organizations or in developing countries for the 4 course requirement above.

Students should contact the Political Science Internship Director, Scott Dunaway (945 SWKT, 801-422-2168), at least 60-90 days before the anticipated internship start date or before beginning the search for an internship.

✔ **OPTION 7.6** Complete 15.0 hours from the following course(s)

15 HOURS OF POLITICAL SCIENCE COURSES:

POLI 302 - Experimental Research Methods	3.0
POLI 303 - Qualitative Methods	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 305 - Survey Research Methods	3.0
POLI 306R - Topics in Political Science Methods	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 313 - Interest Groups	3.0
POLI 314 - The United States Presidency	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0
POLI 319R - Topics in American Government and Politics	3.0v
POLI 321 - The Media in American Politics	3.0
POLI 324 - Political Psychology	3.0
POLI 325 - Politics of Wilderness, National Parks, and Public Land Management	3.0
POLI 328 - Statistical Analysis	4.0
POLI 331 - Politics and Public Policy	3.0
POLI 332 - Public Policy Analysis	3.0
POLI 333 - Politics of Bureaucracy	3.0
POLI 334 - Public Ethics	3.0
POLI 335 - Social Policy	3.0
POLI 336 - Government and Religion	3.0
POLI 339R - Topics in Public Policy	3.0
POLI 341 - Western European Politics	3.0
POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 345 - Comparative Parties and Elections	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 349R - Topics in Politics	3.0v
POLI 351 - British Government and Politics	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 359R - Topics in Comparative Politics	3.0
POLI 362 - Reason, Revelation, and Politics	3.0

POLI 363 - Theories of Human Freedom	3.0
POLI 364 - Jurisprudence	3.0
POLI 365 - Early American Political Thought: 1620-1865	3.0
POLI 366 - Modern American Political Thought: 1865-Present	3.0
POLI 367 - Contemporary Political Theory	3.0
POLI 368R - Topics in Political Philosophy	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 372 - International Political Economy	3.0
POLI 373 - International Law	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 375 - International Organizations	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 379R - Topics in International Relations	3.0v
POLI 380 - International Relations of Latin America	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 382 - International Relations of North America	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 388 - Chinese Foreign Policy	3.0
POLI 391 - Advanced Seminar on Current Issues	3.0
POLI 392R - Topics in Political Strategy	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 394R - Topics in Global Development	3.0
POLI 397 - Utah Legislative Politics	2.0
POLI 399R - Academic Internship	9.0v
POLI 399R - Washington DC Internship	9.0v
POLI 399R - International Internship	9.0v
POLI 399R - Congressional Internship	9.0v
POLI 399R - Campaign Internship	9.0v
POLI 399R - City Government Intership	9.0v
POLI 399R - Pre-Law Internship	9.0v
POLI 399R - Utah Legislature Internship	9.0v
POLI 399R - State Government Internship	9.0v
POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 428 - Advanced Statistical Analysis	3.0
POLI 430 - Research Project in Public Policy	3.0
POLI 444 - The Political Economy of Development	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 452 - Islam and Politics	3.0
POLI 461 - Federalist Papers	3.0
POLI 462 - Tocqueville on America	3.0
POLI 465 - Philosophy of the Social Sciences	3.0
POLI 466 - Plato's Political Thought	3.0
POLI 470 - Research Project in International Relations	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0

POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0
POLI 497R - Mentored Research	6.0v
POLI 498R - Directed Readings	3.0v
POLI 499 - Honors Thesis	3.0v
POLI 539R - Advanced Topics in Public Policy	3.0
POLI 579R - Topics on World Politics	3.0
POLI 599R - Academic Internship	9.0v
POLI 599R - Graduate Internship	9.0v

✓ **REQUIREMENT 8** Complete 6.0 hours from the following course(s)

Complete 6 additional upper-division credit hours from the Political Science courses below.

POLI 302 - Experimental Research Methods	3.0
POLI 303 - Qualitative Methods	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 305 - Survey Research Methods	3.0
POLI 306R - Topics in Political Science Methods	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 313 - Interest Groups	3.0
POLI 314 - The United States Presidency	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0
POLI 319R - Topics in American Government and Politics *You may take up to 6 credit hours.*	3.0v
POLI 321 - The Media in American Politics	3.0
POLI 324 - Political Psychology	3.0
POLI 325 - Politics of Wilderness, National Parks, and Public Land Management	3.0
POLI 328 - Statistical Analysis	4.0
POLI 331 - Politics and Public Policy	3.0
POLI 332 - Public Policy Analysis	3.0
POLI 333 - Politics of Bureaucracy	3.0
POLI 334 - Public Ethics	3.0
POLI 335 - Social Policy	3.0
POLI 336 - Government and Religion	3.0
POLI 339R - Topics in Public Policy	3.0
POLI 341 - Western European Politics	3.0
POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 345 - Comparative Parties and Elections	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 349R - Topics in Politics *You may take up to 6 credit hours.*	3.0v
POLI 351 - British Government and Politics	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0

POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 359R - Topics in Comparative Politics *You may take up to 6 credit hours.*	3.0
POLI 362 - Reason, Revelation, and Politics	3.0
POLI 363 - Theories of Human Freedom	3.0
POLI 364 - Jurisprudence	3.0
POLI 365 - Early American Political Thought: 1620-1865	3.0
POLI 366 - Modern American Political Thought: 1865-Present	3.0
POLI 367 - Contemporary Political Theory	3.0
POLI 368R - Topics in Political Philosophy *You may take up to 6 credit hours.*	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 372 - International Political Economy	3.0
POLI 373 - International Law	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 375 - International Organizations	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 379R - Topics in International Relations *You may take up to 6 credit hours.*	3.0v
POLI 380 - International Relations of Latin America	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 382 - International Relations of North America	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 388 - Chinese Foreign Policy	3.0
POLI 391 - Advanced Seminar on Current Issues	3.0
POLI 392R - Topics in Political Strategy	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 394R - Topics in Global Development	3.0
POLI 397 - Utah Legislative Politics	2.0
POLI 399R - Academic Internship	9.0v
POLI 399R - Washington DC Internship	9.0v
POLI 399R - International Internship	9.0v
POLI 399R - Congressional Internship	9.0v
POLI 399R - Campaign Internship	9.0v
POLI 399R - City Government Intership	9.0v
POLI 399R - Pre-Law Internship	9.0v
POLI 399R - Utah Legislature Internship	9.0v
POLI 399R - State Government Internship	9.0v
POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 428 - Advanced Statistical Analysis	3.0
POLI 430 - Research Project in Public Policy	3.0
POLI 444 - The Political Economy of Development	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 452 - Islam and Politics	3.0
POLI 461 - Federalist Papers	3.0

POLI 462 - Tocqueville on America	3.0
POLI 465 - Philosophy of the Social Sciences	3.0
POLI 466 - Plato's Political Thought	3.0
POLI 470 - Research Project in International Relations	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0
POLI 497R - Mentored Research	6.0v
POLI 498R - Directed Readings	3.0v
POLI 499 - Honors Thesis	3.0v
POLI 539R - Advanced Topics in Public Policy	3.0
POLI 579R - Topics on World Politics	3.0
POLI 599R - Academic Internship	9.0v
POLI 599R - Graduate Internship	9.0v

1. 27 hours of political science courses must be taken in residency at BYU (BYU Independent Study courses do not meet this requirement). These hours may also go toward BYU's 30-hour residency requirement for graduation.

2. Poli 101R and 297R do not count toward the major or any minor offered by the department.

3. Only 6 hours of Poli 399R (internship credit) may count toward the major.

4. No cooperative education (internship) credit from other universities or colleges will be accepted toward the major.

5. All students are strongly encouraged to complete an internship. Established programs are available through Washington Seminar, Utah State Legislature, or the Kennedy Center. [Students should contact the Political Science Internship Director, Scott Dunaway (945 SWKT, 801-422-2168), at least 60-90 days before the anticipated internship start date or before beginning the search for an internship.]

6. Students scoring a 4 or 5 on the American Government and/or Comparative Government AP exams may substitute AP credit for Poli 110 or Poli 150, respectively.

7. We strongly encourage students to take Poli 298R, a career lecture series course.

Program Outcomes

Understand Political Science and Its Subfields

Demonstrate advanced understanding of the discipline of political science, including familiarity with each of the four major subfields: American politics, comparative politics, international relations, and political philosophy.

Employ Rigorous Research Methods

Use rigorous methods of research design and analysis to answer political questions, including multiple research methodologies.

Write and Speak with Originality and Clarity

Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material.

Think Critically and Analytically about Politics

Think critically and analytically about government, political processes, and political theories, including the components of a good society.

Collaborate Effectively

Collaborate effectively with others, including participation in political processes and engagement on issues of political importance.

↑Top

Political Science

Minor

Hours	21 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

POLI 110 - American Government and Politics	3.0
POLI 210 - Principles of American Politics	3.0

✓ **REQUIREMENT 2** Complete 1 course

POLI 150 - Comparative Government and Politics	3.0
POLI 250 - Principles of Comparative Politics	3.0

✓ **REQUIREMENT 3** Complete 1 course

POLI 170 - Introduction to International Politics	3.0
POLI 270 - Principles of International Relations	3.0

✓ **REQUIREMENT 4** Complete 1 course

PHIL 202 - History of Philosophy 2	3.0
POLI 202 - Western Political Heritage 2	3.0

✓ **REQUIREMENT 5** Complete 9.0 hours from the following course(s)

Complete nine additional upper-division credit hours. Only 6 hours of Poli 399R (internship credit) may count toward the minor.

POLI 302 - Experimental Research Methods	3.0
POLI 303 - Qualitative Methods	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 305 - Survey Research Methods	3.0
POLI 306R - Topics in Political Science Methods	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 313 - Interest Groups	3.0
POLI 314 - The United States Presidency	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0

POLI 319R - Topics in American Government and Politics	3.0v
POLI 321 - The Media in American Politics	3.0
POLI 324 - Political Psychology	3.0
POLI 325 - Politics of Wilderness, National Parks, and Public Land Management	3.0
POLI 328 - Statistical Analysis	4.0
POLI 331 - Politics and Public Policy	3.0
POLI 332 - Public Policy Analysis	3.0
POLI 333 - Politics of Bureaucracy	3.0
POLI 334 - Public Ethics	3.0
POLI 335 - Social Policy	3.0
POLI 336 - Government and Religion	3.0
POLI 339R - Topics in Public Policy	3.0
POLI 341 - Western European Politics	3.0
POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 345 - Comparative Parties and Elections	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 349R - Topics in Politics	3.0v
POLI 351 - British Government and Politics	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 359R - Topics in Comparative Politics	3.0
POLI 362 - Reason, Revelation, and Politics	3.0
POLI 363 - Theories of Human Freedom	3.0
POLI 364 - Jurisprudence	3.0
POLI 365 - Early American Political Thought: 1620-1865	3.0
POLI 366 - Modern American Political Thought: 1865-Present	3.0
POLI 367 - Contemporary Political Theory	3.0
POLI 368R - Topics in Political Philosophy	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 372 - International Political Economy	3.0
POLI 373 - International Law	3.0
POLI 374 - Ethics and International Affairs	3.0
POLI 375 - International Organizations	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 379R - Topics in International Relations	3.0v
POLI 380 - International Relations of Latin America	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 382 - International Relations of North America	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 388 - Chinese Foreign Policy	3.0
POLI 391 - Advanced Seminar on Current Issues	3.0
POLI 392R - Topics in Political Strategy	3.0

POLI 393R - Topics in Legal Studies	3.0
POLI 394R - Topics in Global Development	3.0
POLI 397 - Utah Legislative Politics	2.0
POLI 399R - Academic Internship	9.0v
POLI 399R - Congressional Internship	9.0v
POLI 399R - Pre-Law Internship	9.0v
POLI 399R - Washington DC Internship	9.0v
POLI 399R - State Government Internship	9.0v
POLI 399R - Utah Legislature Internship	9.0v
POLI 399R - International Internship	9.0v
POLI 399R - City Government Intership	9.0v
POLI 399R - Campaign Internship	9.0v
POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 428 - Advanced Statistical Analysis	3.0
POLI 430 - Research Project in Public Policy	3.0
POLI 444 - The Political Economy of Development	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 452 - Islam and Politics	3.0
POLI 461 - Federalist Papers	3.0
POLI 462 - Tocqueville on America	3.0
POLI 465 - Philosophy of the Social Sciences	3.0
POLI 466 - Plato's Political Thought	3.0
POLI 470 - Research Project in International Relations	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0
POLI 497R - Mentored Research	6.0v
POLI 498R - Directed Readings	3.0v
POLI 499 - Honors Thesis	3.0v

Poli 101 and 297 cannot be counted toward the minor.

Students scoring a 5 on the American Government and/or Comparative Government AP exams may substitute AP credit for Poli 110 or Poli 150, respectively. However, they are required to take at least one upper-division elective in each subfield in which they substitute AP credit for American Government and Politics or Comparative Government and Politics.

Program Outcomes

Please contact the individual department for outcome information.

Top

Political Strategy

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 6 courses

ECON 110 - Economic Principles and Problems	3.0
POLI 200 - Political Inquiry	4.0
POLI 304 - Game Theory in Political Science	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 312 - (Not currently offered)	
POLI 313 - Interest Groups	3.0
POLI 314 - The United States Presidency	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0
POLI 321 - The Media in American Politics	3.0
POLI 324 - Political Psychology	3.0
POLI 328 - Statistical Analysis	4.0
POLI 331 - Politics and Public Policy	3.0
POLI 332 - Public Policy Analysis	3.0
POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 392R - Topics in Political Strategy	3.0
POLI 399R - Academic Internship	9.0v
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 428 - Advanced Statistical Analysis	3.0
POLI 497R - Mentored Research	6.0v

Students may count up to 6 credit hours of Poli 399R (internship credit) in the minor.

Students are strongly encouraged to complete internships, work on political campaigns, and gain other practical political experience.

Program Outcomes

Please contact the individual department for outcome information.

Top

Portuguese

BA

Hours	53 - 75 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that StDev 317, a 2-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

The Spanish and Portuguese Department requires a minimum of 18 upper-division major credit hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ REQUIREMENT 1

PREREQUISITE COURSES: Complete the following: Port 101, 102, 201, 202, 206, 211R.

Note 1: Spanish speakers should take Port 105 instead of 101 and 102, and 205 instead of 201 and 202.

Note 2: Native speakers and returned missionaries normally start with Port 321; however, returned missionaries who wish to strengthen their language skills may start with Port 206.

Note 3: Prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ REQUIREMENT 2 Complete 4 courses

PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0
PORT 414 - Introduction to Translation	3.0
PORT 493 - Capstone Course in Portuguese	1.0

✓ REQUIREMENT 3 Complete 1 course

PORT 322 - Third-Year Portuguese Grammar and Composition	3.0
PORT 323R - Portuguese for the Professions	3.0

✓ **REQUIREMENT 4** Complete 1 course

PORT 325 - Survey of Luso-Brazilian Linguistics	3.0
PORT 326 - Portuguese Phonetics and Pronunciation	3.0

✓ **REQUIREMENT 5** Complete 1 course

PORT 345 - Portuguese Civilization	3.0
PORT 346R - Special Topics in Portuguese Culture	3.0
PORT 355 - Brazilian Civilization	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0

✓ **REQUIREMENT 6** Complete 1 course

PORT 441 - Survey of Portuguese Literature	3.0
PORT 451 - Survey of Brazilian Literature	3.0

✓ **REQUIREMENT 7** Complete 1 option

Note 1: At least 6.0 hours must be from 400- or 500-level courses.
Note 2:Courses used to satisfy the above requirements will not double count.

✓ **OPTION 7.1** Complete 15.0 hours from the following course(s)

PORT 322 - Third-Year Portuguese Grammar and Composition	3.0
PORT 323R - Portuguese for the Professions	3.0
PORT 325 - Survey of Luso-Brazilian Linguistics	3.0
PORT 326 - Portuguese Phonetics and Pronunciation	3.0
PORT 345 - Portuguese Civilization	3.0
PORT 346R - Special Topics in Portuguese Culture	3.0
PORT 355 - Brazilian Civilization	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0
PORT 377 - Methods of Portuguese Teaching	3.0
PORT 395R - Contemporary Culture *You may take this course up to 2 times.*	3.0v
PORT 399R - Academic Internship: Portuguese Language Field Experience	6.0v
PORT 414 - Introduction to Translation	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0
PORT 437R - (Not currently offered)	
PORT 438 - Luso-Brazilian Cinema	3.0
PORT 439R - Luso-Brazilian Theatre Production *You may take this course up to 2 times.*	3.0
PORT 441 - Survey of Portuguese Literature	3.0
PORT 442 - Camoes	3.0
PORT 449R - Special Topics in Portuguese Literature *You may take up to 12 credit hours.*	3.0
PORT 451 - Survey of Brazilian Literature	3.0
PORT 452 - Machado de Assis	3.0
PORT 453 - Twentieth-Century Brazilian Literature	3.0
PORT 459R - Special Topics in Brazilian Literature *You may take this course up to 2 times.*	3.0
PORT 461R - African Literature in Portuguese *You may take this course up to 2 times.*	3.0

PORT 462R - Literature of the Lusophone World *You may take this course up to 2 times.*	3.0
PORT 480R - Directed Research in Portuguese *You may take this course up to 2 times.*	3.0v
PORT 520 - Advanced Portuguese Grammar	3.0
PORT 521 - Romance Philology	3.0
PORT 522 - History of the Portuguese Language	3.0
PORT 529R - Special Topics in Portuguese Linguistics *You may take this course up to 2 times.*	3.0

✓ **REQUIREMENT 8** Complete 1 course

Note: An ACTFL Oral Proficiency Interview and Writing Proficiency Test are taken in connection with Port 491. It is expected that Portuguese majors will pass both tests with a rating of Advanced Low or higher.

PORT 491 - Senior Proficiency Evaluation	0.0

✓ **REQUIREMENT 9**

Complete a minor from any department (approximately 16-21 hours), or complete a second (additional) major (approximately 30-60 hours), or complete 18 credit hours of courses (also known as Option II) from among the following related fields: a second modern foreign language (upper-division courses only); Latin, Greek, or English beyond the GE requirement; linguistics; classical civilization; Latin American history or geography; humanities; archaeology of Spain or Latin America; comparative literature; pre-medical school requirements; other areas approved by the department chair.

Note: Students are strongly encouraged to participate in a Portuguese language/culture immersion experience, such as an LDS mission, Study Abroad program, internship, a semester in the Foreign Language Student Residence, or a service learning course.

Program Outcomes

Language Competence

Students will speak, listen, read, and write Portuguese at the ACTFL advanced level or higher (see the ACTFL guidelines here).

Cultural Competence

Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.

Critical Thinking and Expression

Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.

Connecting Learning to Life

Students will connect academic experience to their personal and professional lives.

Top

Portuguese

Minor

Hours	18 - 40 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1

Prerequisite courses:

Complete the following prerequisite courses: Port 101, 102, 201, 202, 206, 211R. (May be waived with previous equivalent language experience.)

Note 1: Spanish speakers should take Port 105 instead of 101 and 102, and Port 205 instead of 201 and 202.

Note 2: Native speakers and returned missionaries normally start with Port 321; however, returned missionaries who wish to strengthen their language skills may start with Port 206.

Note 3: Prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ REQUIREMENT 2 Complete 2 courses

PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0

✓ REQUIREMENT 3 Complete 1 course

PORT 345 - Portuguese Civilization	3.0
PORT 346R - Special Topics in Portuguese Culture	3.0
PORT 355 - Brazilian Civilization	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0

✓ REQUIREMENT 4 Complete 1 course

PORT 441 - Survey of Portuguese Literature	3.0
PORT 451 - Survey of Brazilian Literature	3.0

✓ REQUIREMENT 5 Complete 6.0 hours from the following option(s)

Complete 6 additional hours from the following electives. Courses used to fulfill the above requirements may not be double-counted.

✔ **OPTION 5.1** Complete 6.0 hours from the following course(s)

PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 322 - Third-Year Portuguese Grammar and Composition	3.0
PORT 323R - Portuguese for the Professions	3.0
PORT 325 - Survey of Luso-Brazilian Linguistics	3.0
PORT 326 - Portuguese Phonetics and Pronunciation	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0
PORT 345 - Portuguese Civilization	3.0
PORT 346R - Special Topics in Portuguese Culture	3.0
PORT 355 - Brazilian Civilization	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0
PORT 377 - Methods of Portuguese Teaching	3.0
PORT 395R - Contemporary Culture	3.0v
PORT 399R - Academic Internship: Portuguese Language Field Experience	6.0v
PORT 414 - Introduction to Translation	3.0
PORT 419 - (Port-Span) Problems in Translation	3.0
PORT 438 - Luso-Brazilian Cinema	3.0
PORT 439R - Luso-Brazilian Theatre Production	3.0
PORT 441 - Survey of Portuguese Literature	3.0
PORT 442 - Camoes	3.0
PORT 449R - Special Topics in Portuguese Literature	3.0
PORT 451 - Survey of Brazilian Literature	3.0
PORT 452 - Machado de Assis	3.0
PORT 453 - Twentieth-Century Brazilian Literature	3.0
PORT 459R - Special Topics in Brazilian Literature	3.0
PORT 461R - African Literature in Portuguese	3.0
PORT 462R - Literature of the Lusophone World	3.0
PORT 477R - Secondary Minor Student Teaching	4.0
PORT 480R - Directed Research in Portuguese	3.0v
PORT 493 - Capstone Course in Portuguese	1.0
PORT 520 - Advanced Portuguese Grammar	3.0
PORT 521 - Romance Philology	3.0
PORT 522 - History of the Portuguese Language	3.0
PORT 529R - Special Topics in Portuguese Linguistics	3.0

✔ **REQUIREMENT 6** Complete 1 course

PORT 491 - Senior Proficiency Evaluation	0.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Portuguese Studies (Secondary Major)

BA

Hours	25 - 47 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students must complete the requirements for a primary major in another field.

Complete the following prerequisite courses (or equivalents): Port 101, 102, 201, 202, 206, 211R. NOTE: Prerequisite courses may be waived for those having sufficient proficiency with the language.

Note 1: Spanish speakers should take Port 105 instead of 101 and 102, and 205 instead of 201 and 202.

Note 2: Native speakers and returned missionaries normally start with Port 321; however, returned missionaries who wish to strengthen their language skills may start with Port 206.

Note 3: Prerequisite courses may be waived for those having sufficient proficiency with the language. See the department for language testing details.

✓ **REQUIREMENT 1** Complete 2 courses

Core courses:

PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0

✓ **REQUIREMENT 2** Complete 1 course

PORT 322 - Third-Year Portuguese Grammar and Composition	3.0
PORT 323R - Portuguese for the Professions	3.0

✓ **REQUIREMENT 3** Complete 1 course

PORT 325 - Survey of Luso-Brazilian Linguistics	3.0
PORT 326 - Portuguese Phonetics and Pronunciation	3.0

✓ **REQUIREMENT 4** Complete 1 course

PORT 345 - Portuguese Civilization	3.0

PORT 346R - Special Topics in Portuguese Culture	3.0
PORT 355 - Brazilian Civilization	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0

✔ **REQUIREMENT 5** Complete 1 course

PORT 493 - Capstone Course in Portuguese	1.0

✔ **REQUIREMENT 6** Complete 9.0 hours from the following course(s)

Note: Courses used to satisfy above requirements may not double count.

PORT 322 - Third-Year Portuguese Grammar and Composition	3.0
PORT 323R - Portuguese for the Professions	3.0
PORT 325 - Survey of Luso-Brazilian Linguistics	3.0
PORT 326 - Portuguese Phonetics and Pronunciation	3.0
PORT 345 - Portuguese Civilization	3.0
PORT 346R - Special Topics in Portuguese Culture	3.0
PORT 355 - Brazilian Civilization	3.0
PORT 356R - Special Topics in Brazilian Culture	3.0
PORT 377 - Methods of Portuguese Teaching	3.0
PORT 395R - Contemporary Culture *You may take this course up to 2 times.*	3.0v
PORT 399R - Academic Internship: Portuguese Language Field Experience	6.0v
PORT 414 - Introduction to Translation	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0
PORT 437R - (Not currently offered)	
PORT 438 - Luso-Brazilian Cinema	3.0
PORT 439R - Luso-Brazilian Theatre Production *You may take this course up to 2 times.*	3.0
PORT 441 - Survey of Portuguese Literature	3.0
PORT 442 - Camoes	3.0
PORT 449R - Special Topics in Portuguese Literature *You may take this course up to 2 times.*	3.0
PORT 451 - Survey of Brazilian Literature	3.0
PORT 452 - Machado de Assis	3.0
PORT 453 - Twentieth-Century Brazilian Literature	3.0
PORT 459R - Special Topics in Brazilian Literature *You may take this course up to 2 times.*	3.0
PORT 461R - African Literature in Portuguese *You may take this course up to 2 times.*	3.0
PORT 462R - Literature of the Lusophone World *You may take this course up to 2 times.*	3.0
PORT 480R - Directed Research in Portuguese *You may take this course up to 2 times.*	3.0v
PORT 520 - Advanced Portuguese Grammar	3.0
PORT 521 - Romance Philology	3.0
PORT 522 - History of the Portuguese Language	3.0
PORT 529R - Special Topics in Portuguese Linguistics *You may take this course up to 2 times.*	3.0

✔ **REQUIREMENT 7** Complete 1 course

Note: An ACTFL Oral Proficiency Interview and Writing Proficiency Test are taken in connection with Port 491. It is expected that Portuguese Studies majors will pass both tests with a rating of Advanced Low or higher.

PORT 491 - Senior Proficiency Evaluation	0.0

Program Outcomes

Language Competence

Students will speak, listen, read, and write Portuguese at the ACTFL advanced level or higher (see the ACTFL guidelines here).

Cultural Competence

Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.

Criticial Thinking and Expression

Students will analyze language, literary texts, and other cultural products and practices, using sound thinking and clear expression.

Connecting Learning to Life

Students will connect academic experience to their personal and professional lives.

↑Top

Portuguese Teaching

Minor

Hours	25 - 47 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

Complete the following prerequisite courses or equivalent experience: Port 101, 102, 201, 202, 206, 211R.

Note 1: Spanish speakers should take Port 105 instead of 101 and 102, and Port 205 instead of 201 and 202.

Note 2: Native speakers and returned missionaries normally start with Port 321; however, returned missionaries who wish to strengthen their language skills may start with Port 206.

Note 3: Prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ **REQUIREMENT 1** Complete 1 course

PORT 377 - Methods of Portuguese Teaching	3.0

✓ **REQUIREMENT 2** Complete 3 courses

PORT 321 - Third-Year Portuguese Reading, Grammar, and Culture	3.0
PORT 322 - Third-Year Portuguese Grammar and Composition	3.0
PORT 339 - Introduction to Portuguese and Brazilian Literature	3.0

✓ **REQUIREMENT 3** Complete 1 course

PORT 325 - Survey of Luso-Brazilian Linguistics	3.0
PORT 326 - Portuguese Phonetics and Pronunciation	3.0

✓ **REQUIREMENT 4** Complete 1 course

PORT 345 - Portuguese Civilization	3.0
PORT 355 - Brazilian Civilization	3.0

✓ **REQUIREMENT 5** Complete 1 course

PORT 441 - Survey of Portuguese Literature	3.0
PORT 451 - Survey of Brazilian Literature	3.0

✓ **REQUIREMENT 6** Complete 1 course

PORT 491 - Senior Proficiency Evaluation	0.0

Note 1: An ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test are taken in connection with Port 491. Before applying to student teach, students must achieve a minimum OPI rating of Advanced Low to obtain Utah state licensure and to graduate.

Note 2: To qualify for Utah licensure, students must also pass the BYU Foreign Language Achievement Service (FLATS) test in Portuguese with a score of 85% or higher prior to student teaching. Contact the department for more information.

✓ **REQUIREMENT 7** Complete 1 course

PORT 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Professional Writing and Rhetoric

Minor

Hours	19 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

ENGL 322 - Fundamentals of Rhetoric	3.0
ENGL 324 - Writing with Style	3.0
ENGL 400 - Portfolio Capstone for Writing and Rhetoric Minors	1.0

✓ **REQUIREMENT 2** Complete 12.0 hours from the following course(s)

Complete 12 additional credit hours from the following. Note: Engl 399R must be in a rhetoric- or writing-related profession; Engl 495 may have prerequisites.

ENGL 211 - Rhetoric and Civilization 1	3.0
ENGL 212 - Rhetoric and Civilization 2	3.0
ENGL 312 - Persuasive Writing	3.0
ENGL 316 - Technical Communication	3.0
ENGL 323 - Introduction to Professional Writing	3.0
ENGL 325 - Visual Rhetoric	3.0
ENGL 326 - Applied Digital Communication	3.0
ENGL 327R - Studies in Rhetoric	3.0
ENGL 328R - Studies in Composing	3.0
ENGL 399R - Academic Internship	9.0v
ENGL 495 - The Senior Course	3.0

Program Outcomes

History, Theory, and Criticism

Students will define, explain, and debate the principles and practices from rhetorical theories throughout history, showing meta-cognitive awareness of the appropriate interpretive and composing processes involved in a rhetorical approach to reading and producing acts of communication.

Composing and Presentational Skills in a Wide Variety of Pub

Students will employ an expanded repertoire of composing and presentational skills to produce effective texts in a wide variety of public and professional genres, using multiple modes of discourse, including print, visual, digital, oral, and other means of communication.

Grammar and Style

Students will use grammatical and stylistic principles to analyze, imitate, and create effective and appropriate discourse in a wide variety of communicative acts.

↑Top

Psychology

BS

Hours	52 - 53 Credit Hours
MAP	Major Academic Plan

Program Requirements

At least 36 of the total major credits must be 300-level or above. (Students can enroll in 500-level courses on a space-available basis.)

The Psychology Department requires a minimum of 23 hours of psychology major credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

A maximum of 13 hours may be taken as Independent Study (only 8 of which may count as departmental residence hours).

✓ **REQUIREMENT 1** Complete 1 course

ELANG 150 - First-Year Writing for International Students	3.0
WRTG 150 - Writing and Rhetoric	3.0

✓ **REQUIREMENT 2** Complete 1 option

Prerequisite courses:

✓ **OPTION 2.1** Complete 3 courses

PSYCH 101 - Orientation to the Psychology Major	1.0
PSYCH 111 - Introduction to Psychological Science	3.0
PSYCH 210 - A History of Psychology	3.0

Note: These courses must be completed prior to enrollment in Psych 307, 308, 309, 310.

✓ **REQUIREMENT 3** Complete 1 course

Multicultural issues courses:

ANTHR 101 - Social/Cultural Anthropology	3.0
EL ED 351 - (Not currently offered)	
SFL 354 - Cross-Cultural Family and Human Development	3.0
SOC 113 - Multicultural America	3.0

✓ **REQUIREMENT 4** Complete 1 option

Prerequisite courses:

✓ **OPTION 4.1** Complete 4 courses

PSYCH 307 - Writing Within Psychology	3.0
PSYCH 308 - Psychological Statistics	4.0
PSYCH 309 - Psychological Testing	3.0
PSYCH 310 - Psychological Research Design and Analysis	3.0

Note 1: Psych 307 may be taken concurrently with Psych 308.

Note 2: Psych 308 is prerequisite to both Psych 309 and 310 and may be taken concurrently with 210.

Note 3: Psych 309 and 310 may be taken concurrently.

Note 4: Students considering application to graduate study are strongly encouraged to take Psych 200.

Note 5: English 315 can substitute for Psych 307.

✓ **REQUIREMENT 5** Complete 1 course

Gender issues courses (Note: If Psych 306 is selected to fill this requirement, it cannot also be used to fill the requirement listed in Cluster B):

POLI 472 - International Political Economy of Women	3.0
PSYCH 306 - Psychology of Gender	3.0
SOC 367 - Sociology of Gender	3.0
WS 222 - (WS-Soc) Introduction to Global Women's Studies	3.0

✓ **REQUIREMENT 6** Complete 1 course

Note: Psych 320 or 342 cannot be double-counted here and in Cluster A.

PSYCH 320 - Developmental Psychology: Childhood	3.0
PSYCH 342 - Abnormal Psychology	3.0

✓ **REQUIREMENT 7** Complete 2 courses

PSYCH 350 - (Psych-Soc) Introduction to Social Psychology	3.0
PSYCH 381 - Behavioral Neurobiology	3.0

✓ **REQUIREMENT 8** Complete 1 option

Complete three courses in one of the following clusters:

✓ **OPTION 8.1** Complete 3 courses

Cluster A - Developmental and Clinical Psychology:

PSYCH 311 - Critical Issues in Psychology	3.0
PSYCH 320 - Developmental Psychology: Childhood	3.0
PSYCH 321 - Developmental Psychology: Adolescence	3.0
PSYCH 322 - Developmental Psychology: Adulthood	3.0
PSYCH 341 - Personality	3.0
PSYCH 342 - Abnormal Psychology	3.0

PSYCH 343 - Child Psychopathology	3.0
PSYCH 345 - Basic Mediation	3.0
PSYCH 348 - Clinical Psychology	3.0
PSYCH 349 - Introduction to Positive Psychology	3.0
PSYCH 356 - Introduction to Health Psychology	3.0
SOC W 200 - Introduction to Social Work	3.0
SOC W 331 - Social Welfare Policy	3.0
SOC W 360 - Social Work Practice with Individuals	3.0

✓ **OPTION 8.2** Complete 3 courses

Cluster B - Social Psychology -- Students may use one social work course from Cluster A for this cluster.

PSYCH 306 - Psychology of Gender	3.0
PSYCH 311 - Critical Issues in Psychology	3.0
PSYCH 330 - Organizational Psychology	3.0
PSYCH 338 - Sport Psychology	3.0
PSYCH 341 - Personality	3.0
PSYCH 345 - Basic Mediation	3.0
PSYCH 349 - Introduction to Positive Psychology	3.0
PSYCH 352 - Applied Social Psychology	3.0
PSYCH 353 - LDS Perspectives and Psychology	3.0
PSYCH 354 - Psychology of Religion	3.0
PSYCH 356 - Introduction to Health Psychology	3.0
PSYCH 358 - Leadership Development	3.0
PSYCH 376 - Language Development	3.0

✓ **OPTION 8.3** Complete 3 courses

Cluster C - Behavior, Brain, and Cognition -- Students may use one social work course from Cluster A for this cluster.

PSYCH 311 - Critical Issues in Psychology	3.0
PSYCH 361 - Principles of Learning	3.0
PSYCH 365 - Motivation	3.0
PSYCH 370 - Sensation and Perception	3.0
PSYCH 375 - Cognition	3.0
PSYCH 377 - The Cognitive Neuroscience of Memory	3.0
PSYCH 382 - Stress Psychobiology	3.0
PSYCH 387 - Introduction to Primate Behavior	3.0
PSYCH 388 - Drugs, Reward and Addiction	3.0

✓ **REQUIREMENT 9** Complete 1 course

Complete one additional course listed in the other clusters not completed above. (Psych 307, 308, 309, and 310 are required prerequisites.)

PSYCH 306 - Psychology of Gender	3.0
PSYCH 311 - Critical Issues in Psychology	3.0
PSYCH 320 - Developmental Psychology: Childhood	3.0
PSYCH 321 - Developmental Psychology: Adolescence	3.0
PSYCH 322 - Developmental Psychology: Adulthood	3.0
PSYCH 330 - Organizational Psychology	3.0
PSYCH 338 - Sport Psychology	3.0
PSYCH 341 - Personality	3.0
PSYCH 342 - Abnormal Psychology	3.0

PSYCH 343 - Child Psychopathology	3.0
PSYCH 348 - Clinical Psychology	3.0
PSYCH 349 - Introduction to Positive Psychology	3.0
PSYCH 352 - Applied Social Psychology	3.0
PSYCH 353 - LDS Perspectives and Psychology	3.0
PSYCH 354 - Psychology of Religion	3.0
PSYCH 356 - Introduction to Health Psychology	3.0
PSYCH 358 - Leadership Development	3.0
PSYCH 361 - Principles of Learning	3.0
PSYCH 365 - Motivation	3.0
PSYCH 370 - Sensation and Perception	3.0
PSYCH 375 - Cognition	3.0
PSYCH 376 - Language Development	3.0
PSYCH 377 - The Cognitive Neuroscience of Memory	3.0
PSYCH 382 - Stress Psychobiology	3.0
PSYCH 387 - Introduction to Primate Behavior	3.0
SOC W 200 - Introduction to Social Work	3.0
SOC W 331 - Social Welfare Policy	3.0
SOC W 360 - Social Work Practice with Individuals	3.0

✓ **REQUIREMENT 10** Complete 3.0 hours from the following option(s)

Capstone seminars. Contingent upon departmental approval, students may take up to 8.0 credit hours.

✓ **OPTION 10.1** Complete 3.0 hours from the following course(s)

PSYCH 410R - Senior Practicum: Teaching of Psychology *You may take up to 3 credit hours.*	3.0v
PSYCH 420R - Senior Practicum: Community Projects *You may take up to 3 credit hours.*	3.0v
PSYCH 430R - Senior Practicum: Research in Psychology *You may take up to 3 credit hours.*	3.0v
PSYCH 496R - Academic Internship, Capstone *You may take up to 3 credit hours.*	9.0v

Note 1: To enroll in a capstone seminar students must have completed Psych 101, 111, 210, 308, 309, and 310 (or be concurrently enrolled in 309 or 310); one core course from Cluster A, B, or C; and three other 300-level psychology courses (or be concurrently enrolled in the third course).

Program Outcomes

A. Knowledge of the Discipline

Comprehend,apply,and synthesize knowledge of the discipline of psychology. (ContentOutcome)

B. Effective Research and Writing

Understand and apply basic research methods in psychology including data analysis and interpretation, research design, psychometric methods, and the writing of results in the light of previous findings. (Competency Outcome)

C. Experiential Learning

Apply the principles of psychology in an internship setting (399R), a teaching (410R) or community service setting (420R), or in a mentored-research setting (430R) before graduation.

Top

Psychology

Minor

Hours	19 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 2 courses

PSYCH 111 - Introduction to Psychological Science	3.0
PSYCH 308 - Psychological Statistics	4.0

✓ **REQUIREMENT 2** Complete 12.0 hours from the following option(s)

Complete 12 elective hours from remaining undergraduate and 500-level courses; 9 hours must be 300-level or above. No more than 6 hours of Independent Study credit may count toward the minor. Students may enroll in 500-level courses with instructor's consent.

✓ **OPTION 2.1** Complete up to 12.0 hours from the following course(s)

PSYCH 306 - Psychology of Gender	3.0
PSYCH 307 - Writing Within Psychology	3.0
PSYCH 309 - Psychological Testing	3.0
PSYCH 310 - Psychological Research Design and Analysis	3.0
PSYCH 311 - Critical Issues in Psychology	3.0
PSYCH 320 - Developmental Psychology: Childhood	3.0
PSYCH 321 - Developmental Psychology: Adolescence	3.0
PSYCH 322 - Developmental Psychology: Adulthood	3.0
PSYCH 330 - Organizational Psychology	3.0
PSYCH 338 - Sport Psychology	3.0
PSYCH 341 - Personality	3.0
PSYCH 342 - Abnormal Psychology	3.0
PSYCH 343 - Child Psychopathology	3.0
PSYCH 345 - Basic Mediation	3.0
PSYCH 348 - Clinical Psychology	3.0
PSYCH 349 - Introduction to Positive Psychology	3.0
PSYCH 350 - (Psych-Soc) Introduction to Social Psychology	3.0
PSYCH 352 - Applied Social Psychology	3.0
PSYCH 353 - LDS Perspectives and Psychology	3.0
PSYCH 354 - Psychology of Religion	3.0
PSYCH 356 - Introduction to Health Psychology	3.0
PSYCH 358 - Leadership Development	3.0
PSYCH 359 - Environmental Psychology	3.0
PSYCH 361 - Principles of Learning	3.0

PSYCH 365 - Motivation	3.0
PSYCH 370 - Sensation and Perception	3.0
PSYCH 375 - Cognition	3.0
PSYCH 376 - Language Development	3.0
PSYCH 377 - The Cognitive Neuroscience of Memory	3.0
PSYCH 381 - Behavioral Neurobiology	3.0
PSYCH 382 - Stress Psychobiology	3.0
PSYCH 387 - Introduction to Primate Behavior	3.0
PSYCH 388 - Drugs, Reward and Addiction	3.0
PSYCH 390R - Ethology and Sociobiology	3.0v
PSYCH 390R - Special Topics in Psychology	3.0v
PSYCH 390R - Comp. Animal Behavior	3.0v
PSYCH 390R - Advanced Personality Studies	3.0v
PSYCH 390R - Forum Lecture	3.0v
PSYCH 399R - Academic Internship	9.0v
PSYCH 410R - Senior Practicum: Teaching of Psychology	3.0v
PSYCH 420R - Senior Practicum: Community Projects	3.0v
PSYCH 430R - Senior Practicum: Research in Psychology	3.0v
PSYCH 492R - Supervised Instructional or Research Experience	3.0v
PSYCH 495R - Independent Readings	3.0v
PSYCH 496R - Academic Internship, Capstone	9.0v
PSYCH 499R - Independent Research	3.0v
PSYCH 501 - Data Analysis in Psychological Research 1	4.0
PSYCH 502 - Data Analysis in Psychological Research 2	4.0
PSYCH 503 - Research Measurement	3.0
PSYCH 504 - Research Design	3.0
PSYCH 505 - Clinical Research	3.0
PSYCH 510 - History and Systems of Psychology	3.0
PSYCH 511 - Philosophy of Science for the Social Sciences	3.0
PSYCH 512 - Qualitative Research Methods	3.0
PSYCH 513R - Topics in Behavioral Neuroscience	3.0
PSYCH 513R - Functional MRI Design and Analysis	3.0
PSYCH 520 - Advanced Developmental Psychology	3.0
PSYCH 531 - Organizational Psychology	3.0
PSYCH 540 - Personality Theory	3.0
PSYCH 550 - Theory and Research in Social Psychology	3.0
PSYCH 552 - Applied Social Psychology	3.0
PSYCH 555 - Group Dynamics	3.0
PSYCH 560 - Learning Theory	3.0
PSYCH 565 - Motivational Psychology	3.0
PSYCH 575 - Cognitive Processes	3.0
PSYCH 578R - Seminar in Mathematical Psychology	3.0
PSYCH 583 - Health Psychology	3.0
PSYCH 584 - Cognition, Affect, and Brain Function	3.0
PSYCH 585 - Human Neuropsychology/Biological Bases of Behavior	3.0
PSYCH 586 - Hormones and Behavior	3.0
PSYCH 587 - Sensory and Perceptual Processes	3.0

✔ **OPTION 2.2** Complete up to 3.0 hours from the following course(s)

PSYCH 101 - Orientation to the Psychology Major	1.0
PSYCH 111 - Honors Introduction to Psychological Science	3.0
PSYCH 170 - Understanding and Improving Your Memory	1.0
PSYCH 200 - Applying to Graduate School	1.0

PSYCH 210 - A History of Psychology	3.0
PSYCH 212R - Special Topics in Psychology	3.0v
PSYCH 220 - Human Development: Life Span	3.0
PSYCH 240 - Personal and Social Adjustment	3.0
PSYCH 270 - Improving Mental Skills	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Public Health: Environmental/Occupational Health

BS

Hours	55 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 16 courses

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
HLTH 100 - Introduction to Public Health	1.0
HLTH 310 - Chronic Diseases: Prevention and Control	3.0
HLTH 311 - Infectious Diseases: Prevention and Control	3.0
HLTH 322 - Environmental Health	3.0
HLTH 324 - Occupational Health and Safety	3.0
HLTH 330 - Principles and Practices of Health Promotion	3.0
HLTH 345 - Principles of Epidemiology	3.0
HLTH 426 - Fundamentals of Toxicology	3.0
HLTH 428 - Sampling and Exposure Assessment Lab 1	3.0
HLTH 429 - Sampling and Exposure Assessment Lab 2	3.0
MATH 110 - College Algebra	3.0
MMBIO 221 - General Microbiology	3.0
MMBIO 222 - General Microbiology Laboratory	1.0

✓ **REQUIREMENT 2** Complete 12.0 hours from the following course(s)

Note: If Hlth 496R is chosen, the student must first complete Hlth 100, 310, 311, 322, 324, 330, 345, and 420 with a C- grade or higher.

CHEM 223 - Quantitative and Qualitative Analysis	4.0
CHEM 285 - Introductory Bio-organic Chemistry	4.0
GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 303 - Biogeography	3.0

HLTH 420 - Injury and Violence Prevention	3.0
HLTH 422 - Disaster Response and Emergency Preparedness	3.0
HLTH 481 - Applied International Health	3.0v
HLTH 491R - Mentored Research *You may take up to 3 credit hours.*	3.0v
HLTH 492R - Directed Public Health Readings *You may take up to 3 credit hours.*	3.0v
HLTH 496R - Academic Internship *You may take this course up to 3 times.*	9.0v
MMBIO 261 - Infection and Immunity	3.0
MMBIO 418 - Medical Parasitology	2.0
MMBIO 465 - Virology	3.0
NDFS 361 - Food Microbiology	3.0
PDBIO 305 - Human Physiology	4.0
PDBIO 365 - Pathophysiology	4.0
PWS 150 - Environmental Biology	3.0

RECOMMENDED

ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Environmental/Occupational Hazards Assessment

Assess the various biological, chemical, and physical hazards of the ambient, indoor, and work environment that can adversely affect human health.

Environmental/Occupational Health Interventions

Anticipate, recognize, evaluate and control environmental and occupational hazards.

Environmental/Occupational Moral Code and Ethics

Apply moral and ethical principles as they apply to the science of Environmental/Occupational theory and practice.

Top

Public Health: Epidemiology

BS

Hours	56 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 12 courses

HLTH 100 - Introduction to Public Health	1.0
HLTH 310 - Chronic Diseases: Prevention and Control	3.0
HLTH 311 - Infectious Diseases: Prevention and Control	3.0
HLTH 322 - Environmental Health	3.0
HLTH 330 - Principles and Practices of Health Promotion	3.0
HLTH 345 - Principles of Epidemiology	3.0
HLTH 434 - Evaluation Methods	3.0
HLTH 440 - Computer Applications in Epidemiology	3.0
HLTH 441 - Clinical Trials	3.0
HLTH 443 - Field Epidemiology	3.0
HLTH 447 - Introduction to Biostatistics	3.0
STAT 121 - Principles of Statistics	3.0

REQUIREMENT 2 Complete 1 course

NOTE: An equivalent ACT score can substitute for Math 110. If an ACT score is used, 22 elective credit hours are needed in requirement 3.

MATH 110 - College Algebra	3.0

REQUIREMENT 3 Complete 19.0 hours from the following option(s)

Complete 19-22 hours from the following (22 hours if an ACT score was used instead of taking Math 110).

OPTION 3.1 Complete 19.0 hours from the following course(s)

GEOG 212 - Introduction to Geographic Information Systems	3.0
HLTH 324 - Occupational Health and Safety	3.0
HLTH 420 - Injury and Violence Prevention	3.0
HLTH 439 - Program Planning	3.0
HLTH 442 - Special Topics in Epidemiology	3.0
HLTH 450 - Women's Health Issues	3.0
HLTH 460 - Substance Abuse and Addictive Behavior	3.0
HLTH 466 - Health and the Aging Process	3.0
HLTH 480 - International Health	3.0

HLTH 481 - Applied International Health	3.0v
HLTH 491R - Mentored Research *You may take up to 3 credit hours.*	3.0v
HLTH 492R - Directed Public Health Readings *You may take up to 3 credit hours.*	3.0v
HLTH 496R - Academic Internship *You may take up to 3 credit hours.*	9.0v
MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0
MATH 116 - Essentials of Calculus	1.0
NDFS 201 - Society, Nutrition, and Chronic Disease	2.0
NDFS 380 - International Nutrition	3.0
PDBIO 120 - Science of Biology	3.0
PDBIO 205 - Human Biology	3.0
PDBIO 305 - Human Physiology	4.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 365 - Pathophysiology	4.0
SOC 300 - Methods of Research in Sociology	3.0
STAT 124 - SAS Base Programming Skills	1.5
STAT 230 - Analysis of Variance	3.0
STAT 234 - Methods of Survey Sampling	3.0
STAT 330 - Introduction to Regression	3.0

Note 1: If student uses an ACT score to fulfill the Math 110 requirement, 22 elective hours are needed.

Note 2: Only 6 credits of elective credits from Health 420, 424, 439, 442, 450, 460, 466, and 480 can be applied toward the degree.

Note 3: Prerequisites for PDBio 305 are Chem 101 or equivalent; PDBio 210 or 220.

Note 4: Prerequisites for PDBio 362 are MMBio 240; Phscs 106 or Phscs 200.

Note 5: Prerequisites for PDBio 365 are PDBio 305 or PDBio 362.

Note 6: Prior to taking Hlth 496R, student must complete Hlth 100, 310, 311, 322, 330, 345, 440 and 443 with a C- grade or higher.

✓ **RECOMMENDED**

ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
STAT 121 - Principles of Statistics	3.0

✓ **RECOMMENDED** Complete 2 options

Recommended Elective Courses:

Math 112, 113 for students who want a firm foundation in calculus and/or plan to pursue graduate education.

Students considering graduate work in epidemiology are encouraged to consider the statistics electives.

Program Outcomes

Data Collection, Analysis, and Presentation

Select samples, conduct surveys, analyze and interpret data, and create tables, graphs and charts for presenting public health data.

Epidemiologic Investigations/Studies

Describe the steps, challenges, considerations, research designs, and methodology needed to effectively implement epidemiologic investigations and studies.

Critical Assessment of Epidemiologic Literature

Critique studies for their validity and contribution to the discipline.

↑Top

Public Health: Health Promotion

BS

Hours	55 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 10 courses

HLTH 100 - Introduction to Public Health	1.0
HLTH 310 - Chronic Diseases: Prevention and Control	3.0
HLTH 311 - Infectious Diseases: Prevention and Control	3.0
HLTH 322 - Environmental Health	3.0
HLTH 330 - Principles and Practices of Health Promotion	3.0
HLTH 335 - Health Behavior Change	3.0
HLTH 345 - Principles of Epidemiology	3.0
HLTH 432 - Methods in Health Promotion	3.0
HLTH 434 - Evaluation Methods	3.0
HLTH 439 - Program Planning	3.0

✓ **REQUIREMENT 2** Complete 1 course

PDBIO 210 - Human Anatomy (with virtual lab)	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0

✓ **REQUIREMENT 3** Complete 2 courses

MMBIO 221 - General Microbiology	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 4** Complete 6.0 hours from the following course(s)

Prior to taking Hlth 496R, the student must complete Hlth 100, 310, 311, 322, 330, 345, 432, 434, and 439 with a C- grade or higher.

HLTH 496R - Academic Internship *You may take this course up to 3 times.*	9.0v

✓ **REQUIREMENT 5** Complete 12.0 hours from the following option(s)

12 hours of elective credit are required. At least 6 of those hours must be taken from departmental courses.

✓ **OPTION 5.1** Complete 6.0 hours from the following course(s)

Complete AT LEAST 6.0 hours from the following courses:

HLTH 403R - Special Topics	5.0v
HLTH 413 - Refugee and Migrant Health	3.0
HLTH 420 - Injury and Violence Prevention	3.0
HLTH 422 - Disaster Response and Emergency Preparedness	3.0
HLTH 443 - Field Epidemiology	3.0
HLTH 450 - Women's Health Issues	3.0
HLTH 460 - Substance Abuse and Addictive Behavior	3.0
HLTH 466 - Health and the Aging Process	3.0
HLTH 480 - International Health	3.0
HLTH 481 - Applied International Health	3.0v
HLTH 482 - Medical Geography	3.0
HLTH 491R - Mentored Research *You may take up to 3 credit hours.*	3.0v
HLTH 492R - Directed Public Health Readings *You may take up to 3 credit hours.*	3.0v

✓ **OPTION 5.2** Complete 6.0 hours from the following course(s)

Note: Hlth classes used above will not double count below.

BUS M 241 - Marketing Management	3.0
CHEM 101 - Introductory General Chemistry	3.0
COMMS 235 - Introduction to Public Relations	3.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
HLTH 403R - Special Topics	5.0v
HLTH 413 - Refugee and Migrant Health	3.0
HLTH 420 - Injury and Violence Prevention	3.0
HLTH 422 - Disaster Response and Emergency Preparedness	3.0
HLTH 443 - Field Epidemiology	3.0
HLTH 450 - Women's Health Issues	3.0
HLTH 460 - Substance Abuse and Addictive Behavior	3.0
HLTH 466 - Health and the Aging Process	3.0
HLTH 480 - International Health	3.0
HLTH 481 - Applied International Health	3.0v
HLTH 491R - Mentored Research *You may take up to 3 credit hours.*	3.0v
HLTH 492R - Directed Public Health Readings *You may take up to 3 credit hours.*	3.0v
NDFS 100 - Essentials of Human Nutrition	3.0
NDFS 201 - Society, Nutrition, and Chronic Disease	2.0
PDBIO 305 - Human Physiology	4.0

✓ RECOMMENDED

Recommended GE classes:

ENGL 315 - Writing in the Social Sciences	3.0
ENGL 316 - Technical Communication	3.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Assess Needs

Conduct an assessment of community needs, assets, and health problems.

Plan Programs

Design goals, objectives and interventions based on assessment data.

Implement Interventions

Implement effective interventions including mass media, electronic technology, and public health policy.

Research and Evaluation

Design an evaluation of health promotion interventions.

↑Top

Public Health: Health Science

BS

Hours	63 - 65 Credit Hours
MAP	Major Academic Plan

Program Requirements

✔ **REQUIREMENT 1** Complete 10 courses

Note: Phscs 106 should be taken before or concurrently with Phscs 108.

HLTH 100 - Introduction to Public Health	1.0
HLTH 310 - Chronic Diseases: Prevention and Control	3.0
HLTH 311 - Infectious Diseases: Prevention and Control	3.0
HLTH 322 - Environmental Health	3.0
HLTH 330 - Principles and Practices of Health Promotion	3.0
HLTH 335 - Health Behavior Change	3.0
HLTH 345 - Principles of Epidemiology	3.0
HLTH 434 - Evaluation Methods	3.0
HLTH 439 - Program Planning	3.0
HLTH 447 - Introduction to Biostatistics	3.0

✔ **REQUIREMENT 2** Complete 1 option

✔ **OPTION 2.1** Complete 3.0 hours from the following course(s)

Complete three credit hours (42 hours per credit) of the following:

HLTH 496R - Academic Internship	9.0v

Note 1: Prior to taking Hlth 496R, the student must complete Hlth 100, 310, 330, 434, and 439 with a C- grade or higher.

Note 2: Internships may have a combination of mentored public health practice experience, research, and/or humanitarian service elements.

✔ **REQUIREMENT 3** Complete 1 option

Complete one of the following chemistry options:

✔ **OPTION 3.1** Complete 3 courses

Option 1:

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0

CHEM 107 - General College Chemistry Laboratory	1.0

✓ **OPTION 3.2** Complete 3 courses

Option 2:

CHEM 111 - Principles of Chemistry 1	4.0
CHEM 112 - Principles of Chemistry 2	3.0
CHEM 113 - Introductory General Chemistry Laboratory	2.0

✓ **REQUIREMENT 4** Complete 3 courses

Note: Must take 2 credit hours of Chem 353 if pre-professional.

CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v

✓ **REQUIREMENT 5** Complete 3 courses

MMBIO 240 - Molecular Biology	3.0
MMBIO 241 - Molecular and Cellular Biology Laboratory	1.0
PDBIO 120 - Science of Biology	3.0

✓ **REQUIREMENT 6** Complete 2 options

✓ **OPTION 6.1** Complete 1 course

PDBIO 210 - Human Anatomy (with virtual lab)	3.0
PDBIO 220 - Human Anatomy (with lab)	3.0

✓ **OPTION 6.2** Complete 1 course

PDBIO 305 - Human Physiology	4.0

✓ **REQUIREMENT 7** Complete 1 option

Complete one of the following physics options:

✓ **OPTION 7.1** Complete 2 courses

Option 1:

PHSCS 105 - General Physics 1	3.0
PHSCS 107 - General Physics Lab 1	1.0

✓ **OPTION 7.2** Complete 2 courses

Option 2:

PHSCS 107 - General Physics Lab 1	1.0
PHSCS 121 - Introduction to Newtonian Mechanics	3.0

✓ **RECOMMENDED**

MCAT Prep Course (if taking MCAT)

CHEM 481M - Biochemistry--Majors	3.0
HLTH 481 - Applied International Health	3.0v

HLTH 492R - Directed Public Health Readings	3.0v
PDBIO 325 - Tissue Biology (with lab)	3.0
PDBIO 360 - Cell Biology	3.0
PDBIO 362 - Advanced Physiology	3.0
PDBIO 363 - Advanced Physiology Laboratory	1.0
PDBIO 365 - Pathophysiology	4.0
PHSCS 106 - General Physics 2	3.0
PHSCS 108 - General Physics Lab 2	1.0
PWS 340 - Genetics	3.0

Program Outcomes

Research and Data Interpretation

Review and critically evaluate scientific literature and analyze how the findings of these studies could be potentially used in public health.

Population Health and Well-Being

Apply public health strategies to address identified trends in health outcomes and health disparities through promoting health, preventing disease and injuries, and/or assisting in building sustainable communities and identifying health challenges.

↑Top

Russian

BA

Hours	52 - 87 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that StDev 317, a 2-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

Important Note for Returned Russian-Speaking Missionaries: (1) Register for third-year Russian classes. Russ 330 is recommended. (2) Russ 202 will be waived as a requirement for Russian majors and should not be taken except when remedial work is necessary and permission is obtained from the section leaders. (3) Credit for Russ 101, 102, 201, and 211 is available through a test given as part of Russ 330. (4) Returned missionaries must complete Russ 330 and talk with the Russian section head before declaring a major.

✓ **REQUIREMENT 1** Complete 4 courses

Preparatory courses (may be waived for students with sufficient proficiency in the language):

RUSS 101 - First-Year Russian, Part 1	5.0
RUSS 102 - First-Year Russian, Part 2	5.0
RUSS 201 - Second-Year Russian, Part 1	5.0
RUSS 202 - Second-Year Russian, Part 2	5.0

✓ **REQUIREMENT 2** Complete 10 courses

Major courses:

RUSS 321 - Third-Year Russian Part 1	3.0
RUSS 322 - Third-Year Russian Part 2	3.0
RUSS 323 - Russian Phonology and Morphology	3.0
RUSS 330 - Cultural History of Russia	3.0
RUSS 340 - Masterpieces of the Russian Novel in English	3.0
RUSS 421 - Fourth-Year Russian, Part 1	3.0
RUSS 422 - Fourth-Year Russian, Part 2	3.0
RUSS 441 - Masterpieces of Russian Literature 1	3.0

RUSS 442 - Masterpieces of Russian Literature 2	3.0
RUSS 492R - Senior Seminar: Passages and Conclusions *You may take this course up to 1 time.*	2.0

✔ **REQUIREMENT 3** Complete 1 course

RUSS 341 - Dostoevsky's Major Works in Translation	3.0
RUSS 342 - Tolstoy's Major Works in Translation	3.0
RUSS 343 - Masterpieces of Russian Film	3.0
RUSS 344 - Historical Survey of Russian Arts and Letters	3.0

Complete a substantial program of study that complements the student's educational and professional goals, i.e., 1) a secondary major or 2) a substantial minor or equivalent program and an internship. A variety of internship opportunities are available on campus, locally, or abroad. This program should be described and justified in a letter to the Russian section leader, and approved by the section, no later than the year before graduation.

Note: In addition to completing other Russian course work, it is expected that majors who have not spent an extended period in Russia will live for at least a semester in the Russian Student Foreign Language Residence and complete the BYU or approved equivalent Study Abroad program in Russia.

Program Outcomes

1. Language Proficiency

Speak, read, write, and comprehend the Russian language in ordinary living situations and professional matters, and understand the main principles of linguistics as they relate to Russian. Students' speaking, reading, and listening proficiency in these areas should approximate the Advanced level on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. Writing proficiency should approach the Advanced level on the ACTFL scale.

2. Russian Cultural and Literary History

Identify and demonstrate an understanding of the main periods, figures, and achievements of Russian cultural history, especially in literature.

3. Writing Academic Essays

Produce academic writing and other presentations that are characterized by critical thinking, coherent development, and thoughtful analysis.

4. Lifelong Learning

Articulate how their education as Russian majors, including their study of ethical and aesthetic issues, makes their academic experiences relevant to personal and professional goals.

↑Top

Russian

Minor

Hours	12 - 32 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Prerequisite courses (may be waived with sufficient proficiency in the language):

RUSS 101 - First-Year Russian, Part 1	5.0
RUSS 102 - First-Year Russian, Part 2	5.0
RUSS 201 - Second-Year Russian, Part 1	5.0
RUSS 202 - Second-Year Russian, Part 2	5.0

✓ **REQUIREMENT 2** Complete 1 option

Complete the following with the BYU St. Petersburg Study Abroad program or an approved equivalent program:

✓ **OPTION 2.1** Complete 4 courses

RUSS 211 - Second-Year Conversation	5.0v
RUSS 301 - Intermediate Russian on Study Abroad	2.0
RUSS 330 - Cultural History of Russia	3.0
RUSS 490R - Special Studies in Russian *You may take this course up to 1 time.*	3.0v

Note: This minor is designed only for students of Russian who have had no missionary-level residency experience in Russia.

Program Outcomes

Please contact the individual department for outcome information.

Top

Russian Teaching

Minor

Hours	21 - 36 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

Note: Before declaring a Russian teaching minor, candidates must consult with the section leader.

Register with the secretary in the department office.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 3 courses

Prerequisite courses (may be waived for students with sufficienty proficiency in the language):

RUSS 101 - First-Year Russian, Part 1	5.0
RUSS 102 - First-Year Russian, Part 2	5.0
RUSS 201 - Second-Year Russian, Part 1	5.0

✓ **REQUIREMENT 2** Complete 2 options

✓ OPTION 2.1

Important notes for returned Russian-speaking missionaries:

Register for 3rd-year Russian courses. Russ 330 is recommended.

Russ 202 will be waived as a requirement for Russian majors or minors and should not be taken except when remedial work is necessary and permission is obtained from the section leader.

Credit for Russ 101, 102, 201, and 211 is available through a test given as part of Russ 330.

If Russ 202 was waived, take Russ 441 or 442.

✓ **OPTION 2.2** Complete 1 group

✓ **GROUP 2.2.1** Complete 1 course

RUSS 202 - Second-Year Russian, Part 2	5.0

✓ **GROUP 2.2.2** Complete 1 course

RUSS 441 - Masterpieces of Russian Literature 1	3.0
RUSS 442 - Masterpieces of Russian Literature 2	3.0

✓ **REQUIREMENT 3** Complete 1 course

RUSS 321 - Third-Year Russian Part 1	3.0
RUSS 322 - Third-Year Russian Part 2	3.0

✓ **REQUIREMENT 4** Complete 4 courses

Note: Russian Teaching minors should complete Germ 377 and Germ 378 or another 377/378 foreign language methodology sequence with prior approval from the section head. Courses must be taken prior to student teaching.

GERM 377 - Methods in Teaching German	3.0
GERM 378 - Practicum in Teaching German	1.0
RUSS 330 - Cultural History of Russia	3.0
RUSS 340 - Masterpieces of the Russian Novel in English	3.0

Before applying to student teach in the major, complete the Oral Proficiency Interview (OPI) examination with a minimum level of INTERMEDIATE-HIGH in order to be granted Utah state licensure.

✓ **REQUIREMENT 5** Complete 1 course

RUSS 477R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Scandinavian Studies

Minor

Hours	12 - 28 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete the prerequisite courses for one of the languages listed below or have equivalent experience.

✓ **REQUIREMENT 1** Complete 1 course

DANSH 321 - Advanced Danish	3.0
FINN 321 - Third-Year Finnish	3.0
ICLND 202 - Second-Year Icelandic	4.0
NORWE 321 - Advanced Norwegian	3.0
SWED 321 - Advanced Swedish	3.0

✓ **REQUIREMENT 2** Complete 1 course

DANSH 340 - Danish Literature	3.0
FINN 340 - Finnish Literature	3.0
ICLND 429 - Old Icelandic Language and Literature	3.0
NORWE 340 - Norwegian Literature	3.0
SWED 340 - Swedish Literature	3.0

✓ **REQUIREMENT 3** Complete 1 course

SCAND 430 - Cultural History of Scandinavia	3.0

✓ **REQUIREMENT 4** Complete 1 option

Complete six hours from the following list. NOTE: Up to three credit hours of Academic Internship may be used here.

✓ **OPTION 4.1** Complete 6.0 hours from the following course(s)

DANSH 340 - Danish Literature	3.0
DANSH 399R - Academic Internship	9.0v
FINN 340 - Finnish Literature	3.0
FINN 399R - Academic Internship	9.0v
HIST 332 - Scandinavian History	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
ICLND 399R - Academic Internship	9.0v
ICLND 429 - Old Icelandic Language and Literature	3.0

NORWE 340 - Norwegian Literature	3.0
NORWE 399R - Academic Internship	9.0v
GERM 217 - (Germ-Scand) German and Scandinavian Cinema	3.0
SCAND 332 - Cultural History of the Vikings	3.0
SCAND 337 - Works of Hans Christian Andersen	3.0
SCAND 344R - Topics in Scandinavian Studies *You may take this course up to 1 time.*	3.0
SCAND 377 - Methods in Teaching Nordic Languages	3.0
SCAND 429 - Old Norse	3.0
SCAND 490R - Seminar in Scandinavian Studies *You may take up to 6 credit hours.*	3.0v
SCAND 491R - Directed Readings in Scandinavian *You may take this course up to 1 time.*	3.0v
SWED 340 - Swedish Literature	3.0
SWED 399R - Academic Internship	9.0v

Scand 429 may not be taken by students who have had Iclnd 429.

A literature course taken in the first section above will not double count in this section.

Students who choose Danish, Norwegian, or Swedish courses from the first section above may substitute two semesters of Finnish.

Program Outcomes

Scandinavian Language Proficiency

Progress toward advanced-level proficiency in Danish, Icelandic, Norwegian, or Swedish (or intermediate-level proficiency in Finnish) in writing, speaking and listening in a variety of living as well as professional contexts, and reading various text types (newspapers, literature, college-level texts, etc.) with a strong level of comprehension.

Nordic Literature, Culture, and History

Learn to recognize and critically reflect upon key dimensions of Nordic literature, art, society, culture, and history, with an emphasis on appreciating these cultures' artistic production and intellectual histories.

Effective Writing and Analytic Competence

Learn to use writing as a process of discovery by composing essays that demonstrate mature analytic thought, the orderly development of ideas, and vigorous argument.

Lifelong Learning

Develop a lifelong appreciation of Nordic cultures as well as literature while developing attitudes and habits of thought and study that encourage lifelong learning and continued contact with the informed study of Nordic culture.

Top

School Health Education

Minor

Hours	25 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 120 MCKB, (801) 422-3426.

For students accepted into the minor after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 7 courses

HLTH 310 - Chronic Diseases: Prevention and Control	3.0
HLTH 381 - School Health Education Methods and Curriculum A	3.0
HLTH 382 - School Health Education Methods and Curriculum B	3.0
HLTH 383 - Mind/Body Health	3.0
HLTH 436 - Sexuality Education in the Curriculum	3.0
HLTH 460 - Substance Abuse and Addictive Behavior	3.0
NDFS 100 - Essentials of Human Nutrition	3.0

✓ **REQUIREMENT 2** Complete 1 course

HLTH 477R - Secondary Minor Student Teaching	4.0

Be certified in CPR. Students desiring to take a traditional first aid course including CPR training may enroll in Hlth 320.

Program Outcomes

Please contact the individual department for outcome information.

Top

Sociology

BS

Hours	48 Credit Hours
MAP	Major Academic Plan

Program Requirements

The Sociology Department requires a minimum of 24 hours of sociology major courses to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ **REQUIREMENT 1** Complete 1 course

Introductory courses (to be completed preferably in sophomore year or earlier):

SOC 111 - Introductory Sociology	3.0
SOC 112 - Current Social Problems	3.0
SOC 113 - Multicultural America	3.0

✓ **REQUIREMENT 2** Complete 4 courses

Core courses:

SOC 300 - Methods of Research in Sociology	3.0
SOC 307 - Data Analysis, Presentation, and Management	3.0
SOC 310 - Social Inquiry	3.0
STAT 121 - Principles of Statistics	3.0

Note: Students must declare a sociology major before registering for Soc 307; students must complete these four courses with a C- or better grade.

✓ **REQUIREMENT 3** Complete 1 course

Diversity courses:

SOC 322 - Class Inequality	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 367 - Sociology of Gender	3.0
WS 222 - (WS-Soc) Introduction to Global Women's Studies	3.0

✓ **REQUIREMENT 4** Complete 1 course

Advanced methods courses:

SOC 404 - Qualitative Research Methods	3.0
SOC 405 - Multiple Regression Analysis and Social Science Computing	3.0

✓ **REQUIREMENT 5** Complete 1 option

Complete one of the following options in order to fulfill the GE Advanced Written and Oral Communication requirement:

✓ **OPTION 5.1** Complete 2 courses

SOC 455R - Senior Capstone Part 1	3.0
SOC 456R - Senior Capstone Part 2	3.0

✓ **OPTION 5.2** Complete 1 course

ENGL 312 - Persuasive Writing	3.0

✓ **REQUIREMENT 6** Complete 1 option

Complete one of the following capstone options:

✓ **OPTION 6.1** Complete 2 courses

SOC 455R - Senior Capstone Part 1	3.0
SOC 456R - Senior Capstone Part 2	3.0

✓ **OPTION 6.2** Complete 2 courses

SOC 420 - Understanding Modern Societies	3.0
SOC 421 - Sociology of Organizations	3.0
SOC 422 - Inequality and Society	3.0
SOC 424 - Political Sociology	3.0
SOC 425 - Markets and Society	3.0
SOC 426 - Sociology of Work and Occupations	3.0
SOC 450 - The Family and Social Change	3.0
SOC 460 - Issues in Family Sociology	3.0
SOC 481 - Crime, Justice, and Corrections	3.0
SOC 490R - Special Topics in Sociology	3.0v

✓ **REQUIREMENT 7** Complete 18.0 hours from the following option(s)

Complete 18 credit hours of 300-level or above Sociology courses. (No double counting within the major is allowed.)

✓ **OPTION 7.1** Complete 18.0 hours from the following course(s)

SOC 300 - Methods of Research in Sociology	3.0
SOC 301 - Applied Social Research Methods	3.0
SOC 302 - Research Proposal for Evaluation Research	3.0
SOC 307 - Data Analysis, Presentation, and Management	3.0
SOC 310 - Social Inquiry	3.0
SOC 311 - Contemporary Sociological Theory	3.0
SOC 318 - (Soc-SFL 333) Adolescent Development in the Family and Other Social Contexts	3.0
SOC 321 - Sociology of Innovation	3.0
SOC 322 - Class Inequality	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 325 - Introduction to the Sociology of Religion	3.0
SOC 326 - Sociology of Education	3.0
SOC 327 - Sociology of the LDS Church and Its People	3.0
SOC 328 - Sociology of Sport	3.0

SOC 329 - Medical Sociology	3.0
SOC 330 - Cultural Sociology	3.0
SOC 333 - (Soc-Nurs) End-of-Life Care	3.0
SOC 339 - Social Organization and Change	3.0
SOC 340 - Sociology of International Development	3.0
SOC 345 - World Populations	3.0
SOC 350 - (Soc-Psych) Introduction to Social Psychology	3.0
SOC 360 - Introduction to Family Sociology	3.0
SOC 361 - Theoretical Foundations of Marriage and Family	3.0
SOC 365 - Sociology of Aging	3.0
SOC 367 - Sociology of Gender	3.0
SOC 370 - Urban Sociology	3.0
SOC 380 - Deviant Behavior and Social Control	3.0
SOC 383 - Juvenile Delinquency	3.0
SOC 390R - Special Topics in Contemporary Sociology	3.0v
SOC 399R - Academic Internship	6.0v
SOC 404 - Qualitative Research Methods	3.0
SOC 405 - Multiple Regression Analysis and Social Science Computing	3.0
SOC 495R - Directed Reading in Sociology	6.0v
SOC 497R - Directed Research in Sociology	6.0v
SOC 524 - Advanced Political Sociology	3.0
SOC 525 - Sociology of Religion	3.0
SOC 527 - Sociology of the LDS Church and Its People	3.0
SOC 528 - Sociology of Rural Communities	3.0
SOC 565 - The Individual and Family in Later Years	3.0
SOC 590R - Special Topics in Sociology	3.0v
SOC 595R - Directed Readings	3.0v
SOC 598R - Pro-Seminar	1.0

Students are strongly encouraged to participate in one or two semesters (up to 9 credit hours) of professional experience including academic internships (on-campus, domestic, or international) and research with a faculty member (Soc 497R). Students may apply up to a total of 9 professional experience credit hours toward the sociology elective requirement. Suggested courses include MSB 494R (On-Campus Experiential Projects), IAS 397R (Topics in IAS), IAS 399R (Academic Internship: International), Poli 399R (Academic Internship), Soc 399R (Academic Internship), Soc 497R (Directed Research in Sociology).

Program Outcomes

Sociological Perspective

Graduates will demonstrate they can apply a sociological perspective (i.e., recognize the influence of social structure) to individual-level or collective phenomena.

Understanding Diversity

Graduates will understand how race, class, or gender stratify (power, inequality, etc.) individual outcomes and shape social relations in a diverse society.

Research Methodologies

Graduates will apply the appropriate qualitative or quantitative research method to address a social problem (issue, phenomena, etc.)

Top

Sociology

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

SOC 111 - Introductory Sociology	3.0
SOC 112 - Current Social Problems	3.0
SOC 113 - Multicultural America	3.0

✓ **REQUIREMENT 2** Complete 1 course

Social diversity and inequality courses:

SOC 322 - Class Inequality	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 367 - Sociology of Gender	3.0
WS 222 - (WS-Soc) Introduction to Global Women's Studies	3.0

✓ **REQUIREMENT 3** Complete 9.0 hours from the following course(s)

(No double counting within the minor is allowed). Note: Students interested in a sociology minor that emphasizes the research and analysis component of the major may select among the following courses as electives: Soc 300, 307, 404, or 405. Students are cautioned that Soc 404 and 405 have several prerequisites, which will require additional courses beyond the 15 hour minimum for a minor. Soc 307 is currently open only to majors; students interested in the sociology minor may add the course with the instructor's consent.

SOC 300 - Methods of Research in Sociology	3.0
SOC 301 - Applied Social Research Methods	3.0
SOC 302 - Research Proposal for Evaluation Research	3.0
SOC 307 - Data Analysis, Presentation, and Management	3.0
SOC 310 - Social Inquiry	3.0
SOC 311 - Contemporary Sociological Theory	3.0
SOC 318 - (Soc-SFL 333) Adolescent Development in the Family and Other Social Contexts	3.0
SOC 321 - Sociology of Innovation	3.0
SOC 322 - Class Inequality	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 325 - Introduction to the Sociology of Religion	3.0
SOC 326 - Sociology of Education	3.0
SOC 327 - Sociology of the LDS Church and Its People	3.0

SOC 328 - Sociology of Sport	3.0
SOC 329 - Medical Sociology	3.0
SOC 330 - Cultural Sociology	3.0
SOC 333 - (Soc-Nurs) End-of-Life Care	3.0
SOC 339 - Social Organization and Change	3.0
SOC 340 - Sociology of International Development	3.0
SOC 345 - World Populations	3.0
SOC 350 - (Soc-Psych) Introduction to Social Psychology	3.0
SOC 360 - Introduction to Family Sociology	3.0
SOC 361 - Theoretical Foundations of Marriage and Family	3.0
SOC 365 - Sociology of Aging	3.0
SOC 367 - Sociology of Gender	3.0
SOC 370 - Urban Sociology	3.0
SOC 380 - Deviant Behavior and Social Control	3.0
SOC 383 - Juvenile Delinquency	3.0
SOC 390R - Special Topics in Contemporary Sociology	3.0v
SOC 399R - Academic Internship	6.0v
SOC 404 - Qualitative Research Methods	3.0
SOC 405 - Multiple Regression Analysis and Social Science Computing	3.0
SOC 420 - Understanding Modern Societies	3.0
SOC 421 - Sociology of Organizations	3.0
SOC 422 - Inequality and Society	3.0
SOC 424 - Political Sociology	3.0
SOC 425 - Markets and Society	3.0
SOC 426 - Sociology of Work and Occupations	3.0
SOC 450 - The Family and Social Change	3.0
SOC 455R - Senior Capstone Part 1	3.0
SOC 456R - Senior Capstone Part 2	3.0
SOC 460 - Issues in Family Sociology	3.0
SOC 481 - Crime, Justice, and Corrections	3.0
SOC 490R - Special Topics in Sociology	3.0v
SOC 495R - Directed Reading in Sociology	6.0v
SOC 497R - Directed Research in Sociology	6.0v
SOC 524 - Advanced Political Sociology	3.0
SOC 525 - Sociology of Religion	3.0
SOC 527 - Sociology of the LDS Church and Its People	3.0
SOC 528 - Sociology of Rural Communities	3.0
SOC 565 - The Individual and Family in Later Years	3.0
SOC 590R - Special Topics in Sociology	3.0v
SOC 595R - Directed Readings	3.0v
SOC 598R - Pro-Seminar	1.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Spanish

BA

Hours	50 - 68 Credit Hours
MAP	Major Academic Plan

Program Requirements

It is strongly recommended that StDev 317, a 2-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

The Spanish and Portuguese Department requires a minimum of 18 hours of upper-division major credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ REQUIREMENT 1

Prerequisite courses:

Complete the following prerequisite courses: Span 105, 106, 205, 206.

Complete one of the following prerequisite courses: Span 211R or Span 212R.

Note 1: Native speakers and returned missionaries normally start with Span 321; however, returned missionaries who wish to strengthen their language skills may start with Span 206.

Note 2: Prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ REQUIREMENT 2 Complete 5 courses

SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 325 - Survey of Hispanic Linguistics	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SPAN 414 - Introduction to Translation	3.0
SPAN 493 - Capstone Course in Spanish	1.0

✓ REQUIREMENT 3 Complete 1 course

SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 323R - Spanish for the Professions	3.0

✓ **REQUIREMENT 4** Complete 1 course

SPAN 345 - Iberian Civilization	3.0
SPAN 346R - Special Topics in Iberian Culture	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0

✓ **REQUIREMENT 5** Complete 1 course

SPAN 441 - Survey of Spanish Literature	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0

✓ **REQUIREMENT 6** Complete 15.0 hours from the following course(s)

Note 1: At least 6 of these hours must be from 400- or 500-level courses.
Note 2: Courses used to satisfy the above requirements will not double count.

SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 323R - Spanish for the Professions	3.0
SPAN 324 - (Not currently offered)	
SPAN 326 - Spanish Phonetics and Pronunciation	3.0
SPAN 345 - Iberian Civilization	3.0
SPAN 346R - Special Topics in Iberian Culture	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0
SPAN 376 - Techniques of Spanish Instruction	3.0
SPAN 395R - Contemporary Culture	3.0v
SPAN 399R - Academic Internship: Spanish Language Field Experience	6.0v
SPAN 414 - Introduction to Translation	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0
SPAN 421 - Fourth-Year Grammar	3.0
SPAN 423 - Border Spanish	3.0
SPAN 425 - Contrastive Analysis of the Structures of Spanish and English	3.0
SPAN 429R - Special Topics in Spanish Linguistics	3.0
SPAN 437R - (Not currently offered)	
SPAN 438 - Hispanic Cinema	3.0
SPAN 439R - Hispanic Theatre Production	3.0
SPAN 440 - Medieval Spanish Literature	3.0
SPAN 441 - Survey of Spanish Literature	3.0
SPAN 443R - Golden Age Literature *You may take this course up to 2 times.*	3.0
SPAN 444 - Don Quijote	3.0
SPAN 446R - Nineteenth-Century Literature *You may take this course up to 2 times.*	3.0
SPAN 448R - Twentieth-Century Spanish Literature *You may take this course up to 2 times.*	3.0
SPAN 449R - Special Topics in Spanish Literature *You may take this course up to 2 times.*	3.0
SPAN 450R - Early Spanish-American Literature *You may take this course up to 2 times.*	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0
SPAN 454R - The Spanish American Novel *You may take this course up to 2 times.*	3.0

SPAN 455R - Spanish-American Poetry *You may take this course up to 2 times.*	3.0
SPAN 456R - Spanish American Drama *You may take this course up to 2 times.*	3.0
SPAN 458R - Hispanic-American Short Story *You may take this course up to 2 times.*	3.0
SPAN 459R - Special Topics in Spanish American Literature *You may take this course up to 2 times.*	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0
SPAN 480R - Directed Research in Spanish	3.0v
SPAN 520 - Problems in Spanish Grammar	3.0
SPAN 521 - Romance Philology	3.0
SPAN 522 - History of the Spanish Language	3.0
SPAN 529R - Special Topics in Spanish Linguistics	3.0

✓ **REQUIREMENT 7** Complete 1 option

✓ **OPTION 7.1** Complete 1 course

SPAN 491 - Senior Proficiency Evaluation	0.0

Note: An ACTFL Oral Proficiency Interview and Writing Proficiency Test, Reading Comprehension Test, and Listening Comprehension Test are taken in connection with Span 491. It is expected that Spanish majors will pass these tests with a rating of Advanced Low or higher.

✓ **REQUIREMENT 8**

Complete a minor from any department (approximately 16-21 hours), or complete a second (additional) major (approximately 30-60 hours), or complete 18 credit hours of courses (also known as an Option II) from among the following related fields: (1) A second modern foreign language (upper-division courses only); (2) Latin, Greek, or English beyond the GE requirement; (3) Linguistics; (4) Classical civilization; (5) Latin American history or geography; (6) humanities; (7) archaeology of Spain or Latin America; (8) Comparative literature; (9) Pre-medical school requirements; or (10) Other areas approved by the department chair.

Note: Students are strongly encouraged to participate in a Spanish language/culture immersion experience, such as an LDS mission, Study Abroad program, internship, a semester in the Foreign Language Student Residence, or a service learning course.

Program Outcomes

Language Competence

Students will speak, listen, read, and write Spanish at the ACTFL advanced level or higher (see the ACTFL guidelines here).

Cultural Competence

Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.

Critical Thinking and Expression

Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.

Connecting Learning to Life

Students will connect academic experience to their personal and professional lives.

Top

Spanish

Minor

Hours	18 - 36 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete the following prerequisite courses or equivalent experience): Span 105, 106, 205, 206.

Complete one of the following courses: Span 211R or Span 212R.

Note 1: Native speakers and returned missionaries normally start with Span 321; however, returned missionaries who wish to strengthen their language skills may start with Span 206.

Note 2: These prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ REQUIREMENT 1 Complete 2 courses

SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 339 - Introduction to Spanish Literature	3.0

✓ REQUIREMENT 2 Complete 1 course

SPAN 345 - Iberian Civilization	3.0
SPAN 346R - Special Topics in Iberian Culture	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0

✓ REQUIREMENT 3 Complete 1 course

SPAN 441 - Survey of Spanish Literature	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0

✓ REQUIREMENT 4 Complete 6.0 hours from the following course(s)

SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 323R - Spanish for the Professions	3.0
SPAN 325 - Survey of Hispanic Linguistics	3.0
SPAN 326 - Spanish Phonetics and Pronunciation	3.0
SPAN 345 - Iberian Civilization	3.0
SPAN 346R - Special Topics in Iberian Culture	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0

SPAN 376 - Techniques of Spanish Instruction	3.0
SPAN 377 - Spanish Teaching Methods 1	3.0
SPAN 378 - Spanish Teaching Methods 2	3.0
SPAN 395R - Contemporary Culture *You may take this course up to 1 time.*	3.0v
SPAN 414 - Introduction to Translation	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0
SPAN 421 - Fourth-Year Grammar	3.0
SPAN 423 - Border Spanish	3.0
SPAN 425 - Contrastive Analysis of the Structures of Spanish and English	3.0
SPAN 429R - Special Topics in Spanish Linguistics *You may take this course up to 1 time.*	3.0
SPAN 438 - Hispanic Cinema	3.0
SPAN 439R - Hispanic Theatre Production *You may take this course up to 1 time.*	3.0
SPAN 440 - Medieval Spanish Literature	3.0
SPAN 441 - Survey of Spanish Literature	3.0
SPAN 443R - Golden Age Literature *You may take this course up to 1 time.*	3.0
SPAN 444 - Don Quijote	3.0
SPAN 446R - Nineteenth-Century Literature *You may take this course up to 1 time.*	3.0
SPAN 448R - Twentieth-Century Spanish Literature *You may take this course up to 1 time.*	3.0
SPAN 449R - Special Topics in Spanish Literature *You may take this course up to 1 time.*	3.0
SPAN 450R - Early Spanish-American Literature *You may take this course up to 1 time.*	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0
SPAN 454R - The Spanish American Novel *You may take this course up to 1 time.*	3.0
SPAN 455R - Spanish-American Poetry *You may take this course up to 1 time.*	3.0
SPAN 456R - Spanish American Drama *You may take this course up to 1 time.*	3.0
SPAN 458R - Hispanic-American Short Story *You may take this course up to 1 time.*	3.0
SPAN 459R - Special Topics in Spanish American Literature *You may take this course up to 1 time.*	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0
SPAN 480R - Directed Research in Spanish *You may take this course up to 1 time.*	3.0v
SPAN 520 - Problems in Spanish Grammar	3.0
SPAN 521 - Romance Philology	3.0
SPAN 522 - History of the Spanish Language	3.0
SPAN 529R - Special Topics in Spanish Linguistics *You may take this course up to 1 time.*	3.0

✓ **REQUIREMENT 5** Complete 1 course

SPAN 491 - Senior Proficiency Evaluation	0.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Spanish Studies (Secondary Major)

BA

Hours	25 - 43 Credit Hours
MAP	Major Academic Plan

Program Requirements

Students must complete the requirements for a primary major in another field.

Complete the following prerequisites (or equivalent): Span 105, 106, 205, 206.

Complete one of the following prerequisite courses: Span 211R or Span 212R.

NOTE 1: Native speakers and returned missionaries normally start with Span 321; however, returned missionaries who wish to strengthen their language skills may start with Span 206.
NOTE 2: Prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ **REQUIREMENT 1** Complete 3 courses

Core courses:

SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 325 - Survey of Hispanic Linguistics	3.0
SPAN 339 - Introduction to Spanish Literature	3.0

✓ **REQUIREMENT 2** Complete 1 course

SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 323R - Spanish for the Professions	3.0

✓ **REQUIREMENT 3** Complete 1 course

SPAN 345 - Iberian Civilization	3.0
SPAN 346R - Special Topics in Iberian Culture	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0

✓ **REQUIREMENT 4** Complete 1 course

SPAN 493 - Capstone Course in Spanish	1.0

✔ **REQUIREMENT 5** Complete 9.0 hours from the following course(s)

SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 323R - Spanish for the Professions	3.0
SPAN 324 - (Not currently offered)	
SPAN 326 - Spanish Phonetics and Pronunciation	3.0
SPAN 345 - Iberian Civilization	3.0
SPAN 346R - Special Topics in Iberian Culture *You may take this course up to 2 times.*	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 356R - Special Topics in Spanish American Culture *You may take this course up to 2 times.*	3.0
SPAN 376 - Techniques of Spanish Instruction	3.0
SPAN 395R - Contemporary Culture *You may take this course up to 2 times.*	3.0v
SPAN 399R - Academic Internship: Spanish Language Field Experience	6.0v
SPAN 414 - Introduction to Translation	3.0
SPAN 421 - Fourth-Year Grammar	3.0
SPAN 423 - Border Spanish	3.0
SPAN 425 - Contrastive Analysis of the Structures of Spanish and English	3.0
SPAN 429R - Special Topics in Spanish Linguistics *You may take this course up to 2 times.*	3.0
SPAN 437R - (Not currently offered)	
SPAN 438 - Hispanic Cinema	3.0
SPAN 439R - Hispanic Theatre Production *You may take this course up to 2 times.*	3.0
SPAN 440 - Medieval Spanish Literature	3.0
SPAN 441 - Survey of Spanish Literature	3.0
SPAN 443R - Golden Age Literature *You may take this course up to 2 times.*	3.0
SPAN 444 - Don Quijote	3.0
SPAN 446R - Nineteenth-Century Literature *You may take this course up to 2 times.*	3.0
SPAN 448R - Twentieth-Century Spanish Literature *You may take this course up to 2 times.*	3.0
SPAN 449R - Special Topics in Spanish Literature *You may take this course up to 2 times.*	3.0
SPAN 450R - Early Spanish-American Literature *You may take this course up to 2 times.*	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0
SPAN 454R - The Spanish American Novel *You may take this course up to 2 times.*	3.0
SPAN 455R - Spanish-American Poetry *You may take this course up to 2 times.*	3.0
SPAN 456R - Spanish American Drama *You may take this course up to 2 times.*	3.0
SPAN 458R - Hispanic-American Short Story *You may take this course up to 2 times.*	3.0
SPAN 459R - Special Topics in Spanish American Literature *You may take this course up to 2 times.*	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0
SPAN 480R - Directed Research in Spanish *You may take this course up to 2 times.*	3.0v
SPAN 520 - Problems in Spanish Grammar	3.0
SPAN 521 - Romance Philology	3.0
SPAN 522 - History of the Spanish Language	3.0

SPAN 529R - Special Topics in Spanish Linguistics *You may take this course up to 2 times.*	3.0

✓ **REQUIREMENT 6** Complete 1 course

Note: An ACTFL Oral Proficiency Interview and Writing Proficiency Test, Reading Comprehension Test, and Listening Comprehension Test are taken in connection with Span 491. It is expected that Spanish Studies majors will pass these tests with a rating of Advanced Low or higher.

SPAN 491 - Senior Proficiency Evaluation	0.0

Program Outcomes

Language Competence

Students will speak, listen, read, and write Spanish at the ACTFL advanced level or higher (see the ACTFL guidelines here).

Cultural Competence

Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.

Critical Thinking and Expression

Students will analyze language, literary texts, and other cultural products and practices, using sound thinking and clear expression.

Connecting Learning to Life

Students will connect academic experience to their personal and professional lives.

Top

Spanish Teaching

BA

Hours	58 - 79 Credit Hours
LEP	Limited Enrollment Program of 50 Students. Application Website
MAP	Major Academic Plan

Program Requirements

The Spanish and Portuguese Department requires a minimum of 18 upper-division major hours to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

A teaching minor in another subject is strongly recommended. Teaching opportunities in public schools may be significantly reduced without a second teaching subject that a teaching minor provides.

✓ REQUIREMENT 1

Prerequisite courses:

Complete the following prerequisite courses: Span 105, 106, 205, 206.

Complete one of the following prerequisite courses: Span 211R or Span 212R.

Note 1: Native speakers and returned missionaries normally start with Span 321; however, returned missionaries who wish to strengthen their language skills may start with Span 206.

Note 2: These prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ REQUIREMENT 2 Complete 1 option

✓ OPTION 2.1 Complete 9 courses

SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 326 - Spanish Phonetics and Pronunciation	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SPAN 345 - Iberian Civilization	3.0

SPAN 355 - Spanish American Culture and Civilization	3.0
SPAN 377 - Spanish Teaching Methods 1	3.0
SPAN 378 - Spanish Teaching Methods 2	3.0
SPAN 380 - Practicum in Teaching Spanish	1.0

Note 1: Fingerprinting and FBI clearance must be completed prior to enrolling in Span 380.

Note 2: Span 377 and 378 must be taken before student teaching.

✓ **REQUIREMENT 3** Complete 1 option

✓ **OPTION 3.1** Complete 1 course

SPAN 435 - Survey of Hispanic Literature for Spanish Teachers	3.0

✓ **OPTION 3.2** Complete 2 courses

SPAN 441 - Survey of Spanish Literature	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0

✓ **REQUIREMENT 4** Complete 6.0 hours from the following course(s)

SPAN 325 - Survey of Hispanic Linguistics	3.0
SPAN 346R - Special Topics in Iberian Culture	3.0
SPAN 356R - Special Topics in Spanish American Culture	3.0
SPAN 395R - Contemporary Culture *You may take this course up to 1 time.*	3.0v
SPAN 414 - Introduction to Translation	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0
SPAN 421 - Fourth-Year Grammar	3.0
SPAN 423 - Border Spanish	3.0
SPAN 425 - Contrastive Analysis of the Structures of Spanish and English	3.0
SPAN 429R - Special Topics in Spanish Linguistics *You may take this course up to 1 time.*	3.0
SPAN 438 - Hispanic Cinema	3.0
SPAN 439R - Hispanic Theatre Production *You may take this course up to 1 time.*	3.0
SPAN 440 - Medieval Spanish Literature	3.0
SPAN 441 - Survey of Spanish Literature	3.0
SPAN 443R - Golden Age Literature *You may take this course up to 1 time.*	3.0
SPAN 444 - Don Quijote	3.0
SPAN 446R - Nineteenth-Century Literature *You may take this course up to 1 time.*	3.0
SPAN 448R - Twentieth-Century Spanish Literature *You may take this course up to 1 time.*	3.0
SPAN 449R - Special Topics in Spanish Literature *You may take this course up to 1 time.*	3.0
SPAN 450R - Early Spanish-American Literature *You may take this course up to 1 time.*	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0
SPAN 454R - The Spanish American Novel *You may take this course up to 1 time.*	3.0
SPAN 455R - Spanish-American Poetry *You may take this course up to 1 time.*	3.0
SPAN 456R - Spanish American Drama	3.0

You may take this course up to 1 time.	
SPAN 458R - Hispanic-American Short Story *You may take this course up to 1 time.*	3.0
SPAN 459R - Special Topics in Spanish American Literature *You may take this course up to 1 time.*	3.0
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0
SPAN 480R - Directed Research in Spanish *You may take this course up to 1 time.*	3.0v
SPAN 520 - Problems in Spanish Grammar	3.0
SPAN 521 - Romance Philology	3.0
SPAN 522 - History of the Spanish Language	3.0
SPAN 529R - Special Topics in Spanish Linguistics *You may take this course up to 1 time.*	3.0

✓ **REQUIREMENT 5** Complete 1 option

Professional Education Component:

Licensure Requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 5.1** Complete 5 courses

NOTE: FBI fingerprint and background clearance must be completed before enrollment in FLang 276.

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
FLANG 276 - Exploration of Teaching Foreign Languages	4.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

✓ **REQUIREMENT 6** Complete 12.0 hours from the following course(s)

Note: Student teachers/interns must complete all required EPP assessments through mYlink in order to be cleared for graduation.

SPAN 476 - Secondary Spanish Student Teaching	12.0
SPAN 496 - Secondary Spanish Teaching Internship	12.0

✓ **REQUIREMENT 7** Complete 1 option

✓ **OPTION 7.1** Complete 1 course

SPAN 491 - Senior Proficiency Evaluation	0.0

Note 1: An ACTFL Oral Proficiency Interview (OPI) Writing Proficiency Test and Reading Comprehension Test are taken in connection with Span 491. Before applying to student teach, students must achieve a minimum OPI rating of "Advanced-Low" to obtain Utah state licensure and to graduate.

Note 2: To qualify for Utah licensure, students must also pass the Praxis Spanish World Language exam at the state-specified cutoff level prior to student teaching. Contact Education Student Services or check their website for more information.

Note: Students are strongly encouraged to participate in a Spanish language/culture immersion experience, such as an LDS mission, Study Abroad program, internship, a semester in the Foreign Language Student Residence, or a service learning course.

Program Outcomes

Language Competence

Students will speak, listen, read, and write Spanish at the ACTFL Advanced Low level or better.

Cultural Competence

Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., literatures, arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.

Critical Thinking and Expression

Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.

Utah Effective Teaching Standards

Meet the Utah Effective Teaching Standards (UETS) at the basic competence level, including the ability to: Create a classroom environment that is conducive to learning, plan effective standards-based lessons, teach with a variety of instructional strategies suited to the needs of their students, and assess their students' learning.

Five Commitments

Demonstrate the dispositions found within the five commitments of the BYU-PSP vision statement.

Top

Spanish Teaching

Minor

Hours	28 - 46 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

Complete the following prerequisite courses (or equivalent experience): Span 105, 106, 205, 206.

Complete one of the following courses: Span 211R or Span 212R.

Note 1: Native speakers and returned missionaries normally start with Span 321; however, returned missionaries who wish to strengthen their language skills may start with Span 206.

Note 2: These prerequisite courses may be waived for those having sufficient proficiency with the language.

✓ **REQUIREMENT 1** Complete 1 option

✓ **OPTION 1.1** Complete 6 courses

SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 326 - Spanish Phonetics and Pronunciation	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SPAN 377 - Spanish Teaching Methods 1	3.0
SPAN 378 - Spanish Teaching Methods 2	3.0

Note 1: Because Span 377 is a prerequisite for Span 378, the two courses must be taken sequentially in consecutive semesters. It is recommended that students take these courses during the first and second semesters of their junior year.

Note 2: Span 377 and 378 must be taken before student teaching. Span 377 will be waived for students majoring in another language who have had the course in that language. Students who waive the class will need to take 3 additional elective hours from the 300-, 400-, or 500-level courses in Spanish.

✔ **REQUIREMENT 2** Complete 1 course

SPAN 345 - Iberian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0

✔ **REQUIREMENT 3** Complete 1 course

SPAN 435 - Survey of Hispanic Literature for Spanish Teachers	3.0
SPAN 441 - Survey of Spanish Literature	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0

✔ **REQUIREMENT 4** Complete 1 option

Senior Proficiency Evaluation:

✔ **OPTION 4.1** Complete 1 course

SPAN 491 - Senior Proficiency Evaluation	0.0

Note 1: An ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test are taken in connection with Span 491. Before applying to student teach, students must achieve a minimum OPI rating of Advanced Low to obtain Utah state licensure and to graduate.

Note 2: To qualify for Utah licensure, students must also pass the Praxis Student World Language exam at the state-specified cutoff level prior to student teaching. Contact Education Student Services or check their website for more information.

✔ **REQUIREMENT 5** Complete 1 course

SPAN 478R - Secondary Minor Student Teaching	4.0

Program Outcomes

Please contact the individual department for outcome information.

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Spanish Translation

BA

Hours	54 - 72 Credit Hours
LEP	Limited Enrollment Program of 25 Students.
MAP	Major Academic Plan

Program Requirements

The Spanish and Portuguese Department requires a minimum of 18 hours of upper-division major credit to be taken in residence at BYU for this degree program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

It is strongly recommended that StDev 317, a 2-credit-hour course, be taken at the end of the sophomore year or the beginning of the junior year. Because liberal arts degrees provide preparation in a variety of useful fields rather than a single career track, this course is recommended to help liberal arts students focus on specific educational and occupational goals and to identify the career options or educational opportunities available to them. The course will introduce them to the resources needed for accessing information about graduate schools, internships, careers, and career development. Students will learn basic employment strategies, including the steps necessary for obtaining employment related to their own specialty.

✓ REQUIREMENT 1

Complete a minor from any department (approximately 16-21 hours), or complete a second (additional) major (approximately 30-60 hours), or complete 18 credit hours of courses (also known as an Option II) from among the following related fields: (1) A second modern foreign language (upper-division courses only); (2) Latin, Greek, or English beyond the GE requirement; (3) Linguistics; (4) Classical civilization; (5) Latin American history or geography; (6) humanities; (7) archaeology of Spain or Latin America; (8) Comparative literature; (9) Pre-medical school requirements; or (10) Other areas approved by the department chair.

✓ REQUIREMENT 2

Prerequisite courses:

Complete the following prerequisite courses: Span 105, 106, 205, 206.

Complete one of the following courses: Span 211R or Span 212R.

Note 1: Native speakers and returned missionaries normally start with Span 321; however, returned missionaries who wish to strengthen their language skills may start with Span 206.

Note 2: These prerequisite courses may be waived for those having sufficient proficiency with the language.

Note 3: Students wishing to major in Spanish translation and interpretation must apply for admission to the program and pass an entrance exam in Spanish and English. Contact the department secretary the first week of February each year to obtain the official date and place of the exam.

REQUIREMENT 3 Complete 5 courses

SPAN 321 - Third-Year Spanish Reading, Grammar, and Culture	3.0
SPAN 325 - Survey of Hispanic Linguistics	3.0
SPAN 339 - Introduction to Spanish Literature	3.0
SPAN 419 - (Span-Port) Problems in Translation	3.0
SPAN 421 - Fourth-Year Grammar	3.0

REQUIREMENT 4 Complete 1 course

SPAN 322 - Third-Year Spanish Composition	3.0
SPAN 323R - Spanish for the Professions	3.0

REQUIREMENT 5 Complete 1 course

SPAN 345 - Iberian Civilization	3.0
SPAN 355 - Spanish American Culture and Civilization	3.0

REQUIREMENT 6 Complete 1 course

SPAN 441 - Survey of Spanish Literature	3.0
SPAN 451 - Survey of Hispanic-American Literature	3.0

REQUIREMENT 7 Complete 1 option

Complete the following courses in sequence:

OPTION 7.1 Complete 7 courses

SPAN 415A - Beginning Translation and Interpretation, English to Spanish	1.5
SPAN 415B - Beginning Translation and Interpretation, Spanish to English	1.5
SPAN 416A - Intermediate Translation and Interpretation, English to Spanish	1.5
SPAN 416B - Intermediate Translation and Interpretation, Spanish to English	1.5
SPAN 417A - Advanced Translation and Interpretation, English to Spanish	1.5
SPAN 417B - Advanced Translation and Interpretation, Spanish to English	1.5
SPAN 418 - Translation and Interpretation Project	3.0

Note: Span 322 OR 323r, and either Span 345 or 355 must be taken before Span 415A.

REQUIREMENT 8 Complete 2.0 hours from the following course(s)

SPAN 399R - Academic Internship: Spanish Language Field Experience	6.0v

REQUIREMENT 9 Complete 1 option

Senior Proficiency Evaluation:

OPTION 9.1 Complete 1 course

SPAN 491 - Senior Proficiency Evaluation	0.0

Note: An ACTFL Oral Proficiency Interview, the Writing Proficiency Test, Reading Comprehension Test, and Listening Comprehension Test are taken in connection with Span 491. It is expected that Spanish Translation majors will pass these tests with a rating of Advanced Low or higher.

Program Outcomes

Language Competence

Students will speak, listen, read, and write Spanish at the ACTFL Advanced Low level or better.

Cultural Competence

Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., literatures, arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.

Critical Thinking and Expression

Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.

Professional Translation Skills

Demonstrate professional translation skills by: (1) properly applying translation competence components (including linguistic, extralinguistic, transfer, strategic, instrumental); (2) employing research tools to investigate terminology and textual conventions adequate for different text types; (3) executing the translation process and associated problem solving and decision making processes in accordance with a set of specifications and a statement of purpose for the target text.

↑Top

Special Education: Mild/Moderate Disabilities

BS

Hours	63 Credit Hours
LEP	Limited Enrollment Program of 128 Students. Application Website
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 3 courses

Complete the following with at least a C grade prior to beginning the program:

CPSE 403 - Introduction to Special Education	3.0
CPSE 425 - Foundations in Language Arts Instruction for Students with Disabilities	3.0
MTHED 305 - Basic Concepts of Mathematics	3.0

✓ **REQUIREMENT 2** Complete 11 courses

Core courses:

CPSE 410 - Applied Behavior Analysis in Education	3.0
CPSE 420 - Assessment and Evaluation of Students with Exceptional Needs	3.0
CPSE 430 - Teaching Reading/Language Arts to Students with Disabilities	3.0
CPSE 440 - Curriculum and Instruction for Secondary Students with Disabilities	2.0
CPSE 460 - Collaborating with School and Family	3.0
CPSE 470 - Legal Issues Influencing Collaboration in Special Education	3.0
CPSE 480 - Educational and Multicultural Issues in Special Education	3.0
CPSE 490 - Capstone Seminar: Students With Disabilities	1.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0

IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0

✓ **REQUIREMENT 3** Complete 5 courses

Emphasis courses:

CPSE 442 - Social and Behavioral Strategies for Students with Mild/Moderate Disabilities	3.0
CPSE 446R - Practicum in Secondary Education: Mild/Moderate Disabilities *You may take this course up to 1 time.*	1.0
CPSE 452 - Effective Teaching Strategies for Students with Mild/Moderate Disabilities	3.0
CPSE 462 - Teaching Math to Students with Disabilities	3.0
CPSE 466R - Practicum: Teaching Students with Mild/Moderate Disabilities *You may take up to 8 credit hours.*	6.0v

✓ **REQUIREMENT 4** Complete 12.0 hours from the following option(s)

Student teaching or internship experience:

Application for student teaching must be completed prior to student teaching. Applications are online at education.byu.edu/ess/application.html

✓ **OPTION 4.1** Complete 12.0 hours from the following course(s)

CPSE 486R - Student Teaching: Students with Mild/Moderate Disabilities *You may take up to 12 credit hours.*	12.0v
CPSE 496R - Academic Internship: Special Education *You may take up to 12 credit hours.*	12.0v

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Additional Licensing Requirements: It is the student's responsibility to be sure that the PRAXIS test has been passed and that BYU has received the test scores and that their fingerprint background clearance is current. Students will also be responsible for any additional requirements imposed by the state prior to their graduation. To confirm the status of these requirements, contact the Education Advisement Center, 350 MCKB, (801) 422-3426. Graduation and Utah licensure cannot be processed until these requirements have been completed.

Program Outcomes

1. Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

2. Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

3. Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

5. Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

6. Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

7. Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

8. Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

9. Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

10. Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

↑Top

Special Education: Severe Disabilities

BS

Hours	66 Credit Hours
LEP	Limited Enrollment Program of 128 Students. Application Website
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 4 courses

Complete the following with at least a C grade prior to beginning the program:

CPSE 403 - Introduction to Special Education	3.0
CPSE 425 - Foundations in Language Arts Instruction for Students with Disabilities	3.0
MTHED 305 - Basic Concepts of Mathematics	3.0
PETE 461 - Adapted and Multicultural Physical Education for Teaching Majors	3.0

✓ **REQUIREMENT 2** Complete 11 courses

Core courses:

CPSE 410 - Applied Behavior Analysis in Education	3.0
CPSE 420 - Assessment and Evaluation of Students with Exceptional Needs	3.0
CPSE 430 - Teaching Reading/Language Arts to Students with Disabilities	3.0
CPSE 440 - Curriculum and Instruction for Secondary Students with Disabilities	2.0
CPSE 460 - Collaborating with School and Family	3.0
CPSE 470 - Legal Issues Influencing Collaboration in Special Education	3.0
CPSE 480 - Educational and Multicultural Issues in Special Education	3.0
CPSE 490 - Capstone Seminar: Students With Disabilities	1.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0

IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0

✓ **REQUIREMENT 3** Complete 5 courses

Emphasis courses:

CPSE 443 - Social and Behavioral Strategies for Students with Severe Disabilities	3.0
CPSE 447R - Practicum in Secondary Education: Severe Disabilities *You may take this course up to 1 time.*	1.0
CPSE 453 - Curriculum and Instruction: Severe Disabilities	3.0
CPSE 463 - Assistive Technology for Students with Disabilities	3.0
CPSE 467R - Practicum: Teaching Students with Severe Disabilities *You may take up to 8 credit hours.*	6.0v

✓ **REQUIREMENT 4** Complete 1 option

Student teaching or internship experience:

Application for student teaching must be completed prior to student teaching. Applications are online at education.byu.edu/ess/application.html

✓ **OPTION 4.1** Complete 12.0 hours from the following course(s)

CPSE 487R - Student Teaching: Students with Severe Disabilities *You may take up to 12 credit hours.*	12.0v
CPSE 496R - Academic Internship: Special Education *You may take up to 12 credit hours.*	12.0v

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Additional Licensing Requirements: It is the student's responsibility to be sure that the PRAXIS test has been passed and that BYU has received the test scores and that their fingerprint background clearance is current. Students will also be responsible for any additional requirements imposed by the state prior to their graduation. To confirm the status of these requirements, contact the Education Advisement Center, 350 MCKB, (801) 422-3426. Graduation and Utah licensure cannot be processed until these requirements have been completed.

Program Outcomes

1. Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

2. Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

3. Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

5. Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

6. Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

7. Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

8. Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

9. Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

10. Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

↑Top

Statistics

Minor

Hours	19 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

Note: Students who have passed the AP statistics exam or an introductory statistics course should not take Stat 121.

STAT 121 - Principles of Statistics	3.0
STAT 201 - Statistics for Engineers and Scientists	3.0

✓ **REQUIREMENT 2** Complete 6 courses

MATH 112 - Calculus 1	4.0
STAT 123 - Introduction to R Programming	1.5
STAT 124 - SAS Base Programming Skills	1.5
STAT 230 - Analysis of Variance	3.0
STAT 240 - Discrete Probability	3.0
STAT 330 - Introduction to Regression	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Statistics: Applied Statistics & Analytics

BS

Hours	47 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than three hours of credit below C- is allowed in major courses.

✓ **REQUIREMENT 1** Complete 1 course

STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 2 courses

Preparation core courses:

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0

✓ **REQUIREMENT 3** Complete 8 courses

Statistics core courses:

STAT 123 - Introduction to R Programming	1.5
STAT 124 - SAS Base Programming Skills	1.5
STAT 223 - Applied R Programming	1.5
STAT 224 - Applied SAS Programming	1.5
STAT 230 - Analysis of Variance	3.0
STAT 240 - Discrete Probability	3.0
STAT 330 - Introduction to Regression	3.0
STAT 340 - Inference	3.0

✓ **REQUIREMENT 4** Complete 18.0 hours from the following course(s)

C S 142 - Introduction to Computer Programming	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0
STAT 234 - Methods of Survey Sampling	3.0

STAT 251 - Introduction to Bayesian Statistics	3.0
STAT 274 - Theory of Interest	3.0
STAT 377 - Statistical Models for Financial Economics	3.0
STAT 381 - Statistical Computing	3.0
STAT 420 - Big Data Science 1	3.0
STAT 421 - Big Data Science 2	3.0
STAT 435 - Nonparametric Statistical Methods	3.0
STAT 437 - Applications in Biostatistics	3.0
STAT 451 - Applied Bayesian Statistics	3.0
STAT 462 - Quality Control and Industrial Statistics	3.0
STAT 466 - Introduction to Reliability	3.0
STAT 469 - Applied Time Series and Forecasting	3.0
STAT 475 - Life Contingencies	3.0
STAT 477 - Statistical Distributions for Actuarial Modeling and Data Analytics	3.0
STAT 495R - Special Topics in Statistics *You may take up to 3 credit hours.*	3.0v
STAT 496R - Academic Internship: Statistics *You may take up to 3 credit hours.*	9.0v
STAT 497R - Introduction to Statistical Research *You may take up to 3 credit hours.*	3.0v
STAT 531 - Experimental Design	3.0
STAT 538 - Survival Analysis	3.0

Program Outcomes

Fitting Statistical Models

Graduates of the program will demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models

Communication Skills

Graduates of the program will write technical reports and make technical presentations containing statistical results, and work in teams to demonstrate the consulting skills of a professional statistician

Computing Skills

Graduates of the program will be able to manipulate data, implement statistical methods, document, and debug code in one or more profession statistical software programs.

Theoretical Foundations

Graduates of the program will be able to solve problems in basic probability theory, statistical inference, and calculus.

Professional Preparation

Be employable in jobs with BS Statistics requirement

↑Top

Statistics: Biostatistics

BS

Hours	50 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of credit below C- is allowed in major courses.

✓ **REQUIREMENT 1** Complete 1 course

STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 2 courses

Preparation core courses:

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0

✓ **REQUIREMENT 3** Complete 8 courses

Statistics core courses:

STAT 123 - Introduction to R Programming	1.5
STAT 124 - SAS Base Programming Skills	1.5
STAT 223 - Applied R Programming	1.5
STAT 224 - Applied SAS Programming	1.5
STAT 230 - Analysis of Variance	3.0
STAT 240 - Discrete Probability	3.0
STAT 330 - Introduction to Regression	3.0
STAT 340 - Inference	3.0

✓ **REQUIREMENT 4** Complete 2 courses

MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 5** Complete 9.0 hours from the following course(s)

BIO 350 - Ecology	3.0
CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 111 - Principles of Chemistry 1	4.0
HLTH 345 - Principles of Epidemiology	3.0
MMBIO 240 - Molecular Biology	3.0

PDBIO 120 - Science of Biology	3.0
PDBIO 305 - Human Physiology	4.0
PWS 340 - Genetics	3.0
STAT 437 - Applications in Biostatistics	3.0
STAT 538 - Survival Analysis	3.0

✓ **REQUIREMENT 6** Complete 6.0 hours from the following course(s)

Note: Courses used for Requirement 5 will not double count for Requirement 6. Note: No more than 3 credit hours of Stat 496R may be counted toward this requirement. Note: It is strongly recommended that students interested in graduate study in biostatistics include Math 341 and 342 in their elective lists.

C S 142 - Introduction to Computer Programming	3.0
HLTH 345 - Principles of Epidemiology	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
MATH 341 - Theory of Analysis 1	3.0
MATH 342 - Theory of Analysis 2	3.0
STAT 234 - Methods of Survey Sampling	3.0
STAT 251 - Introduction to Bayesian Statistics	3.0
STAT 274 - Theory of Interest	3.0
STAT 377 - Statistical Models for Financial Economics	3.0
STAT 381 - Statistical Computing	3.0
STAT 420 - Big Data Science 1	3.0
STAT 421 - Big Data Science 2	3.0
STAT 435 - Nonparametric Statistical Methods	3.0
STAT 437 - Applications in Biostatistics	3.0
STAT 451 - Applied Bayesian Statistics	3.0
STAT 466 - Introduction to Reliability	3.0
STAT 469 - Applied Time Series and Forecasting	3.0
STAT 495R - Special Topics in Statistics *You may take up to 3 credit hours.*	3.0v
STAT 496R - Academic Internship: Statistics *You may take up to 3 credit hours.*	9.0v
STAT 497R - Introduction to Statistical Research *You may take up to 3 credit hours.*	3.0v
STAT 531 - Experimental Design	3.0
STAT 538 - Survival Analysis	3.0

Program Outcomes

Fitting Statistical Models

Graduates of the program will demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models

Communication Skills

Graduates of the program will write technical reports and make technical presentations containing statistical results, and work in teams to demonstrate the consulting skills of a professional statistician

Computing Skills

Graduates of the program will be able to manipulate data, implement statistical methods, document, and debug code in one or more profession statistical software programs

Theoretical Foundations

Graduates of the program will be able to solve problems in basic probability theory, statistical inference, and calculus

Academic Preparation

Be prepared to enter top graduate (masters and/or PhD) programs in biostatistics

↑Top

Statistics: Statistical Science

BS

Hours	47 Credit Hours
MAP	Major Academic Plan

Program Requirements

No more than 3 hours of credit below C- is allowed in major courses.

✓ **REQUIREMENT 1** Complete 1 course

STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 2** Complete 2 courses

Preparation core courses:

MATH 112 - Calculus 1	4.0
MATH 113 - Calculus 2	4.0

✓ **REQUIREMENT 3** Complete 8 courses

Statistics core courses:

STAT 123 - Introduction to R Programming	1.5
STAT 124 - SAS Base Programming Skills	1.5
STAT 223 - Applied R Programming	1.5
STAT 224 - Applied SAS Programming	1.5
STAT 230 - Analysis of Variance	3.0
STAT 240 - Discrete Probability	3.0
STAT 330 - Introduction to Regression	3.0
STAT 340 - Inference	3.0

✓ **REQUIREMENT 4** Complete 2 courses

MATH 313 - Elementary Linear Algebra	3.0
MATH 314 - Calculus of Several Variables	3.0

✓ **REQUIREMENT 5** Complete 12.0 hours from the following course(s)

C S 142 - Introduction to Computer Programming	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
MATH 334 - Ordinary Differential Equations	3.0
MATH 341 - Theory of Analysis 1	3.0

MATH 342 - Theory of Analysis 2	3.0
STAT 234 - Methods of Survey Sampling	3.0
STAT 251 - Introduction to Bayesian Statistics	3.0
STAT 274 - Theory of Interest	3.0
STAT 377 - Statistical Models for Financial Economics	3.0
STAT 381 - Statistical Computing	3.0
STAT 420 - Big Data Science 1	3.0
STAT 421 - Big Data Science 2	3.0
STAT 435 - Nonparametric Statistical Methods	3.0
STAT 437 - Applications in Biostatistics	3.0
STAT 451 - Applied Bayesian Statistics	3.0
STAT 462 - Quality Control and Industrial Statistics	3.0
STAT 466 - Introduction to Reliability	3.0
STAT 469 - Applied Time Series and Forecasting	3.0
STAT 475 - Life Contingencies	3.0
STAT 477 - Statistical Distributions for Actuarial Modeling and Data Analytics	3.0
STAT 495R - Special Topics in Statistics *You may take up to 3 credit hours.*	3.0v
STAT 496R - Academic Internship: Statistics *You may take up to 3 credit hours.*	9.0v
STAT 497R - Introduction to Statistical Research *You may take up to 3 credit hours.*	3.0v
STAT 531 - Experimental Design	3.0
STAT 538 - Survival Analysis	3.0

It is strongly recommended that students interested in graduate study in statistics choose electives to prepare for the BYU BS/MS statistics integrated program by meeting with the statistics graduate coordinator.

Program Outcomes

Fitting Statistical Models

Graduates of the program will demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models

Communication Skills

Graduates of the program will write technical reports and make technical presentations containing statistical results, and work in teams to demonstrate the consulting skills of a professional statistician

Computing Skills

Graduates of the program will be able to manipulate data, implement statistical methods, document, and debug code in one or more profession statistical software programs

Theoretical Foundations

Graduates of the program will be able to solve problems in basic probability theory, statistical inference, and calculus.

Academic Preparation

Be prepared to enter top graduate (masters and/or PhD) programs in statistics

↑Top

Strategic Management

BS

Hours	64 - 67 Credit Hours
LEP	Limited Enrollment Program of 45 Students. Application Website
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Prerequisites:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0

Apply and be formally accepted into the program.

✓ **REQUIREMENT 2** Complete 1 course

MATH 112 - Calculus 1	4.0
MATH 116 - Essentials of Calculus	1.0

✓ **REQUIREMENT 3** Complete 5 courses

Complete the following required courses before the Management Core:

IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0
MATH 118 - Finite Mathematics	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 4** Complete 1 course

BUS M 380 - Executive Lectures	1.0
BUS M 371R - Entrepreneurship Lecture Series	1.0

✓ **REQUIREMENT 5** Complete 1 course

ACC 241 - Business Law in the Environment	3.0
BUS M 277 - Legal Issues in Entrepreneurship	3.0

✓ **REQUIREMENT 6** Complete 5 courses

Strategy Core courses:

BUS M 326 - Career Development and Student Mentoring	1.0
BUS M 480 - Strategy 1	3.0
BUS M 481 - Strategy 2	3.0
BUS M 482 - Strategy Implementation	3.0
BUS M 487 - Strategy and Economics	3.0

✓ **REQUIREMENT 7** Complete 4 courses

Management Core:

BUS M 200 - Introduction to Global Supply Chain Management	1.5
BUS M 300 - Introduction to Operations Management	1.5
BUS M 390 - Ethics for Management	3.0
ORG B 321 - Organizational Effectiveness	3.0

✓ **REQUIREMENT 8** Complete 2 courses

BUS M 470 - Entrepreneurial Innovation	3.0
BUS M 471 - Creating New Ventures	3.0
BUS M 475 - Financing New Ventures	3.0
FIN 402 - Managerial Finance for Non-Finance Majors	3.0
FIN 425 - Private Equity and Venture Capital	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0

✓ **REQUIREMENT 9** Complete 2 courses

ACC 310 - Principles of Accounting 2	3.0
BUS M 372 - Basic Entrepreneurship Skills	3.0
BUS M 375 - Social Innovation: Do Good Better	3.0
BUS M 430 - Introduction to International Business	3.0
BUS M 431 - International Marketing	3.0
BUS M 450 - Global Business Negotiations	3.0
BUS M 454 - Professional Selling and Sales Management	3.0
BUS M 456 - Retailing Management	3.0
BUS M 457 - Internet Marketing of Products and Services	3.0
BUS M 459 - Marketing Strategy	3.0
BUS M 461 - Operations Analytics	3.0
BUS M 462 - Customer Relationship Management	3.0
BUS M 469 - Global Supply Chain Strategy	3.0
BUS M 470 - Entrepreneurial Innovation	3.0
BUS M 471 - Creating New Ventures	3.0
BUS M 472 - Entrepreneurial Marketing	3.0
BUS M 474 - Managing New Ventures and Family Business	3.0
BUS M 475 - Financing New Ventures	3.0
BUS M 476 - New Venture LaunchPad	3.0
BUS M 478A - Innovation Practicum	3.0
BUS M 478B - Advanced Innovation Practicum	3.0
BUS M 488 - Agribusiness Management 1	3.0
BUS M 489 - Agribusiness Management 2	3.0
FIN 402 - Managerial Finance for Non-Finance Majors	3.0
FIN 412 - Investments Academy	3.0

FIN 418 - Financial Planning	3.0
FIN 425 - Private Equity and Venture Capital	3.0
IS 303 - Introduction to Computer Programming	3.0
IS 515 - Spreadsheets for Business Analysis	3.0
IS 520 - Business Programming and Spreadsheet Automation	3.0
ORG B 327 - Human Resource Management	3.0
ORG B 330 - Organizational Development and Change	3.0
ORG B 347 - Managerial Leadership Development	3.0
ORG B 429 - Compensation, Benefits, and Performance Management	3.0

✓ REQUIREMENT 10

Complete Marriott School exit survey online.

Program Outcomes

Critical Thinking: Applying Strategic Frameworks

When confronted with a business situation or problem, use appropriate strategic thinking frameworks to analyze information and make decisions that will maximize organizational performance.

Critical Thinking: Adapting to Change

Assess and adapt to new information and changing environments

Critical Thinking: Drawing Conclusions from Business Reports

Accurately interpret evidence, reports, and graphical depictions of business data from a variety of sources to assess business performance and identify key issues.

Critical Thinking: Drawing Conclusions from Business Reports

Accurately interpret evidence, reports, and graphical depictions of business data from a variety of sources to assess business performance and identify key issues.

Communication: Composing Texts

Students compose a variety of commonly occurring business texts such as emails, letters, memos, PowerPoint presentations, SlideDocs, reports, and newsletter articles. Students must demonstrate effectiveness in the design, organization, content, and style of these documents.

Communication: Oral Presentations

Give effective oral presentations with appropriate visual support, achieving effectiveness in three categories: message, media, and messenger.

Communication: Grammar

Demonstrate knowledge of generally accepted grammar standards and typical business style (from Writing & Speaking for Business).

Communication: Graphics (visualizing information)

Be able to communicate information through effective visuals; including charts, graphs, pictures, and other graphics

Ethical Reasoning:

Applying Frameworks to Resolve Ethical Dilemmas: Apply contemporary and classic frameworks in analyzing ethical dilemmas and suggest appropriate courses of action for resolving them.

Ethical Reasoning

Understanding Cognitive influence on ethical judgments: Recognize how individual differences and cognitive barriers influence ethical judgment.

Ethical Reasoning

Applying Personal Values in Ethical Decisions: Identify and prioritize personal values and apply them in making ethical decisions.

Ethical Reasoning

Discussing Moral Dilemmas Effectively:Engage in logically sound discussion about moral dilemmas using the language of business ethics.

IT Literacy: Generating/Analyzing Data to Support Decisions

Manipulate and analyze data to make appropriate recommendations for managerial decision-making.

IT Literacy: Data Storage and Extraction

Design, build, and query a database to apply correct principles of data storage and extraction.

IT Literacy: Computer Skills

Develop effective computer skills and literacy concerning computer hardware, networking, security, organizational information systems

↑Top

Strategy

Minor

Hours	27 - 28 Credit Hours
LEP	Limited Enrollment Program.
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 option

✓ **OPTION 1.1** Complete 1 course

MATH 110 - College Algebra	3.0
MATH 112 - Calculus 1	4.0
MATH 119 - Introduction to Calculus	4.0

✓ **OPTION 1.2** Complete 2 courses

MATH 116 - Essentials of Calculus	1.0
MATH 118 - Finite Mathematics	3.0

✓ **REQUIREMENT 2** Complete 7 courses

ACC 200 - Principles of Accounting	3.0
BUS M 480 - Strategy 1	3.0
BUS M 481 - Strategy 2	3.0
BUS M 482 - Strategy Implementation	3.0
BUS M 487 - Strategy and Economics	3.0
ECON 110 - Economic Principles and Problems	3.0
STAT 121 - Principles of Statistics	3.0

✓ **REQUIREMENT 3** Complete 1 course

BUS M 201 - Financial Management	3.0
FIN 201 - Principles of Finance	3.0

✓ **RECOMMENDED** Complete 3 courses

BUS M 470 - Entrepreneurial Innovation	3.0
BUS M 471 - Creating New Ventures	3.0
FIN 402 - Managerial Finance for Non-Finance Majors	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

TESOL

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

REQUIREMENT 1 Complete 1 course

Complete the prerequisite course:

ELANG 223 - Introduction to the English Language	3.0

REQUIREMENT 2 Complete 3 courses

Complete the following foundation courses:

ELANG 325 - The Grammar of English	3.0
ELANG 375 - TESOL Listening, Speaking, and Pronunciation	3.0
ELANG 376 - TESOL Reading, Writing, and Vocabulary	3.0

REQUIREMENT 3 Complete 2 courses

Complete the following courses:

ELANG 477 - TESOL Basic Course and Lesson Planning	3.0
ELANG 478 - TESOL Practicum	3.0

Program Outcomes

English Language Fundamentals

Students will demonstrate a foundational knowledge of the English language systems of phonology, morphology, grammar, semantics, and pragmatics and how these systems are integral to the language learning competencies of listening, speaking, reading, writing, vocabulary, pronunciation, and grammar.

Instructional Competence

With a foundational knowledge of the English language systems and language learning competences, students will demonstrate fundamental competence in lesson planning, teaching strategies, and language testing when teaching English as a second or foreign language.

↑Top

Teaching Physical Science

BS

Hours	79.5 - 80.5 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements.

✓ **REQUIREMENT 1** Complete 17 courses

Note for Geol 210: Contact Geological Sciences Department (S-389 ESC) before April 15th for dates of upcoming August field trip.

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 201 - Chemical Handling and Safe Laboratory Practices	0.5
CHEM 223 - Quantitative and Qualitative Analysis	4.0
CHEM 331 - Guided Learning for Chemistry Instruction	3.0
GEOL 111 - Physical Geology	4.0
GEOL 112 - Historical Geology	4.0
GEOL 210 - Field Studies	3.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0
PHSCS 127 - Descriptive Astronomy	3.0
PHSCS 137 - Energy, Ecology, Weather, and the Environment	3.0
PHSCS 167 - Descriptive Acoustics of Music and Speech	3.0
PHSCS 310 - Physics By Inquiry: Mechanics	3.0

✓ **REQUIREMENT 2** Complete 1 course

GEOL 100 - Dinosaurs	3.0
GEOL 351 - Mineralogy	4.0

GEOL 370 - Sedimentology and Stratigraphy	3.0
GEOL 480 - Paleontology	3.0
PHIL 423R - History and Philosophy of Science	3.0

✓ **REQUIREMENT 3** Complete 2 options

Professional Education Component:

Licensure requirements: Contact Education Student Services, 350 MCKB, 801-422-3426, to schedule the exit interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 3.1** Complete 9 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
IP&T 371 - Integrating K-12 Educational Technology 1	1.0
IP&T 372 - Integrating K-12 Educational Technology 2	1.0
IP&T 373 - Teaching in K-12 Online and Blended Learning Contexts	1.0
PHY S 276 - Exploration of Teaching	4.0
PHY S 377 - Teaching Methods and Instruction	3.0
PHY S 378 - Practicum in Secondary Education	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

Note: FBI fingerprint and background clearance must be completed prior to enrollment in Phy S 276.

✓ **OPTION 3.2** Complete 12.0 hours from the following course(s)

Apply for student teaching/internship one semester in advance by September 30 or January 31st. Applications are online at www.byu.edu/fieldservices.html.

PHY S 476 - Secondary Student Teaching	12.0v
PHY S 496 - Academic Internship: Secondary Education	12.0v

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Physical Science Fundamentals

Students will obtain a broad, basic knowledge of physical sciences.

Instruction Design and Development

Students will be able to design individual lectures reflecting the curriculum and informed by best practices in pedagogy and technology.

Utah Teacher and TEAC Standards

Students understand and apply the goals and standards of the Utah Teacher and TEAC.

Professional and Moral Practice

Students understand and apply the Guiding Principles of Teaching as embraced by the McKay School of Education.

Top

Teaching Social Science

BS

Hours	82 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program (EPP) Requirements in the undergraduate catalog.

✓ **REQUIREMENT 1** Complete 1 course

Complete the following prerequisite:

HIST 276 - Exploration of Teaching - Social Science	4.0

✓ **REQUIREMENT 2** Complete 2 options

✓ **OPTION 2.1** Complete 5 courses

Complete the following:

HIST 201 - World Civilization to 1500	3.0
HIST 202 - World Civilization from 1500	3.0
HIST 220 - The United States Through 1877	3.0
HIST 221 - The United States Since 1877	3.0
HIST 364 - Utah	3.0

✓ **OPTION 2.2**

Hist 220 and 221 must be completed as college/university courses and cannot be fulfilled with AP or other test scores. Contact your academic advisement center with questions.

✓ **REQUIREMENT 3** Complete 1 course

HIST 397 - Historical Literacies in United States History	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0

✓ **REQUIREMENT 4** Complete 1 course

HIST 301 - The Late Middle Ages	3.0
HIST 302 - The Italian Renaissance	3.0
HIST 303 - The Reformation: Age of Turmoil	3.0
HIST 304 - The Expansion of Europe, 1400-1800	3.0
HIST 305 - The Age of Enlightenment	3.0
HIST 306 - Nineteenth-Century Europe	3.0
HIST 307 - Europe Since 1914	3.0
HIST 308 - The Mediterranean	3.0
HIST 309 - European Revolutions Since 1500	3.0
HIST 310 - European Economic History	3.0
HIST 311 - The History of Film, Radio, and Television	3.0
HIST 312 - History of Ideas	3.0
HIST 313 - Strategy in Peace and War	3.0
HIST 314 - Fascism and Nazism in Europe, 1914-present	3.0
HIST 315 - European Jews and the Holocaust	3.0
HIST 317 - The Family and the Law in American History	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 320 - Society in Europe	3.0
HIST 322 - Pre-Modern Britain	3.0
HIST 323 - Modern Britain	3.0
HIST 324 - France	3.0
HIST 325 - Spain	3.0
HIST 326 - The History of Mexico	3.0
HIST 327 - Italy in the Modern World Since 1848	3.0
HIST 328 - Modern Germany	3.0
HIST 329 - The City in Brazil: An Urban History	3.0
HIST 330 - Tsarist Russia	3.0
HIST 331 - Soviet Union and Post-Soviet Russia	3.0
HIST 332 - Scandinavian History	3.0
HIST 333 - History of the Ottoman Empire	3.0
HIST 334 - History of Ancient Iraq	3.0
HIST 335 - Crusades	3.0
HIST 336 - South African Liberation Movements	3.0
HIST 337 - Pre-modern Korea	3.0
HIST 338 - Modern Korea	3.0
HIST 339 - African Social Change	3.0
HIST 340 - Traditional China	3.0
HIST 341 - China Since 1200	3.0
HIST 343 - Early Japan: Shinto and Samurai, Courtiers and Courtesans	3.0
HIST 344 - Modern Japan	3.0
HIST 347 - Chinese Cultural History	3.0
HIST 348 - Modern South East Asia	3.0
HIST 349 - History of Asian Religions and Thought	3.0
HIST 350 - British Family, Local and Social History Research	3.0
HIST 351 - Germanic Family, Local, and Social History Research	3.0
HIST 352 - Scandinavian Family, Local, and Social History Research	3.0
HIST 353 - Southern European and Latin American Family, Local, and Social History Research	3.0
HIST 354 - Slavic Family, Local, and Social History Research	3.0
HIST 355 - History of Argentina	3.0
HIST 356 - Brazil	3.0
HIST 357 - The Indian in Latin American History	3.0

HIST 358 - Gender and History in Latin America	3.0
HIST 359 - Inter-American Relations	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 364 - Utah	3.0
HIST 365 - American South	3.0
HIST 366 - Slavery and the Slave Trade in Africa and the Atlantic World	3.0
HIST 367 - Slavery in the United States	3.0
HIST 368 - Sport, Society, and American Culture	3.0
HIST 369 - History of Travel and Tourism	3.0
HIST 370 - Colonial America	3.0
HIST 371 - Revolutionary America	3.0
HIST 373 - Civil War Era, 1848-1877	3.0
HIST 374 - U.S. History from 1890 to 1945	3.0
HIST 375 - Joseph Smith in Mormon History and Historiography	3.0
HIST 376 - U.S. History from 1945 to 2000	3.0
HIST 378 - History of American Families	3.0
HIST 379 - U.S. Religious History to 1860	3.0
HIST 380 - U.S. Religious History Since 1860	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 383 - African-American History, 1865 to Present	3.0
HIST 384 - United States Women's History	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
HIST 389 - Mormonism Among Christian Theologies: A Comparative History	3.0
HIST 390R - Family History Research in Ireland	3.0v
HIST 390R - Advanced British Family History Research	3.0v
HIST 390R - Special Topics in History	3.0v
HIST 390R - Family History Research in the Netherlands	3.0v
HIST 390R - Native American Family History Research	3.0v
HIST 390R - Family History Research	3.0v
HIST 390R - Advanced Southern European Family History Research	3.0v
HIST 391 - U.S. in Vietnam, 1945-1975	3.0
HIST 392 - U.S. Constitutional History	3.0
HIST 393 - U.S. Foreign Relations	3.0
HIST 394 - Scripture in American History	3.0
HIST 395 - Technology in America	3.0
HIST 396 - Historical Narrative: A Writing Workshop	3.0
HIST 397 - Historical Literacies in United States History	3.0
HIST 398 - 20th-Century American Economic Policy	3.0
HIST 399 - Democratic Classroom Design for Social Studies	3.0
HIST 420 - Latin Language Handwriting and Documents	3.0
HIST 421 - English Language Handwriting and Documents	3.0
HIST 422 - Germanic Language Handwriting and Documents	3.0
HIST 423 - Slavic Language Handwriting and Documents	3.0
HIST 424 - Handwriting and Documents in Latin and the Romance Languages	3.0
HIST 425 - Scandinavian Language Handwriting and Documents	3.0
HIST 430R - Archaic Greece	3.0
HIST 430R - Hellenistic World	3.0
HIST 430R - Rise of Rome	3.0
HIST 430R - Roman Politics	3.0
HIST 430R - Archaic Greece	3.0

HIST 430R - Late Roman Empire	3.0
HIST 430R - Julio-Claudians	3.0
HIST 430R - Greek City-State	3.0
HIST 430R - Greek Political Thought	3.0
HIST 430R - Roman Revolution	3.0
HIST 430R - Roman Religion	3.0
HIST 430R - Athens: Rise and Fall	3.0
HIST 430R - World of New Testament	3.0
HIST 430R - (Hist-Clscs) Topics in Greek and Roman History	3.0
HIST 430R - Classical Historiography	3.0
HIST 430R - Rome and Etruscans	3.0
HIST 430R - Imperial Rome	3.0
HIST 430R - Augustan Rome	3.0
HIST 430R - 4th Century Greece	3.0
HIST 430R - Early Chrisitanity	3.0
HIST 431 - Public History	3.0
HIST 433 - Writing Narrative Biographies	3.0
HIST 434 - Computers in Family Historical Research and Publication	3.0
HIST 439 - Seminar on Professional Family History Research	3.0
HIST 476 - Student Teaching - Social Science	12.0v
HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0
HIST 479R - Secondary Minor Student Teaching	4.0
HIST 481R - Directed Research in Family History	3.0v
HIST 482 - Capstone Seminar: Writing and Professional Paths in Family History	3.0
HIST 485 - Topical Readings Seminar	3.0
HIST 487 - Philosophies of History	3.0
HIST 490 - Capstone Research Seminar	3.0
HIST 495R - Directed Research	3.0
HIST 496R - Academic Internship--Social Science Teaching	12.0
HIST 496R - Academic Internship: Family, Local, and Social History	6.0v
HIST 497R - Honors Readings	3.0v
HIST 498R - Directed Readings	3.0v

✓ **REQUIREMENT 5** Complete 2 courses

GEOG 101 - Global Environment: Understanding Physical Geography	3.0
GEOG 120 - Geography and World Affairs	3.0

✓ **REQUIREMENT 6** Complete 1 course

Note: Students planning to teach in the state of Utah should take Geog 245.

GEOG 245 - Geography of Utah	3.0
GEOG 250 - United States and Canada	3.0

✓ **REQUIREMENT 7** Complete 1 course

POLI 110 - American Government and Politics	3.0

✓ **REQUIREMENT 8** Complete 1 option

✓ **OPTION 8.1** Complete 1 course

POLI 150 - Comparative Government and Politics	3.0

✓ **OPTION 8.2** Complete 1 course

POLI 302 - Experimental Research Methods	3.0
POLI 303 - Qualitative Methods	3.0
POLI 304 - Game Theory in Political Science	3.0
POLI 305 - Survey Research Methods	3.0
POLI 306R - Topics in Political Science Methods	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 313 - Interest Groups	3.0
POLI 314 - The United States Presidency	3.0
POLI 315 - Congress and the Legislative Process	3.0
POLI 316 - American Political Parties	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
POLI 318 - Campaigns and Elections	3.0
POLI 319R - Topics in American Government and Politics	3.0v
POLI 321 - The Media in American Politics	3.0
POLI 324 - Political Psychology	3.0
POLI 325 - Politics of Wilderness, National Parks, and Public Land Management	3.0
POLI 328 - Statistical Analysis	4.0
POLI 331 - Politics and Public Policy	3.0
POLI 332 - Public Policy Analysis	3.0
POLI 333 - Politics of Bureaucracy	3.0
POLI 334 - Public Ethics	3.0
POLI 335 - Social Policy	3.0
POLI 336 - Government and Religion	3.0
POLI 339R - Topics in Public Policy	3.0
POLI 341 - Western European Politics	3.0
POLI 342 - Gender and Politics	3.0
POLI 343 - Designing Democracies and Dictatorships	3.0
POLI 344 - Comparative Political Economy	3.0
POLI 345 - Comparative Parties and Elections	3.0
POLI 346 - Southeast Asian Politics	3.0
POLI 347 - Russia/Former Soviet Politics	3.0
POLI 348 - Government and Politics of Asia	3.0
POLI 349R - Topics in Politics	3.0v
POLI 351 - British Government and Politics	3.0
POLI 352 - African Politics	3.0
POLI 353 - China: Government and Politics	3.0
POLI 354 - Japan: Government and Politics	3.0
POLI 355 - Canadian Government and Politics	3.0
POLI 357 - Middle East: Political Systems	3.0
POLI 358 - Latin American Politics	3.0
POLI 359R - Topics in Comparative Politics	3.0
POLI 362 - Reason, Revelation, and Politics	3.0
POLI 363 - Theories of Human Freedom	3.0
POLI 364 - Jurisprudence	3.0
POLI 365 - Early American Political Thought: 1620-1865	3.0
POLI 366 - Modern American Political Thought: 1865-Present	3.0
POLI 367 - Contemporary Political Theory	3.0
POLI 368R - Topics in Political Philosophy	3.0
POLI 371 - Foreign Policy Analysis	3.0
POLI 372 - International Political Economy	3.0
POLI 373 - International Law	3.0
POLI 374 - Ethics and International Affairs	3.0

POLI 375 - International Organizations	3.0
POLI 376 - U.S. Foreign Policy	3.0
POLI 377 - National Security Affairs	3.0
POLI 378 - International Conflict	3.0
POLI 379R - Topics in International Relations	3.0v
POLI 380 - International Relations of Latin America	3.0
POLI 381 - International Relations of the Middle East	3.0
POLI 382 - International Relations of North America	3.0
POLI 385 - International Relations of Asia	3.0
POLI 386 - Japanese Foreign Policy	3.0
POLI 387 - International Relations of Developing Countries	3.0
POLI 388 - Chinese Foreign Policy	3.0
POLI 391 - Advanced Seminar on Current Issues	3.0
POLI 392R - Topics in Political Strategy	3.0
POLI 393R - Topics in Legal Studies	3.0
POLI 394R - Topics in Global Development	3.0
POLI 397 - Utah Legislative Politics	2.0
POLI 399R - International Internship	9.0v
POLI 399R - City Government Intership	9.0v
POLI 399R - Campaign Internship	9.0v
POLI 399R - Academic Internship	9.0v
POLI 399R - Congressional Internship	9.0v
POLI 399R - Pre-Law Internship	9.0v
POLI 399R - Washington DC Internship	9.0v
POLI 399R - State Government Internship	9.0v
POLI 399R - Utah Legislature Internship	9.0v
POLI 400 - Research Project in Political Theory	3.0
POLI 410 - Research Project in American Politics	3.0
POLI 420 - Constitutional Law - American Federal System	3.0
POLI 421 - Constitutional Law - Rights and Immunities	3.0
POLI 422 - Interests and Ideas in the American Founding	3.0
POLI 428 - Advanced Statistical Analysis	3.0
POLI 430 - Research Project in Public Policy	3.0
POLI 444 - The Political Economy of Development	3.0
POLI 450 - Research Project in Comparative Politics	3.0
POLI 452 - Islam and Politics	3.0
POLI 461 - Federalist Papers	3.0
POLI 462 - Tocqueville on America	3.0
POLI 465 - Philosophy of the Social Sciences	3.0
POLI 466 - Plato's Political Thought	3.0
POLI 470 - Research Project in International Relations	3.0
POLI 472 - International Political Economy of Women	3.0
POLI 473 - Human Rights	3.0
POLI 474 - Arab-Palestinian-Israeli Conflict	3.0
POLI 475 - Civil Wars and Ethnic Violence	3.0
POLI 476 - Terrorism	3.0
POLI 497R - Mentored Research	6.0v
POLI 498R - Directed Readings	3.0v
POLI 499 - Honors Thesis	3.0v
POLI 539R - Advanced Topics in Public Policy	3.0
POLI 579R - Topics on World Politics	3.0
POLI 599R - Academic Internship	9.0v
POLI 599R - Graduate Internship	9.0v

✓ **REQUIREMENT 9** Complete 1 course

ANTHR 101 - Social/Cultural Anthropology	3.0
ANTHR 110 - Introduction to Archaeology	3.0
SOC 111 - Introductory Sociology	3.0

✓ **REQUIREMENT 10** Complete 1 course

ANTHR 300 - Biological Anthropology	3.0
ANTHR 301 - Human Osteology	2.0
ANTHR 309 - Language, Culture, and Society	3.0
ANTHR 311 - Museums and Cultures	3.0
ANTHR 312 - Intercultural Communication	3.0
ANTHR 314 - Museum Registration and Legal/Ethical Issues	3.0
ANTHR 327 - The Hmong Diaspora: Culture, History, and Language	3.0
ANTHR 330 - Peoples of Africa	3.0
ANTHR 335 - Peoples of India	3.0
ANTHR 336 - Cinema and Culture in India	3.0
ANTHR 340 - Peoples of the Middle East	3.0
ANTHR 341 - Ethnonationalism and Southeast Asia	3.0
ANTHR 343 - Chinese Culture and Society	3.0
ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 348 - Contemporary Japan	3.0
ANTHR 350 - Archaeological Cultures of North America	3.0
ANTHR 351 - Archaeology and the Bible	3.0
ANTHR 355 - Mesoamerican Archaeology	3.0
ANTHR 375 - Archaeology of Egypt	3.0
ANTHR 376 - Archaeology of the Ancient Aegean and Greece	3.0
ANTHR 377 - Archaeology of Roman Civilization	3.0
ANTHR 378 - Near Eastern Archaeology	3.0
ANTHR 379 - Archaeology of Islam	3.0
ANTHR 385 - Archaeology of Europe	3.0
ANTHR 390R - Special Topics in Regional Anthropology	3.0v
ANTHR 402 - Quantitative Methods for Anthropology	3.0
ANTHR 412 - Museum Collections Management	3.0
ANTHR 414 - Museum Projects	3.0
ANTHR 430 - Moral and Ritual Institutions	3.0
ANTHR 431 - Kinship and Gender	3.0
ANTHR 432 - Economic and Political Institutions	3.0
ANTHR 434 - Medical Anthropology	3.0
ANTHR 436 - Symbolic Anthropology	3.0
ANTHR 439 - Psychological Anthropology	3.0
ANTHR 442 - Ethnographic Research Design and Methods	3.0
ANTHR 443 - Ethnographic Data Analysis	3.0
ANTHR 447 - Applied Anthropology	3.0
ANTHR 454 - Field School Preparation	2.0
ANTHR 455 - Field School of Archaeology	6.0
ANTHR 456 - Lab Skills for Anthropology	3.0
ANTHR 460 - Practical Applications in Contract Archaeology	3.0
ANTHR 490R - Special Topics	3.0v
ANTHR 490R - Special Topics in Sociocultural Anthropology	3.0v
ANTHR 490R - Special Topics in Theory and Systems	3.0v
ANTHR 490R - Special Topics in Archaeology	3.0v

ANTHR 490R - Advanced Seminar in Psychological Anthropology	3.0v
ANTHR 495R - Ethnographic Field Project	6.0v
ANTHR 496R - Academic Internship: Research	3.0v
ANTHR 497 - Directed Readings	3.0
ANTHR 499 - Senior Thesis	3.0
ANTHR 500 - History of Archaeology	3.0
ANTHR 501 - Current Archaeological Method and Theory	3.0
ANTHR 502 - Quantitative Methods for Anthropology	3.0
ANTHR 511 - Museums and Cultures	3.0
ANTHR 512 - Heritage Resource Management	3.0
ANTHR 522 - Museum Practices and Technologies	3.0
ANTHR 524 - Museology: Curation and Writing	3.0
ANTHR 525 - Museum Registration and Collections Management	3.0
ANTHR 526 - Museum Exhibitions and Programming	3.0
ANTHR 530 - Great Basin Archaeology	3.0
ANTHR 535 - Southwest Seminar	3.0
ANTHR 562 - Formative Mesoamerica	3.0
ANTHR 580 - Near East Seminar	3.0
ANTHR 590R - Special Topics in Archaeology	3.0
ANTHR 590R - Special Topics	3.0
ANTHR 590R - Ethnographic Research Design	3.0
ANTHR 590R - Special Topics in Museum Studies	3.0
ANTHR 590R - Ethnographic Data Analysis	3.0
ANTHR 590R - Special Topics in Psychological Anthropology	3.0
ANTHR 596 - Museum Projects	3.0
ANTHR 599R - Academic Internship: Federal Agency on Museum/Collections Repository	6.0v
SOC 300 - Methods of Research in Sociology	3.0
SOC 301 - Applied Social Research Methods	3.0
SOC 302 - Research Proposal for Evaluation Research	3.0
SOC 307 - Data Analysis, Presentation, and Management	3.0
SOC 310 - Social Inquiry	3.0
SOC 311 - Contemporary Sociological Theory	3.0
SOC 318 - (Soc-SFL 333) Adolescent Development in the Family and Other Social Contexts	3.0
SOC 321 - Sociology of Innovation	3.0
SOC 322 - Class Inequality	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 325 - Introduction to the Sociology of Religion	3.0
SOC 326 - Sociology of Education	3.0
SOC 327 - Sociology of the LDS Church and Its People	3.0
SOC 328 - Sociology of Sport	3.0
SOC 329 - Medical Sociology	3.0
SOC 330 - Cultural Sociology	3.0
SOC 333 - (Soc-Nurs) End-of-Life Care	3.0
SOC 339 - Social Organization and Change	3.0
SOC 340 - Sociology of International Development	3.0
SOC 345 - World Populations	3.0
SOC 350 - (Soc-Psych) Introduction to Social Psychology	3.0
SOC 360 - Introduction to Family Sociology	3.0
SOC 361 - Theoretical Foundations of Marriage and Family	3.0
SOC 365 - Sociology of Aging	3.0
SOC 367 - Sociology of Gender	3.0
SOC 370 - Urban Sociology	3.0
SOC 380 - Deviant Behavior and Social Control	3.0
SOC 383 - Juvenile Delinquency	3.0

SOC 390R - Special Topics in Contemporary Sociology	3.0v
SOC 399R - Academic Internship	6.0v
SOC 404 - Qualitative Research Methods	3.0
SOC 405 - Multiple Regression Analysis and Social Science Computing	3.0
SOC 420 - Understanding Modern Societies	3.0
SOC 421 - Sociology of Organizations	3.0
SOC 422 - Inequality and Society	3.0
SOC 424 - Political Sociology	3.0
SOC 425 - Markets and Society	3.0
SOC 426 - Sociology of Work and Occupations	3.0
SOC 450 - The Family and Social Change	3.0
SOC 455R - Senior Capstone Part 1	3.0
SOC 456R - Senior Capstone Part 2	3.0
SOC 460 - Issues in Family Sociology	3.0
SOC 481 - Crime, Justice, and Corrections	3.0
SOC 490R - Special Topics in Sociology	3.0v
SOC 495R - Directed Reading in Sociology	6.0v
SOC 497R - Directed Research in Sociology	6.0v
SOC 524 - Advanced Political Sociology	3.0
SOC 525 - Sociology of Religion	3.0
SOC 527 - Sociology of the LDS Church and Its People	3.0
SOC 528 - Sociology of Rural Communities	3.0
SOC 565 - The Individual and Family in Later Years	3.0
SOC 590R - Special Topics in Sociology	3.0v
SOC 595R - Directed Readings	3.0v
SOC 598R - Pro-Seminar	1.0

✔ **REQUIREMENT 11** Complete 2 options

✔ **OPTION 11.1** Complete 1 course

PSYCH 111 - Introduction to Psychological Science	3.0

✔ **OPTION 11.2** Complete 1 course

PSYCH 321 - Developmental Psychology: Adolescence	3.0
PSYCH 341 - Personality	3.0
PSYCH 342 - Abnormal Psychology	3.0
PSYCH 350 - (Psych-Soc) Introduction to Social Psychology	3.0
PSYCH 361 - Principles of Learning	3.0
PSYCH 365 - Motivation	3.0

✔ **REQUIREMENT 12** Complete 2 options

✔ **OPTION 12.1** Complete 1 course

ECON 110 - Economic Principles and Problems	3.0

✔ **OPTION 12.2** Complete 1 course

ECON 213R - Topics in Economic Analysis	3.0v
ECON 230 - Economic Development and Growth	3.0
ECON 253 - Money and Banking	3.0
ECON 257 - International Trade and Finance	3.0
ECON 265 - Introduction to Health Economics	3.0
ECON 274 - American Economic History	3.0

ECON 275 - Public Finance	3.0
ECON 280 - Introduction to Economic Analysis and Reasoning	3.0
ECON 378 - Statistics for Economists	3.0
ECON 380 - Intermediate Price Theory 1	3.0
ECON 381 - Intermediate Macroeconomics	3.0
ECON 382 - Intermediate Price Theory 2	3.0
ECON 388 - Introduction to Econometrics	3.0
ECON 413R - Topics in Economic Theory	5.0v
ECON 420 - Economics of Antitrust Law and Regulation	3.0
ECON 421 - Law and Economics	3.0
ECON 431 - Economic Development	3.0
ECON 432 - Economic Growth	3.0
ECON 440 - Natural Resources and Environmental Economics	3.0
ECON 442 - Behavioral Economics	3.0
ECON 450 - Financial Economics	3.0
ECON 453 - Monetary Theory and Policy	3.0
ECON 458 - International Trade Theory and Applications	3.0
ECON 459 - International Monetary Theory	3.0
ECON 461 - Economics of Education	3.0
ECON 463 - Economics of the Labor Market	3.0
ECON 465 - Health Economics	3.0
ECON 468 - Urban Economics	3.0
ECON 474 - Topics in Economic History	3.0
ECON 475 - Public Economics	3.0
ECON 476 - Industrial Organization	3.0
ECON 477 - Political Economics	3.0
ECON 478 - Game Theory and Economics	3.0
ECON 482 - Welfare Economics	3.0
ECON 486 - Mathematical Economics	3.0
ECON 488 - Applied Econometrics	3.0
ECON 490 - Senior Paper	1.0
ECON 498R - Readings in Economics	2.0v
ECON 580 - Advanced Price Theory	3.0
ECON 581 - Advanced Macroeconomics	3.0
ECON 582 - Topics in Mathematical Economics	3.0
ECON 586 - Advanced Mathematics for Economists	3.0
ECON 588 - Advanced Econometrics	3.0
ECON 599R - Academic Internship: Supervised Management and Training	6.0v

✔ **REQUIREMENT 13** Complete 2 options

Professional Education Component:

Licensure Requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the exit interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✔ **OPTION 13.1** Complete 6 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
HIST 477 - History and Social Science Teaching Methods and Instruction	3.0
HIST 478 - Practicum in Secondary Education	1.0
IP&T 286 - Instructional Technology in Teaching	1.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

SC ED 375 - Adolescent Development and Classroom Management	3.0

✔ **OPTION 13.2** Complete 12.0 hours from the following course(s)

Apply for student teaching/internship one semester in advance by September 30th or January 31st. Applications are online at www.byu.edu/fieldservices.html.

SC ED 476R - Secondary Student-Teaching *You may take up to 12 credit hours.*	12.0v
SC ED 496R - Academic Internship: Secondary Education *You may take up to 12 credit hours.*	12.0

Note: It is the student's responsibility to be sure that the Praxis test has been taken and that BYU has received the test scores, that their fingerprint background clearance is current, and that state licensing fees have been paid prior to graduation. Students will also be responsible for any additional requirements imposed by the state prior to their graduation. To confirm the status of these requirements contact the Education Advisement Center, 350 MCKB, 422-3426. Graduation and Utah licensure cannot be processed until these requirements have been completed.

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

Program Outcomes

Subject Matter

Candidates can identify the core concepts and standards associated with the social science curricula taught in secondary classrooms (subject areas: history, political science, geography, psychology) and can create learning experiences that make these concepts meaningful for students.

Learning and Learning

Candidates can articulate how young people learn and develop, acknowledging individual and cultural differences, in order to create environments that motivate collaborative learning.

Instructional Strategies

Candidates use a variety of instructional strategies to encourage students? development of critical thinking, problem solving, and performance skills, and use assessments to inform instruction.

Professional Development

Candidates continually reflect on and evaluate their teaching practices, actively seek opportunities to grow professionally, engage in ethical behavior, and collaborate with stakeholders (students, parents, and other professionals in the learning community).

INTASC Core Standards

Demonstrate basic competency in the INTASC Core Standards (Interstate New Teacher Assessment and Support Consortium) as specified by The Council of Chief State School Officers and as established by the Department of Education of the State of Utah.

Top

Technology & Engineering Studies: Teaching

BS

Hours	65.5 - 77 Credit Hours
MAP	Major Academic Plan

Program Requirements

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 3 options

✓ **OPTION 1.1** Complete 1 course

CE EN 112 - Engineering Drafting with CAD Applications	3.0
CFM 105 - Introduction to Construction and Facilities Management	3.0

✓ **OPTION 1.2** Complete 1 course

MATH 110 - College Algebra	3.0
MATH 111 - Trigonometry	2.0

✓ **OPTION 1.3** Complete 12 courses

Note: Fingerprinting and FBI clearance must be completed prior to enrolling in TES 276A,B.

C S 142 - Introduction to Computer Programming	3.0
ENG T 231 - Foundations of Global Leadership	3.0
TECH 312 - Exploration in Innovation Design Techniques	1.0
TES 125 - Communication Technologies and Systems	3.0
TES 200 - Processes and Prototyping with Wood	3.0
TES 225 - Electronics for Technology and Engineering Teachers	3.0
TES 229 - Processes and Manufacturing with Metals and Polymers	3.0
TES 255 - Visual Communication Design	3.0
TES 276A - Exploration of Teaching A	3.5
TES 276B - Exploration of Teaching B	0.5
TES 330 - Creativity, Engineering, and Problem Solving	3.0
TES 340 - Principles of Technology and Engineering	3.0

✓ **REQUIREMENT 2** Complete 4 courses

Complete four registrations of the following (except when enrolled in TES 476):

TES 291R - Undergraduate Seminar *You may take this course up to 4 times.*	0.5

✓ **REQUIREMENT 3**

Technical emphasis electives:

Complete 14 hours from one or more of the following areas: engineering (courses from engineering departments); technology (courses from the School of Technology); graphic design and multimedia (courses from Digital Humanities, Design, Communications); computer programming (courses from Computer Science department); business management, entrepreneurship, marketing (courses from Business Management department); non-core TES courses; or other courses with TES faculty approval. For specific courses, please visit www.et.byu.edu/tte or contact the School of Technology advisement center in 250 SNLB.

✓ **REQUIREMENT 4** Complete 2 options

Professional Education Component:

Licensure requirements: Contact the Education Advisement Center, 120 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✓ **OPTION 4.1** Complete 5 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0
TES 377 - Teaching Methods in Technology Education	2.0
TES 378 - Practicum in Technology Education	2.0

Note: Fingerprinting and FBI clearance must be kept updated.

✓ **OPTION 4.2** Complete 12.0 hours from the following course(s)

TES 476 - Secondary Student Teaching	12.0

Student teachers/interns must complete three forms in their LiveText accounts (PIBS, CDS, FED) and attach their TWS to the LiveText account for their program. All four must be completed to be cleared for graduation.

✓ **REQUIREMENT 5**

Complete department packet and exit interview.

Program Outcomes

UETS Standard 1: Learner Development

Each candidate understands cognitive, linguistic, social, emotional, and physical areas of student development.

UETS Standard 2: Learning Differences

Each candidate understands individual learner differences and cultural and linguistics diversity.

UETS Standard 3: Learning Environments

Each candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

UETS Standard 4: Content Knowledge

Each candidate understands the central concepts, tools of inquiry, and structures of the discipline.

UETS Standard 5: Assessment

Each candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

UETS Standard 6: Instructional Planning

Each candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

UETS Standard 7: Instructional Strategies

Each candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

UETS Standard 8: Reflection and Continuous Growth

Each candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

UETS Standard 9: Leadership and Collaboration

Each candidate is a leader who engages collaboratively with learners, families, and colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

UETS Standard 10: Professional and Ethical Behavior

Each candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

ITEEA Standards for Technological Literacy

Each candidate possesses a knowledge of and an ability to implement a contemporary technology and engineering education program based on all 20 of the Standards for Technological Literacy developed by the International Technology and Engineering Educators Association (ITEEA).

Top

Technology & Engineering Studies: Technical

BS

Hours	76 - 77 Credit Hours
MAP	Major Academic Plan

Program Requirements

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 3 options

✓ **OPTION 1.1** Complete 1 course

CE EN 112 - Engineering Drafting with CAD Applications	3.0
CFM 105 - Introduction to Construction and Facilities Management	3.0

✓ **OPTION 1.2** Complete 1 course

MATH 110 - College Algebra	3.0
MATH 111 - Trigonometry	2.0

✓ **OPTION 1.3** Complete 12 courses

Note: Fingerprinting and FBI clearance must be completed prior to enrolling in TES 276A,B.

C S 142 - Introduction to Computer Programming	3.0
ENG T 231 - Foundations of Global Leadership	3.0
TECH 312 - Exploration in Innovation Design Techniques	1.0
TES 125 - Communication Technologies and Systems	3.0
TES 200 - Processes and Prototyping with Wood	3.0
TES 225 - Electronics for Technology and Engineering Teachers	3.0
TES 229 - Processes and Manufacturing with Metals and Polymers	3.0
TES 255 - Visual Communication Design	3.0
TES 276A - Exploration of Teaching A	3.5
TES 276B - Exploration of Teaching B	0.5
TES 330 - Creativity, Engineering, and Problem Solving	3.0
TES 340 - Principles of Technology and Engineering	3.0

✓ **REQUIREMENT 2** Complete 4 courses

Complete four registrations of the following (except when enrolled in TES 476):

TES 291R - Undergraduate Seminar *You may take this course up to 4 times.*	0.5

✓ **REQUIREMENT 3**

Technical emphasis electives:

Complete 37 hours from one or more of the following areas: engineering (courses from engineering departments); technology (courses from the School of Technology); graphic design and multimedia (courses from Digital Humanities, Design, Communications); computer programming (courses from Computer Science department); business management, entrepreneurship, marketing (courses from Business Management department); non-core TES courses; or other courses with TES faculty approval. For specific courses, please visit www.et.byu.edu/tte or contact the School of Technology advisement center in 250 SNLB.

✓ **REQUIREMENT 4**

Complete department packet and exit interview.

Program Outcomes

UETS Standard 1: Learner Development

Each candidate understands cognitive, linguistic, social, emotional, and physical areas of student development.

🡅Top

TESOL K-12

Minor

Hours	19 - 23 Credit Hours
MAP	Major Academic Plan

Program Requirements

This minor is designed to prepare students to teach students who are English learners in public schools. A teaching minor may only be received by students graduating with a teaching major. In order to graduate with this minor, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact the Education Advisement Center, 350 MCKB, (801) 422-3426.

Courses must be taken in sequential order and no more than two TELL courses can be taken in the same semester/term.

The TESOL K-12 minor is highly recommended for elementary education, early childhood education, special education mild/moderate, and secondary education majors. Students in these majors will meet some of the course requirements within their major program. Please contact the Education Advisement Center, 350 MCKB, (801) 422-3426 with any questions.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 1 course

CPSE 425 - Foundations in Language Arts Instruction for Students with Disabilities	3.0
EL ED 323 - Foundations of Literacy Development	3.0
ELANG 223 - Introduction to the English Language	3.0

✓ **REQUIREMENT 2** Complete 1 course

CPSE 480 - Educational and Multicultural Issues in Special Education	3.0
EL ED 203 - Foundations of Multicultural Education	3.0
SC ED 353 - Multicultural Education for Secondary Education	2.0

✓ **REQUIREMENT 3** Complete 1 course

TELL 410 - Second Language Acquisition	2.0

✓ **REQUIREMENT 4** Complete 1 course

CPSE 420 - Assessment and Evaluation of Students with Exceptional Needs	3.0
EL ED 213 - Instructional Design and Assessment for all Learners	3.0
TELL 420 - Assessing Linguistically Diverse Students	2.0

✓ **REQUIREMENT 5** Complete 1 course

CPSE 430 - Teaching Reading/Language Arts to Students with Disabilities	3.0
EL ED 333 - Teaching Literacy in the Primary Grades (K-2)	3.0
TELL 430 - Developing K-12 Literacy in a Second Language	2.0

✓ **REQUIREMENT 6** Complete 1 course

TELL 440 - Content-Based Language Instruction	2.0

✓ **REQUIREMENT 7** Complete 1 course

CPSE 460 - Collaborating with School and Family	3.0
TELL 450 - Family, School, and Community Partnerships	2.0

✓ **REQUIREMENT 8** Complete 4.0 hours from the following course(s)

Complete four credit hours of the following after all the courses above have been completed:

TELL 477R - TESOL K-12 Student Teaching	4.0v

Program Outcomes

1. Language/Linguistics

- Teacher Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.
- Teacher Candidates have (and use) knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

2. Cultural Diversity

- Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.
- Teacher Candidates create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.

3. Instruction

- Teacher Candidates know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

4. Assessment

- Teacher Candidates understand issues of assessment and accommodation and use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.

5. Family and Community Involvement

- Teacher Candidates understand the role and contribution of family and community in the cognitive, linguistic and social development of students.
- Teacher Candidates provide support and advocacy for ELs and their families and understand the history, laws, and policies of ESL teaching.
- Teacher Candidates work in partnerships with families and communities to create positive learning environments.

Top

Theatre Arts Education K-12

BA

Hours	83 Credit Hours
MAP	Major Academic Plan

Program Requirements

This major is designed to prepare students to teach in public schools. In order to graduate with this major, students are required to complete Utah State Office of Education licensing requirements. To view these requirements go to http://education.byu.edu/ess/licensing.html or contact Education Student Services, 350 MCKB, (801) 422-3426.

For students accepted into the major after August 1, 2014, grades below C in any required coursework in a teaching major or teaching minor will not be accepted. Teacher candidates must maintain a total GPA of 3.0 or higher throughout the program and to qualify for student teaching. For details on admission and retention requirements for teaching majors and teaching minors, see Educator Preparation Program Requirements in the Undergraduate Catalog.

✓ **REQUIREMENT 1** Complete 2 courses

Complete the following pre-theatre courses with a B grade or better:

TMA 115 - Introduction to Performance Studies	3.0
TMA 160 - Theatre Production 1	1.0

✓ **REQUIREMENT 2** Complete 1 course

Complete the following and be admitted to the licensure program by application during TMA 276 (see the department office, D-581 HFAC). NOTE: FBI fingerprint and background clearance must be completed before enrollment in TMA 276.

TMA 276 - Exploration of Teaching Theatre	4.0

✓ **REQUIREMENT 3** Complete 3 options

Theatre courses:

✓ **OPTION 3.1** Complete 8 courses

TMA 121 - Voice and Diction	2.0
TMA 123 - Acting Fundamentals	2.0
TMA 201 - Dramatic Performance: Antiquity to Renaissance	3.0
TMA 202 - Dramatic Performance: Renaissance to the Present	3.0
TMA 236 - Script Analysis for Production	2.0
TMA 301 - Contemporary Performance Practices	2.0

TMA 336 - Directing Principles and Practices	3.0
TMA 436 - Theatre Directing Practicum	3.0

✓ **OPTION 3.2** Complete 1 hour from the following course(s)

TMA 260R - Theatre Production 2	3.0v

✓ **OPTION 3.3** Complete 1 hour from the following course(s)

TMA 360R - Theatre Production 3	3.0v

✓ **REQUIREMENT 4** Complete 1 course

TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0

✓ **REQUIREMENT 5** Complete 9.0 hours from the following course(s)

Theatre content courses:

TMA 127 - Beginning Stage Combat	1.0
TMA 228 - Acting 2	3.0
TMA 251 - Playwriting 1	3.0
TMA 252 - Puppetry	2.0
TMA 257 - Storytelling	2.0
TMA 380 - Dramaturgy 1	3.0
TMA 455R - Theatre Tour	3.0
TMA 458 - Media Literacy Education	3.0

✓ **REQUIREMENT 6** Complete 9.0 hours from the following course(s)

Design/Tech courses:

TMA 215R - Special Projects 1	3.0v
TMA 259 - Principles of Design for Stage and Screen	3.0
TMA 266 - Principles of Stage Craft	2.0
TMA 267 - Principles of Makeup	2.0
TMA 361 - Stage Management 1	2.0
TMA 368 - Scenic Art	2.0

✓ **REQUIREMENT 7** Complete 6 courses

Theatre Education courses:

TMA 375 - Theory and Practice of Teaching Drama in Elementary Classrooms	2.0
TMA 377A - Theatre Methods and Instruction: Design	2.0
TMA 377B - Theatre Methods and Instruction: Secondary Curriculum	2.0
TMA 377C - Theatre Methods and Instruction: Applied Theatre	2.0
TMA 377D - Theatre Methods and Instruction: Elementary Curriculum	2.0
TMA 457 - Media in the Contemporary Classroom	3.0

✓ **REQUIREMENT 8** Complete 2 options

Professional Education Courses:

Licensure requirements: Contact the Education Advisement Center, 350 MCKB, 422-3426, to schedule the final interview to clear your application for the secondary teaching license. You should be registered for your last semester at BYU prior to the scheduled appointment.

✔ **OPTION 8.1** Complete 3 courses

CPSE 402 - Educating Students with Disabilities in Secondary Classrooms	2.0
SC ED 353 - Multicultural Education for Secondary Education	2.0
SC ED 375 - Adolescent Development and Classroom Management	3.0

✔ **OPTION 8.2** Complete 12.0 hours from the following course(s)

TMA 476 - Secondary Student Teaching	12.0
TMA 496R - Academic Internship *You may take up to 12 credit hours.*	12.0v

Educator Preparation Program (EPP) admission and retention requirements apply. Review the following: http://catalog.byu.edu/about-byu/educator-requirements.

Program Outcomes

Effective Communication

Students will demonstrate their ability to communicate effectively with their peers, students and other teaching and learning communities by exhibiting a working knowledge of curriculum design, delivery and assessment along with examples of their own self-reflective practices.

Strategies

Students will demonstrate their ability to integrate dramatic strategies and skills into arts and non-arts based elementary and secondary educational environments by practicing educational sensitivity to differences in students and learning preferences.

Professional Pedagogical Practices

Students will demonstrate professional pedagogical practices by thinking critically about educational trends and transferring their knowledge and training in theatre arts education into creating, developing, and implementing standards-based comprehensive theatre curriculum into their classroom and professional communities.

Scholarly Abilities

Students will demonstrate their scholarly ability as theatre practitioners by applying appropriate technology to curriculum, exhibiting a working knowledge of all major elements of theatre history, theory, and practice, and engaging with the great works of theatre and media.

Ethics

Students demonstrate their ability to practice and articulate their ethics of theatre by applying gospel-centered values as they contribute to classrooms and individual learners, exercising moral reasoning when faced with ethical dilemmas in their classroom, school or district, and demonstrating a commitment to embracing inclusion, diversity and making a positive difference in their sphere of influence.

Basic Competence Level

EPP candidates will meet the Utah Effective Teaching Standards (UETS) at the basic competence level.

↑Top

Theatre Arts Studies

BA

Hours	50 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

Prerequisite courses:

TMA 101 - Introduction to the Theatre	3.0
TMA 102 - Introduction to Film	3.0
TMA 160 - Theatre Production 1	1.0

Complete and submit the Theatre Arts Studies (TAS) declaration packet for the Theatre Arts Studies major to the Theatre and Media Arts Department office (D-581 HFAC).

✓ **REQUIREMENT 2** Complete 3 courses

Foundation courses:

TMA 115 - Introduction to Performance Studies	3.0
TMA 123 - Acting Fundamentals	2.0
TMA 236 - Script Analysis for Production	2.0

✓ **REQUIREMENT 3** Complete 5 courses

Theatre core courses:

TMA 201 - Dramatic Performance: Antiquity to Renaissance	3.0
TMA 202 - Dramatic Performance: Renaissance to the Present	3.0
TMA 260R - Theatre Production 2 *You may take this course up to 1 time.*	3.0v
TMA 301 - Contemporary Performance Practices	2.0
TMA 360R - Theatre Production 3 *You may take this course up to 1 time.*	3.0v

✓ **REQUIREMENT 4** Complete 2 courses

TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0
TMA 397 - Dramatic Literature 3	3.0

✓ **REQUIREMENT 5** Complete 12.0 hours from the following course(s)

Electives: Complete 12 credit hours of upper-division course work IN CONSULTATION WITH THE FACULTY MENTOR. These individually tailored programs will allow the student maximum flexibility while guaranteeing quality control.

TMA 300 - Music Theatre in Contemporary Culture	1.0
TMA 301 - Contemporary Performance Practices	2.0
TMA 302 - Studies in British Theatre Performance	3.0
TMA 315R - Special Projects 2	3.0v
TMA 315R - Special Projects 2: Assistant Stage Managers	3.0v
TMA 315R - Special Projects 2: Media	3.0v
TMA 315R - Special Projects 2: Young Company Teaching Artists	3.0v
TMA 315R - Special Projects 2: Theatre	3.0v
TMA 316 - Theatre and Media Arts Instruction	3.0v
TMA 316 - Theatre and Media Arts Instruction: Media	2.0
TMA 316 - Theatre and Media Arts Instruction: Theatre	1.0
TMA 319 - Advanced Narrative Production	3.0
TMA 321 - Voice Over	2.0
TMA 322 - Classical Voice	2.0
TMA 323R - Kennedy Center American College Theatre Festival	1.0
TMA 324 - Acting Classics	3.0
TMA 325 - Stage Combat	2.0
TMA 326R - Divine Comedy	3.0v
TMA 328 - Script, Movement and Score Analysis	1.0
TMA 329 - Theatre and Film Acting Conservatory	3.0
TMA 330R - Assistant Directing	2.0
TMA 331 - Directing Narrative Literature	3.0
TMA 336 - Directing Principles and Practices	3.0
TMA 341R - Screenwriting 2	3.0
TMA 351 - Playwriting 2	3.0
TMA 352 - Drama in the Elementary Classroom	2.0
TMA 360R - Theatre Production 3	3.0v
TMA 360R - Theatre Production 3: Lights/Sound	3.0v
TMA 360R - Theatre Production 3: Costume/Makeup	3.0v
TMA 360R - Theatre Production 3: Stage Management	3.0v
TMA 360R - Theatre Production 3: Scenery/Props	3.0v
TMA 361 - Stage Management 1	2.0
TMA 362 - Costume Design	3.0
TMA 363 - Scenic Design	3.0
TMA 364 - Lighting Design	3.0
TMA 365 - Sound Design	3.0
TMA 366R - Production Topics	3.0v
TMA 367 - Makeup Design	3.0
TMA 368 - Scenic Art	2.0
TMA 369R - Design and Technology Projects 1: Young Ambassadors	4.0v
TMA 369R - Design and Technology Projects 1: Production Stage Managers	4.0v
TMA 369R - Design Practicum	4.0v
TMA 369R - Design and Technology Projects 1: Assistant Stage Managers	1.0
TMA 370R - Practicum: Television	6.0v
TMA 372R - Media Collaboration	3.0v
TMA 375 - Theory and Practice of Teaching Drama in Elementary Classrooms	2.0
TMA 377A - Theatre Methods and Instruction: Design	2.0
TMA 377B - Theatre Methods and Instruction: Secondary Curriculum	2.0
TMA 377C - Theatre Methods and Instruction: Applied Theatre	2.0

TMA 377D - Theatre Methods and Instruction: Elementary Curriculum	2.0
TMA 378R - New Media Producing and Directing	3.0
TMA 379R - Design Studio	2.0
TMA 380 - Dramaturgy 1	3.0
TMA 384R - Practicum: Cinematic Skills	6.0v
TMA 387 - Production Management: Advanced	3.0
TMA 388R - Media Arts Crew	3.0v
TMA 389R - Producing Symposium	3.0
TMA 391 - Introduction to Media Arts Theory	3.0
TMA 392 - Children's Media	3.0
TMA 394 - Intermediate Nonfiction Production	3.0
TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0
TMA 397 - Dramatic Literature 3	3.0
TMA 399R - Academic Internship: Media	9.0v
TMA 399R - Academic Internship: Theatre	9.0v
TMA 399R - Academic Internship	9.0v
TMA 410 - Acting Capstone	3.0v
TMA 416R - Teaching Assistant Credit: Theatre	3.0v
TMA 416R - Teaching Assistant Credit: Media	3.0v
TMA 416R - Teaching Assistant Credit	3.0v
TMA 419A - Advanced Narrative Directing A	3.0
TMA 419B - Advanced Narrative Directing B	3.0v
TMA 420R - Performance Workshop 2	3.0v
TMA 421 - The Business: Marketing Yourself as a Performer	1.0
TMA 422 - Dialects	2.0
TMA 423R - Advanced Kennedy Center American College Theatre Festival	3.0v
TMA 424 - Advanced Acting	3.0
TMA 425 - Character Mask	2.0
TMA 426 - Music Dance Theatre: Senior Performance Project	1.0
TMA 427 - Auditions	3.0
TMA 428 - Acting Practicum	4.0v
TMA 429 - Performance: Recital	3.0
TMA 436 - Theatre Directing Practicum	3.0
TMA 441R - Screenwriting 3	3.0
TMA 443R - Writer/Dramaturg/Actor Workshop	3.0
TMA 451R - Playwriting 3	3.0
TMA 455R - Theatre Tour	3.0
TMA 457 - Media in the Contemporary Classroom	3.0
TMA 458 - Media Literacy Education	3.0
TMA 460 - Porfolio	2.0
TMA 461R - Stage Management 2	3.0v
TMA 462 - History of Costume	3.0
TMA 463 - Production Design	2.0
TMA 465 - Sound Reinforcement	2.0
TMA 467R - Makeup Projects	6.0v
TMA 468R - Specialty Costumes: Dyes, Paint, and Fabric	6.0v
TMA 468R - Fabric Dyes and Paints	6.0v
TMA 468R - Specialty Costumes: Millinery and Mask	6.0v
TMA 468R - Millinery and Footwear	6.0v
TMA 468R - Specialty Costumes	6.0v
TMA 468R - Jewelry, Armor, and Masks	6.0v
TMA 468R - Clothing Understructures	6.0v
TMA 469 - Theatre Management	3.0

TMA 473R - Capstone - Fiction	3.0v
TMA 474R - Capstone - Non-Fiction	3.0v
TMA 475R - Media Arts Capstone	3.0v
TMA 476 - Secondary Student Teaching	12.0
TMA 477R - Issues in Media Arts	3.0
TMA 479R - Advanced Design: Sound	3.0v
TMA 479R - Advanced Design	3.0v
TMA 479R - Advanced Design: Makeup	3.0v
TMA 479R - Advanced Design: Costumes	3.0v
TMA 479R - Advanced Design: Scenic	3.0v
TMA 479R - Advanced Design: Lighting	3.0v
TMA 480R - Special Topics in Theatre Research	3.0
TMA 483 - Dramaturgy 2	3.0
TMA 485R - Production Dramaturgy	3.0v
TMA 489R - Design for Production	6.0v
TMA 491 - Ethics, Aesthetics, and Theology	1.0
TMA 492R - Media Arts Genres	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 496R - Academic Internship	12.0v
TMA 496R - Academic Internship: Media	9.0v
TMA 496R - Academic Internship: Theatre	12.0v
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts	3.0
TMA 515R - Special Projects 3: Media	6.0v
TMA 515R - Special Projects 3: Theatre	6.0v
TMA 515R - Special Projects 3	6.0v
TMA 536R - Directing Workshop	3.0v
TMA 551R - Playwriting 4	3.0
TMA 561R - Stage Management Project	6.0v
TMA 590R - Master Seminar	3.0
TMA 599R - Academic Internship: Media	9.0v
TMA 599R - Academic Internship: Theatre	9.0v
TMA 599R - Academic Internship	9.0v

✔ **REQUIREMENT 6** Complete 8.0 hours from the following course(s)

Electives continued: Complete an additional 8 hours of course work IN CONSULTATION WITH THE FACULTY MENTOR. These individually tailored programs will allow the student maximum flexibility while guaranteeing quality control.

TMA 100 - Introduction to Visual Literacy	3.0
TMA 101 - Introduction to the Theatre	3.0
TMA 102 - Introduction to Film	3.0
TMA 104 - New Media Tools	2.0
TMA 105 - Using Basic Media Tools	1.0
TMA 110 - Media Arts Experience	1.0
TMA 112 - Collaboration, Research, and Visualization	3.0
TMA 114 - Reading and Constructing Narratives	3.0
TMA 115 - Introduction to Performance Studies	3.0
TMA 121 - Voice and Diction	2.0
TMA 122 - Voice Production and Phonetics 1	2.0
TMA 123 - Acting Fundamentals	2.0
TMA 125 - Yoga and Alexander Technique	1.0
TMA 127 - Beginning Stage Combat	1.0

TMA 128 - Acting 1: BFA or Pre-BFA	3.0
TMA 160 - Theatre Production 1	1.0
TMA 170R - Practicum: Television	6.0v
TMA 184R - Practicum: Cinematic Skills	6.0v
TMA 185 - Basic Media Production	3.0
TMA 187 - Production Management: Beginning	3.0
TMA 199R - Academic Internship: Media	3.0v
TMA 199R - Academic Internship: Theatre	3.0v
TMA 199R - Academic Internship	3.0v
TMA 201 - Dramatic Performance: Antiquity to Renaissance	3.0
TMA 202 - Dramatic Performance: Renaissance to the Present	3.0
TMA 215R - Special Projects 1	3.0v
TMA 215R - Special Projects 1: Media	3.0v
TMA 215R - Special Projects 1: Theatre	3.0v
TMA 220R - Workshop 1: Acting	3.0v
TMA 222 - Voice Production and Phonetics 2	2.0
TMA 223 - Acting Improvisation	2.0
TMA 224 - Acting for Film and TV	3.0
TMA 225 - Neutral Mask	2.0
TMA 227 - Acting Explorations	3.0
TMA 228 - Acting 2	3.0
TMA 229 - Musical Scene Study	3.0
TMA 236 - Script Analysis for Production	2.0
TMA 241 - Screenwriting 1	3.0
TMA 251 - Playwriting 1	3.0
TMA 252 - Puppetry	2.0
TMA 257 - Storytelling	2.0
TMA 258 - Theatre Drafting	2.0
TMA 259 - Principles of Design for Stage and Screen	3.0
TMA 260R - Theatre Production 2	3.0v
TMA 260R - Theatre Production 2: Theatre Education	3.0v
TMA 260R - Theatre Production 2: Costumes	3.0v
TMA 260R - Theatre Production 2: Scene Shop	3.0v
TMA 260R - Theatre Production 2: Make-up/Props/Lighting	3.0v
TMA 261 - Writing for Animation	3.0
TMA 266 - Principles of Stage Craft	2.0
TMA 267 - Principles of Makeup	2.0
TMA 270R - Practicum: Television	6.0v
TMA 273 - Beginning Non-Fiction and New Media Storytelling	4.0
TMA 276 - Exploration of Teaching Theatre	4.0
TMA 277 - New Media Conceptualization	3.0
TMA 284R - Practicum: Cinematic Skills	6.0v
TMA 285 - Production: Intermediate	4.0
TMA 291 - Media Arts History 1	3.0
TMA 292 - Media Arts History 2	3.0
TMA 293 - History of Documentary and Nonfiction Film	3.0
TMA 294 - History of Animation	3.0
TMA 295 - History of the Moving Image	3.0
TMA 299R - Academic Internship	9.0v
TMA 299R - Academic Internship: Media	9.0v
TMA 299R - Academic Internship: Theatre	9.0v
TMA 300 - Music Theatre in Contemporary Culture	1.0
TMA 301 - Contemporary Performance Practices	2.0
TMA 302 - Studies in British Theatre Performance	3.0

TMA 315R - Special Projects 2: Media	3.0v
TMA 315R - Special Projects 2: Young Company Teaching Artists	3.0v
TMA 315R - Special Projects 2: Theatre	3.0v
TMA 315R - Special Projects 2	3.0v
TMA 315R - Special Projects 2: Assistant Stage Managers	3.0v
TMA 316 - Theatre and Media Arts Instruction: Media	2.0
TMA 316 - Theatre and Media Arts Instruction: Theatre	1.0
TMA 316 - Theatre and Media Arts Instruction	3.0v
TMA 319 - Advanced Narrative Production	3.0
TMA 321 - Voice Over	2.0
TMA 322 - Classical Voice	2.0
TMA 323R - Kennedy Center American College Theatre Festival	1.0
TMA 324 - Acting Classics	3.0
TMA 325 - Stage Combat	2.0
TMA 326R - Divine Comedy	3.0v
TMA 328 - Script, Movement and Score Analysis	1.0
TMA 329 - Theatre and Film Acting Conservatory	3.0
TMA 330R - Assistant Directing	2.0
TMA 331 - Directing Narrative Literature	3.0
TMA 336 - Directing Principles and Practices	3.0
TMA 341R - Screenwriting 2	3.0
TMA 351 - Playwriting 2	3.0
TMA 352 - Drama in the Elementary Classroom	2.0
TMA 360R - Theatre Production 3: Scenery/Props	3.0v
TMA 360R - Theatre Production 3	3.0v
TMA 360R - Theatre Production 3: Lights/Sound	3.0v
TMA 360R - Theatre Production 3: Costume/Makeup	3.0v
TMA 360R - Theatre Production 3: Stage Management	3.0v
TMA 361 - Stage Management 1	2.0
TMA 362 - Costume Design	3.0
TMA 363 - Scenic Design	3.0
TMA 364 - Lighting Design	3.0
TMA 365 - Sound Design	3.0
TMA 366R - Production Topics	3.0v
TMA 367 - Makeup Design	3.0
TMA 368 - Scenic Art	2.0
TMA 369R - Design and Technology Projects 1: Assistant Stage Managers	1.0
TMA 369R - Design and Technology Projects 1: Young Ambassadors	4.0v
TMA 369R - Design and Technology Projects 1: Production Stage Managers	4.0v
TMA 369R - Design Practicum	4.0v
TMA 370R - Practicum: Television	6.0v
TMA 372R - Media Collaboration	3.0v
TMA 375 - Theory and Practice of Teaching Drama in Elementary Classrooms	2.0
TMA 377A - Theatre Methods and Instruction: Design	2.0
TMA 377B - Theatre Methods and Instruction: Secondary Curriculum	2.0
TMA 377C - Theatre Methods and Instruction: Applied Theatre	2.0
TMA 377D - Theatre Methods and Instruction: Elementary Curriculum	2.0
TMA 378R - New Media Producing and Directing	3.0
TMA 379R - Design Studio	2.0
TMA 380 - Dramaturgy 1	3.0
TMA 384R - Practicum: Cinematic Skills	6.0v
TMA 387 - Production Management: Advanced	3.0
TMA 388R - Media Arts Crew	3.0v
TMA 389R - Producing Symposium	3.0

TMA 391 - Introduction to Media Arts Theory	3.0
TMA 392 - Children's Media	3.0
TMA 394 - Intermediate Nonfiction Production	3.0
TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0
TMA 397 - Dramatic Literature 3	3.0
TMA 399R - Academic Internship	9.0v
TMA 399R - Academic Internship: Media	9.0v
TMA 399R - Academic Internship: Theatre	9.0v
TMA 410 - Acting Capstone	3.0v
TMA 416R - Teaching Assistant Credit: Media	3.0v
TMA 416R - Teaching Assistant Credit	3.0v
TMA 416R - Teaching Assistant Credit: Theatre	3.0v
TMA 419A - Advanced Narrative Directing A	3.0
TMA 419B - Advanced Narrative Directing B	3.0v
TMA 420R - Performance Workshop 2	3.0v
TMA 421 - The Business: Marketing Yourself as a Performer	1.0
TMA 422 - Dialects	2.0
TMA 423R - Advanced Kennedy Center American College Theatre Festival	3.0v
TMA 424 - Advanced Acting	3.0
TMA 425 - Character Mask	2.0
TMA 426 - Music Dance Theatre: Senior Performance Project	1.0
TMA 427 - Auditions	3.0
TMA 428 - Acting Practicum	4.0v
TMA 429 - Performance: Recital	3.0
TMA 436 - Theatre Directing Practicum	3.0
TMA 441R - Screenwriting 3	3.0
TMA 443R - Writer/Dramaturg/Actor Workshop	3.0
TMA 451R - Playwriting 3	3.0
TMA 455R - Theatre Tour	3.0
TMA 457 - Media in the Contemporary Classroom	3.0
TMA 458 - Media Literacy Education	3.0
TMA 460 - Porfolio	2.0
TMA 461R - Stage Management 2	3.0v
TMA 462 - History of Costume	3.0
TMA 463 - Production Design	2.0
TMA 465 - Sound Reinforcement	2.0
TMA 467R - Makeup Projects	6.0v
TMA 468R - Millinery and Footwear	6.0v
TMA 468R - Specialty Costumes	6.0v
TMA 468R - Jewelry, Armor, and Masks	6.0v
TMA 468R - Clothing Understructures	6.0v
TMA 468R - Specialty Costumes: Dyes, Paint, and Fabric	6.0v
TMA 468R - Fabric Dyes and Paints	6.0v
TMA 468R - Specialty Costumes: Millinery and Mask	6.0v
TMA 469 - Theatre Management	3.0
TMA 473R - Capstone - Fiction	3.0v
TMA 474R - Capstone - Non-Fiction	3.0v
TMA 475R - Media Arts Capstone	3.0v
TMA 476 - Secondary Student Teaching	12.0
TMA 477R - Issues in Media Arts	3.0
TMA 479R - Advanced Design	3.0v
TMA 479R - Advanced Design: Makeup	3.0v
TMA 479R - Advanced Design: Costumes	3.0v

TMA 479R - Advanced Design: Scenic	3.0v
TMA 479R - Advanced Design: Lighting	3.0v
TMA 479R - Advanced Design: Sound	3.0v
TMA 480R - Special Topics in Theatre Research	3.0
TMA 483 - Dramaturgy 2	3.0
TMA 485R - Production Dramaturgy	3.0v
TMA 489R - Design for Production	6.0v
TMA 491 - Ethics, Aesthetics, and Theology	1.0
TMA 492R - Media Arts Genres	3.0
TMA 494 - Transcendence: Religion and Film	3.0
TMA 496R - Academic Internship: Media	9.0v
TMA 496R - Academic Internship: Theatre	12.0v
TMA 496R - Academic Internship	12.0v
TMA 497 - Media as a Mirror of Our Times	3.0
TMA 498R - Special Topics in Media Arts	3.0
TMA 515R - Special Projects 3: Media	6.0v
TMA 515R - Special Projects 3: Theatre	6.0v
TMA 515R - Special Projects 3	6.0v
TMA 536R - Directing Workshop	3.0v
TMA 551R - Playwriting 4	3.0
TMA 561R - Stage Management Project	6.0v
TMA 590R - Master Seminar	3.0
TMA 599R - Academic Internship	9.0v
TMA 599R - Academic Internship: Media	9.0v
TMA 599R - Academic Internship: Theatre	9.0v

Program Outcomes

Core Concepts

Students will demonstrate a comprehension of the core concepts, processes, history, and theory of performance.

Technical Skills

Students will implement analytical, conceptual and technical skills in a variety of performance practices.

Creative Voice

Students will integrate knowledge of core concepts, and technical and collaborative skills into a personal approach to creation.

Character Building

Students will demonstrate a commitment to honoring their religious convictions, respecting the ethics of representation, and serving humanity.

Career Development

Students will demonstrate the verbal, visual, and written communication skills that show they are prepared for graduate studies, teaching opportunities, or other performance-related work.

Top

Theatre Arts Studies

Minor

Hours	20 Credit Hours
MAP	Major Academic Plan

Program Requirements

Complete and submit the Theatre Arts Studies (TAS) Declaration Packet for the TAS Minor to the Theatre and Media Arts Department Office (D-581 HFAC).

✓ **REQUIREMENT 1** Complete 2 options

Core courses:

✓ **OPTION 1.1** Complete 3 courses

Note: TMA 101 may fulfill part of university core requirements.

TMA 101 - Introduction to the Theatre	3.0
TMA 115 - Introduction to Performance Studies	3.0
TMA 160 - Theatre Production 1	1.0

✓ **OPTION 1.2** Complete 1 hour from the following course(s)

TMA 260R - Theatre Production 2	3.0v

✓ **REQUIREMENT 2** Complete 1 course

TMA 395 - Dramatic Literature 1	3.0
TMA 396 - Dramatic Literature 2	3.0
TMA 397 - Dramatic Literature 3	3.0

✓ **REQUIREMENT 3** Complete 9.0 hours from the following course(s)

Electives (consult with your advisor):

TMA 123 - Acting Fundamentals	2.0
TMA 127 - Beginning Stage Combat	1.0
TMA 220R - Workshop 1: Acting	3.0v
TMA 236 - Script Analysis for Production	2.0
TMA 251 - Playwriting 1	3.0
TMA 259 - Principles of Design for Stage and Screen	3.0
TMA 266 - Principles of Stage Craft	2.0
TMA 267 - Principles of Makeup	2.0
TMA 302 - Studies in British Theatre Performance	3.0
TMA 321 - Voice Over	2.0

TMA 336 - Directing Principles and Practices	3.0
TMA 351 - Playwriting 2	3.0
TMA 352 - Drama in the Elementary Classroom	2.0
TMA 361 - Stage Management 1	2.0
TMA 362 - Costume Design	3.0
TMA 363 - Scenic Design	3.0
TMA 364 - Lighting Design	3.0
TMA 365 - Sound Design	3.0
TMA 367 - Makeup Design	3.0
TMA 377C - Theatre Methods and Instruction: Applied Theatre	2.0
TMA 380 - Dramaturgy 1	3.0
TMA 420R - Performance Workshop 2	3.0v
TMA 443R - Writer/Dramaturg/Actor Workshop	3.0
TMA 451R - Playwriting 3	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Theoretical and Applied Ethics

Minor

Hours	14 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

PHIL 213 - Introduction to Ethics	3.0

✓ **REQUIREMENT 2** Complete 1 option

✓ **OPTION 2.1** Complete 4 courses

From the following, complete 4 courses in ethics, social and political philosophy, or history of philosophy with an emphasis on ethics:

PHIL 217R - Social and Political Philosophy	3.0
PHIL 313R - History of Ethics	3.0
PHIL 320R - Studies in Ancient Philosophy	3.0
PHIL 330R - Studies in Medieval Philosophy	3.0
PHIL 340R - Studies in Modern Philosophy	3.0
PHIL 350R - Studies in Contemporary Philosophy	3.0
PHIL 413R - Topics in Ethics	3.0
POLI 362 - Reason, Revelation, and Politics	3.0
POLI 367 - Contemporary Political Theory	3.0

Note 1: No more than six credit hours may double-count for both the Philosophy major and the Theoretical and Applied Ethics minor.

Note 2: One approved 2 or 3 credit course in ethics from another department may substitute for any single course listed in the electives list above. (The Philosophy Department maintains a list of ethics courses offered by other BYU departments.)

Program Outcomes

History and Value of Philosophy

1. Identify major figures and texts in moral and political philosophy, their historical context, their philosophical interrelations, and their importance.

2. Identify the major areas, movements, and issues in the history of Western moral and political philosophy.

Assessed 2015

Critical and Effective Reading, Writing, and Communicating

1. Write clear, cogent, logically sound, and well-researched essays.

2. Master and apply principles of informal logic, critical thinking, and critical reading.

3. Master university-level written and oral communication skills.

Assessed 2015

Philosophical and Ethical Applications

1. Apply philosophical knowledge and critical thinking/reading skills in writing papers and solving theoretical, practical, and ethical problems.

2. Integrate philosophical principles with religious and moral convictions.

Assessed 2014

↑Top

Therapeutic Recreation and Management

BS

Hours	64 Credit Hours
LEP	Limited Enrollment Program of 45 Students. Application Website
MAP	Major Academic Plan

Program Requirements

Students are advised to take Stat 121 to fulfill their Languages of Learning general education requirement.

First aid and CPR certification must be obtained before completing the RecM 496R internship experience.

Most agencies now require therapeutic recreation specialists to be certified through the National Council on Therapeutic Recreation Certification (NCTRC). Students should consult the NCTRC candidate information at www.NCTRC.org to ensure eligibility to sit for the certification exam. To practice in the state of Utah, the law also requires a licensure exam.

Students will be required to complete two extensive advising sessions as they declare their major and as they begin their therapeutic recreation core courses.

✓ **REQUIREMENT 1** Complete 5 courses

Complete the following prerequisite Management courses:

ACC 200 - Principles of Accounting	3.0
BUS M 241 - Marketing Management	3.0
ECON 110 - Economic Principles and Problems	3.0
FIN 201 - Principles of Finance	3.0
RECM 300 - Creating a Good Life through Experience Design	3.0

Apply and be formally accepted to the program.

✓ **REQUIREMENT 2** Complete 6 courses

Complete the following Management Core courses:

BUS M 361 - Operations Management	3.0
BUS M 390 - Ethics for Management	3.0
IS 110 - Spreadsheet Skills and Business Analysis	1.0
IS 201 - Introduction to Management Information Systems	3.0
M COM 320 - Communication in Organizational Settings	3.0

ORG B 321 - Organizational Effectiveness	3.0

✓ **REQUIREMENT 3** Complete 1 course

Recommended: Math 116 if student needs to refresh their calculus skills before taking Bus M 487.

BUS M 487 - Strategy and Economics	3.0
BUS M 498 - Strategy and Organization	3.0

✓ **REQUIREMENT 4** Complete 10 courses

Complete the following Therapeutic Recreation courses: (Note: 2 hours of RecM 496R are required.)

PDBIO 220 - Human Anatomy (with lab)	3.0
PDBIO 305 - Human Physiology	4.0
PSYCH 220 - Human Development: Life Span	3.0
PSYCH 342 - Abnormal Psychology	3.0
RECM 460 - Inclusion and Disabilities in Therapeutic Recreation	3.0
RECM 470 - Introduction to Therapeutic Recreation	3.0
RECM 471 - Assessment and the Therapeutic Recreation Process	3.0
RECM 472 - Programming and Interventions in Therapeutic Recreation	3.0
RECM 473 - Issues in Administration of Therapeutic Recreation	3.0
RECM 496R - Senior Internship *You may take up to 2 credit hours.*	12.0v

✓ **REQUIREMENT 5**

Complete the Marriott School Exit Survey.

✓ **RECOMMENDED** Complete 2 courses

Recommended Courses:

CHEM 101 - Introductory General Chemistry	3.0
STAT 121 - Principles of Statistics	3.0

Program Outcomes

Nature and Scope of TR Profession - Professional Practice

Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation.

Nature and Scope of TR Profession - Process and Techniques

Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation.

Nature and Scope of TR Profession - History, Science, Theory

Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation.

Assessment

Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Program Planning

Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Implemenation and Facilitation

Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Documentation

Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Evaluation

Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

Management of TR Services

Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

Internship - Potential to Succeed as Professionals

Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 560 clock hours and no fewer than 14 weeks, the potential to succeed as professionals at supervisory or higher levels in therapeutic recreation or related professions.

🡅Top

Tourism Studies

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 3 courses

GEOG 120 - Geography and World Affairs	3.0
GEOG 347 - Tourism: A Conceptual Framework	3.0
GEOG 348 - Tourism: Patterns and Analysis	3.0

✓ **REQUIREMENT 2** Complete 2 courses

BUS M 241 - Marketing Management	3.0
GEOG 349 - Global Adventure Travel	3.0
GEOG 350 - Tourism Planning	3.0
GEOG 353 - Heritage and Cultural Tourism	3.0
HIST 369 - History of Travel and Tourism	3.0
RECM 300 - Creating a Good Life through Experience Design	3.0

✓ **REQUIREMENT 3** Complete 1 course

Regional courses:

GEOG 245 - Geography of Utah	3.0
GEOG 250 - United States and Canada	3.0
GEOG 255 - Middle and South America	3.0
GEOG 260 - Europe	3.0
GEOG 265 - Russia and the Former Soviet Union	3.0
GEOG 271 - Middle East	3.0
GEOG 272 - East Asia	3.0
GEOG 285 - Africa South of the Sahara	3.0

Program Outcomes

Please contact the individual department for outcome information.

↑Top

Urban & Regional Planning

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 4 courses

Core courses:

GEOG 310 - Introduction to Urban and Regional Planning	3.0
GEOG 336 - Urban Geography	3.0
GEOG 410 - Urban Planning Methods	3.0
GEOG 421 - Urban Planning Law	3.0v

✓ **REQUIREMENT 2** Complete 2 courses

Planning elective courses:

GEOG 306 - Global Conservation Designations	3.0
GEOG 422 - Principles of Urban Design	2.0
GEOG 424 - Urban Transportation Planning	3.0
GEOG 510 - Professional Planning Studio	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Western American Studies

Minor

Hours	18 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

AM ST 300 - Literature and Cultures of the American West	3.0
AM ST 301 - Western American Studies Seminar	3.0

✓ **REQUIREMENT 2** Complete 3 options

Clusters:

Complete one course from three of the following four clusters:

✓ **OPTION 2.1** Complete 1 course

Natural Environment Cluster:

GEOL 101 - Introduction to Geology	3.0
PWS 150 - Environmental Biology	3.0
PWS 215 - Principles of Range Management	3.0
PWS 225 - Principles of Wildlife and Fisheries Management	3.0

✓ **OPTION 2.2** Complete 1 course

Human Heritage Cluster:

HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0

✓ **OPTION 2.3** Complete 1 course

Social Environment Cluster:

ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 350 - Archaeological Cultures of North America	3.0
ECON 274 - American Economic History	3.0
SOC 327 - Sociology of the LDS Church and Its People	3.0

✓ **OPTION 2.4** Complete 1 course

Arts and Literature Cluster:

ENGL 364 - (Not currently offered)	
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 392 - American Folklore	3.0
SPAN 365 - (Not currently offered)	

✔ **REQUIREMENT 3** Complete 1 option

Electives:

Complete additional elective courses (6 hours) to make a total of 18 hours. Electives may be chosen from the courses listed above that have not been used (included in the list below), from the additional courses listed below, or from topical courses on Western themes offered through academic departments or the Honors Program.

✔ **OPTION 3.1** Complete 6.0 hours from the following course(s)

AM ST 300 - Literature and Cultures of the American West	3.0
AM ST 301 - Western American Studies Seminar	3.0
AM ST 390R - Topics in American Studies	3.0
AM ST 392R - American Studies Lecture Series: Presentations on American Studies/Western American Studies	1.0
AM ST 399R - Academic Internship	6.0v
ANTHR 317 - (Not currently offered)	
ANTHR 345 - American Culture	3.0
ANTHR 346 - Anthropology of Mormonism	3.0
ANTHR 350 - Archaeological Cultures of North America	3.0
ANTHR 530 - Great Basin Archaeology	3.0
ANTHR 535 - Southwest Seminar	3.0
ARTHC 345 - American Art to 1876	3.0
ARTHC 353 - American Art 1876-1950	3.0
ECON 274 - American Economic History	3.0
ENGL 364 - (Not currently offered)	
ENGL 368 - Literature of the Latter-day Saints	3.0
ENGL 392 - American Folklore	3.0
GEOG 245 - Geography of Utah	3.0
GEOG 250 - United States and Canada	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOL 101 - Introduction to Geology	3.0
HIST 360 - American West to 1900	3.0
HIST 361 - The American West Since 1900	3.0
HIST 363 - The Spanish Frontier in North America	3.0
HIST 364 - Utah	3.0
HIST 382 - Mormonism in the American Experience	3.0
HIST 385 - Latinos in the United States	3.0
HIST 386 - American Indian History to 1830	3.0
HIST 387 - American Indian History from 1830 to the Present	3.0
POLI 311 - State and Local Government and Politics	3.0
POLI 317 - Public Opinion and Voting Behavior	4.0v
PWS 150 - Environmental Biology	3.0
PWS 215 - Principles of Range Management	3.0
PWS 225 - Principles of Wildlife and Fisheries Management	3.0
PWS 375 - Environmental Policies and Laws	3.0
PWS 411 - Watershed Management	3.0
REL C 342 - Pioneers and Persecution, 1846-1899	2.0

REL C 343 - The Global Church, 1900 to the Present	2.0
SOC 327 - Sociology of the LDS Church and Its People	3.0
SPAN 365 - (Not currently offered)	
SPAN 461 - Spanish-Speaking American (Mexican-American) Literature	3.0

Program Outcomes

Please contact the individual department for outcome information.

Top

Wildlife & Wildlands Conservation

BS

Hours	67 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 20 courses

BIO 447 - Mammalogy	3.0
PWS 100 - Plants in the Environment	3.0
PWS 113 - Safety Certifications for Field Biologists	1.0
PWS 115 - Introduction to Wildlife and Wildlands Conservation	1.0
PWS 215 - Principles of Range Management	3.0
PWS 225 - Principles of Wildlife and Fisheries Management	3.0
PWS 275 - Genetics and Reproduction	3.0
PWS 282 - Soil Science	3.0
PWS 283 - (Not currently offered)	
PWS 330 - Rangeland Plant Identification and Ecology	3.0
PWS 335 - Comparative Animal Nutrition	3.0
PWS 344 - Natural History of Wildlife	3.0
PWS 350 - Rangeland Ecology	3.0
PWS 355 - Rangeland Vegetation Measurements and Analysis	3.0
PWS 357 - Techniques for Wildlife Investigations and Management	3.0
PWS 375 - Environmental Policies and Laws	3.0
PWS 416 - Rangeland Improvement and Restoration	3.0
PWS 417 - Rangeland Planning and GIS	3.0
BIO 446 - (Bio - PWS) Ornithology	3.0
PWS 492 - Wildlife and Wildlands Conservation Senior Seminar	1.0

✓ **REQUIREMENT 2** Complete 15.0 hours from the following course(s)

Complete 15 elective credit hours from the following course list. With the help of your advisor, select courses to qualify for 2-3 federal job series (wildlife biologist, ecologist, range conservationist, GIS specialist, soil conservationist, botanist, fisheries biologist):

BIO 220 - Biological Diversity: Animals	4.0
BIO 230 - Biological Diversity: Plants	4.0
BIO 235 - Field Botany	3.0
BIO 270 - Animal Restraint	1.0
BIO 380 - Comparative Animal Physiology and Anatomy	4.0
BIO 420 - Evolutionary Biology	2.0
BIO 430 - Plant Classification and Identification	4.0
BIO 441 - Entomology	3.0

BIO 443 - Ichthyology	3.0
BIO 445 - Herpetology	4.0
BIO 450 - Conservation Biology	3.0
BIO 452 - Marine Biology	4.0
BIO 525 - Animal Disease, Biosecurity, and Zoonoses	3.0
BIO 541 - Aquatic Entomology	4.0
BIO 556 - Limnology	3.0
BIO 557 - Stream and Wetland Ecology	4.0
GEOG 211 - Map Use and Interpretation	4.0
GEOG 212 - Introduction to Geographic Information Systems	3.0
GEOG 306 - Global Conservation Designations	3.0
GEOG 412 - Advanced Geographic Information Systems	3.0
PDBIO 382 - Developmental Biology	3.0
PWS 270 - Animal Husbandry	3.0
PWS 301 - Plant Growth and Reproduction	3.0
PWS 303 - Soils Conservation and Resources	3.0
PWS 315 - Conflict Resolution Management	1.0
PWS 324 - Wildlife Law Enforcement	3.0
PWS 325 - Fisheries and Wetlands Management	3.0
PWS 411 - Watershed Management	3.0
PWS 419 - Forest Management and Ecology	3.0
PWS 440 - Plant Physiology	3.0
PWS 511 - Environmental Biophysics: Soil and Plant Water Relations	4.0
PWS 512 - Rangeland Landscape Ecology and Geographic Information Systems	3.0
PWS 547 - Ungulate Conservation and Management	2.0
PWS 553 - Restoration Ecology	3.0
PWS 554 - Wildlife Behavioral Ecology	3.0

✔ **RECOMMENDED** Complete 10 courses

Recommended courses for preprofessional track. These recommended preprofessional courses can be used to satisfy the elective credits above.

CHEM 105 - General College Chemistry 1 with Lab (Integrated)	4.0
CHEM 106 - General College Chemistry 2	3.0
CHEM 107 - General College Chemistry Laboratory	1.0
CHEM 351 - Organic Chemistry 1	3.0
CHEM 352 - Organic Chemistry 2	3.0
CHEM 353 - Organic Chemistry Laboratory--Nonmajors	2.0v
PDBIO 120 - Science of Biology	3.0
PHSCS 105 - General Physics 1	3.0
PHSCS 106 - General Physics 2	3.0
PHSCS 107 - General Physics Lab 1	1.0
PHSCS 108 - General Physics Lab 2	1.0

✔ **RECOMMENDED** Complete 1 course

One of the following courses is recommended:

BIO 380 - Comparative Animal Physiology and Anatomy	4.0
PDBIO 305 - Human Physiology	4.0
PDBIO 362 - Advanced Physiology	3.0

Students interested in GIS applications should consider a minor in geographic information systems (20-23 hours). See the Geography Department for details.

Program Outcomes

Stewardship and Professional Judgement

Identify and articulate principles of stewardship as a basis for professional judgment.

Plant and Wildlife Identification

Identify wildland plants and wildlife species and describe how they function in the environment.

Wildlands Management

Apply knowledge of plant and wildlife ecology to management of wildlands.

Tools, Techniques, and Application

Demonstrate ability to solve ecological and management problems by applying appropriate tools, techniques, analytical thought, and the scientific method.

Conflict Resolution and Multi-disciplinary Teams

Be leaders in conflict resolution and important, contributing members of multi-disciplinary teams.

Top

Women's Studies

Minor

Hours	16 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ **REQUIREMENT 1** Complete 1 course

WS 222 - (WS-Soc) Introduction to Global Women's Studies	3.0

✓ **REQUIREMENT 2** Complete 2 courses

WS 392R - Women's Studies Colloquium *You may take this course up to 2 times.*	1.0

✓ **REQUIREMENT 3** Complete 9.0 hours from the following course(s)

Only two courses from any one department can be taken towards the minor requirements.

ANTHR 431 - Kinship and Gender	3.0
ARTHC 301 - Women in Art	3.0
COMMS 481 - Gender, Race, and Class in the Media	3.0
ENGL 396R - Studies in Women's Literature	3.0
HIST 318 - European Women's History	3.0
HIST 319 - The Family in Europe	3.0
HIST 358 - Gender and History in Latin America	3.0
HIST 378 - History of American Families	3.0
HIST 384 - United States Women's History	3.0
HLTH 450 - Women's Health Issues	3.0
POLI 342 - Gender and Politics	3.0
POLI 472 - International Political Economy of Women	3.0
PSYCH 306 - Psychology of Gender	3.0
SFL 354 - Cross-Cultural Family and Human Development	3.0
SFL 358 - Media, Family, and Human Development	3.0
SOC 323 - Sociology of Race and Ethnicity	3.0
SOC 360 - Introduction to Family Sociology	3.0
SOC 367 - Sociology of Gender	3.0
WS 332 - Mormon Women's History	3.0
WS 350 - Medieval European Women Writers	3.0
WS 351 - Early Modern European Women Writers	3.0
WS 352 - Modern European Women Writers	3.0
WS 354 - Pan American Women Writers	3.0
WS 370 - Women in Science	3.0

WS 390R - Women's Studies Special Topics	3.0v
WS 395R - Mentored Study Experience	3.0v
WS 399R - Women's Studies Internship	3.0v
WS 422 - Theories of Women's Studies	3.0

✔ **REQUIREMENT 4** Complete 1 course

WS 492 - Women's Studies Capstone	2.0

Program Outcomes

Women and Society

1. Students will be able to demonstrate knowledge of the ways different institutions (such as religion, education, media, family, government and law), issues (gender-based violence, health, representation in the media, the workplace), and factors (race, ethnicity, class, sexuality, ability) intersect with and affect women's lives.

Women's Contributions

2. Students will be able to demonstrate knowledge of the worldwide contributions of women (individually and collectively) to history, culture, politics, health, sciences, religions, family, etc.

Effective Communication and Analysis

3. Students will be able to read, write, and think analytically. They will be able to conduct research using primary and secondary sources and communicate that research effectively in oral, written, and multi-media presentations.

Top

World Dance

Minor

Hours	15 Credit Hours
MAP	Major Academic Plan

Program Requirements

✓ REQUIREMENT 1 Complete 1 course

Complete the following with a grade of B or better:

DANCE 270 - World Dance Technique 1	1.0

The Dance Department requires a minimum of 8 hours to be completed in residency at BYU for this minor program. These hours may also go toward BYU's 30-hour residency requirement for graduation.

✓ REQUIREMENT 2 Complete 5 courses

Core courses:

DANCE 172 - Western: Square and Traditional American Dance, Beginning	1.0
DANCE 260 - Introduction to Dance	3.0
DANCE 357 - Dance - A Reflection of Culture	2.0
DANCE 370 - World Dance Technique 2	1.0
DANCE 376 - Methods of Teaching World Dance	2.0

✓ REQUIREMENT 3 Complete 5.0 hours from the following course(s)

R courses may not be repeated for credit toward the five hours; only 2 credit hours total may be used for performance classes, either Dance 378R or Dance 478R.

DANCE 192 - Character Dance	1.0
DANCE 271 - American Clog Dance Technique 1	1.0
DANCE 272 - Chinese Dance Technique 1	1.0
DANCE 273 - Hungarian Dance Technique 1	1.0
DANCE 274R - Irish Dance Technique 1	1.0
DANCE 275 - Polynesian Dance Technique 1	1.0
DANCE 277 - Spanish Dance Technique 1	1.0
DANCE 278 - Ukrainian Dance Technique 1	1.0
DANCE 279 - Indian Dance: Practice and Theory, Technique 1	1.0
DANCE 327R - Living Legends	3.0v
DANCE 371R - Clog Dance Technique 2	1.0
DANCE 373 - Hungarian Dance Technique 2	1.0
DANCE 374R - Irish Dance Technique 2	1.0

DANCE 377 - World Dance Choreography	2.0
DANCE 378R - Folk Dance Performance, Intermediate *You may take up to 2 credit hours.*	1.0
DANCE 474R - Percussive Step Styles	1.0
DANCE 478R - Folk Dance Performance Company *You may take up to 2 credit hours.*	2.0

Program Outcomes

Please contact the individual department for outcome information.

Courses

Top

American Heritage

Synthesis of American constitutional and economic principles, and patterns of historical development.

A HTG 100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing A HTG 100

Course Outcomes

Historical Context

Explain the historical context within which the Founders' constitutionalism relates to more recent concerns of democracy and rights

Origins of the Constitution

Understand the religious, historical, political and economic origins of the Constitution

Apply knowledge

Apply their knowledge of the Constitution to analyze major historical, political and economic issues.

Active Citizens

Become better informed, more active citizens.

↑Top

Honors American Heritage

Synthesis of American constitutional and economic principles, and patterns of historical development.

A HTG 100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Context

Explain the historical context within which the Founders' constitutionalism relates to more recent concerns of democracy and rights

Origins of the Constitution

Understand the religious, historical, political and economic origins of the Constitution

Apply knowledge

Apply their knowledge of the Constitution to analyze major historical, political and economic issues.

Active Citizens

Become better informed, more active citizens.

Top

Principles of Accounting

Financial and managerial accounting principles. Basic accounting statements, processes, and management applications. Open to all students.

ACC 200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Offered	Independent Study also.
Programs	Containing ACC 200

Course Outcomes

Intelligently Converse

Intelligently converse about the following areas:
a. The role of accounting in international business
b. The role of information systems in financial reporting
c. Fraud and how to prevent fraud
d. The theory and practice of income taxes
e. Investing in stocks
f. Career planning and spiritual decision making
g. Managerial accounting as a competitive tool
h. Personal budgeting and financial planning

Balance sheets and income statements

Construct and interpret a balance sheet and income statement understanding its usefulness in business and investment decision making.

Internal Accounting tools

Construct and use internal accounting tools such as cost-volume-profit analysis, budgets, product cost reports, and nonroutine decision analyses to understand how to make better business management decisions.

Terms and Concepts

Comfortably use accounting terms and concepts in business-related discussions.

Write a Memo

Write a brief, focused memo demonstrating basic understanding of background business reading material.

Tools and Resources

Use computer-aided learning tools and online learning resources.

Learning Outcome

Manage workload in a self-paced learning environment.

Top

Principles of Financial Accounting

First course in concepts and methods underlying financial statements.

ACC 201

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study only.
Programs	Containing ACC 201

Course Outcomes

Financial Statements

Construct and interpret a balance sheet and income statement.

Internal Accounting Tools

Construct and use internal accounting tools such as budgets, product cost reports, breakeven analysis, and non-routine decision analyses.

Analyzing Transactions

Analyze transactions, record those transactions, and then use the accounting cycle to generate accounting reports.

Financial Accounting Rules

Apply the financial accounting rules that exist in the following areas: revenue recognition, inventory, compensation, long-term assets, bonds, and leases.

Ethical Dimensions of Business Problems

Intelligently discuss the ethical dimensions of a variety of accounting-related business problems.

Computer-Aided Tools

Use computer-aided learning tools and online learning resources.

Managing Workloads

Manage workload in a self-paced learning environment.

Top

Principles of Managerial Accounting

Second course in the elementary series covering managerial problems and control of business operations.

ACC
202

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ACC 201
Taught	
Offered	Independent Study only.

Course Outcomes

Statement of Cash Flows

Construct and interpret a statement of cash flows, including operating cash flows, investing cash flows, and financing cash flows.

Internal Accounting Tools

Construct and use internal accounting tools such as budgets, product cost reports, breakeven analysis, and nonroutine decision analyses.

Analyzing Transactions

Analyze transactions, record those transactions, and then use the accounting cycle to generate accounting reports.

Financial Accounting Rules

Apply the financial accounting rules that exist in the area of inventory for a manufacturing company.

Ethics in Business

Intelligently discuss the ethical dimensions of a variety of accounting-related business problems.

Computer-Aided Learning Tools

Use computer-aided learning tools and online learning resources.

Managing Workloads

Manage workload in a self-paced learning environment.

Top

Business Law in the Environment

Introduction to legal principles and institutions affecting business.

ACC 241

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Marriott School of Management major status.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ACC 241

Course Outcomes

Sources, Courts, Jurisdiction, Crimes, and Torts

Demonstrate a working knowledge of and the ability to analyze issues of law applied to relevant facts for the following topics: sources of law, courts and their procedures, jurisdiction, crimes, and torts.

Contract Formation, Defects in Agreement, Statue of Frauds, Parole Evidence rule and Third Party Rights

Demonstrate a working knowledge of and the ability to analyze issues of law applied to relevant facts for: contract formation, defects in agreement, the statute of frauds and the parole evidence rule, third party rights, and breach/remedies.

Agency Formation and Termination, Partnerships, LLC's, Corporate Formation and Operation

Demonstrate a working knowledge of and the ability to analyze issues of law applied to relevant facts for: agency formation and termination, partnerships, LLC's, and corporate formation and operation.

Ethical Principles

Apply ethical principles to legal problems.

↑Top

Introduction to Accounting 2

Additional issues in financial and managerial accounting. Review of issues related to balance sheet accounts, performance evaluation and capital budgeting.

ACC 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200
Note	For non-business majors.
Taught	Fall, Winter, Spring, Summer
Offered	Available as Independent Study only.
Programs	Containing ACC 300

Course Outcomes

Learning Objective

Construct and interpret both a balance sheet and income statement that include elements more advanced than the basic items typically introduced in the first accounting course.

Learning Objective

Construct and interpret a statement of cash flows.

Learning Objective

Apply the financial accounting rules that exist in the following areas:
a. Revenue recognition
b. Inventory
c. Long-term assets
d. Bonds
e. Leases
f. Stockholders' equity
g. Investment securities

Learning Objective

Employ the time value of money in a financial accounting context.

Learning Objective

Apply managerial accounting concepts in the following areas:
a. Use the concepts of financial leverage and operating leverage to assess a company's riskiness.
b. Perform cost-volume-profit analysis using regresssion to identify the fixed and variable components of a mixed cost and in multiple-product settings.
c. Track product costs through a manufacturing process.
d. identify problems through the use of cost variance analysis.

Learning Objective

Independently manage time and workload for a variety of tasks.

Top

Principles of Accounting 2

Additional coverage of issues in financial and managerial accounting. Review of issues related to balance sheet accounts, performance evaluation, and capital budgeting.

ACC
305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200 & FIN 201
Taught	Winter
Programs	Containing ACC 305

Course Outcomes

Learning Outcome

Construct and interpret both a balance sheet and income statement that include elements more advanced than the basic items introduced in Acc 200.

Learning Outcome

Construct and interpret a statement of cash flows.

Learning Outcome

Apply the financial accounting rules that exist in the following areas:
a. Revenue recognition (including SAB 101)
b. Inventory
c. Long-term assets (including impairment)
d. Bonds
e. Leases (including the financial ratio impact of operating leases)
f. Stockholders' equity (including accumulated other comprehensive income)
g. Investment securities (including use of the market adjustment account)

Learning Outcome

Employ the time value of money in a financial accounting context.

Learning Outcome

Apply managerial accounting concepts in the following areas:
a. Use the concepts of financial leverage and operating leverage to assess a company's riskiness.
b. Perform cost-volume-profit analysis using regresssion to identify the fixed and variable components of a mixed cost and in multiple-product settings.
c. Track product costs through a manufacturing process (including use of process costing).
d. identify problems through the use of cost variance analysis.

Learning Outcomes

Construct and use simple Excel spreadsheets in a variety of business settings.

Learning Outcome

Independently manage time and workload for a variety of tasks.

↑Top

Principles of Accounting 2

Additional issues in financial and managerial accounting. Review of issues related to balance sheet accounts, performance evaluation and capital budgeting.

ACC
310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200
Taught	Fall, Winter, Spring
Offered	Available on BYU campus only.
Programs	Containing ACC 310

Course Outcomes

Learning Outcome

Construct and interpret both a balance sheet and income statement that include elements more advanced than the basic items introduced in Acc 200.

Learning Outcome

Construct and interpret a statement of cash flows.

Learning Outcome

Apply the financial accounting rules that exist in the following areas:
a. Revenue recognition (including SAB 101)
b. Inventory
c. Long-term assets (including impairment)
d. Bonds
e. Leases (including the financial ratio impact of operating leases)
f. Stockholders' equity (including accumulated other comprehensive income)
g. Investment securities (including use of the market adjustment account)

Learning Outcome

Employ the time value of money in a financial accounting context.

Learning Outcome

Apply managerial accounting concepts in the following areas:
a. Use the concepts of financial leverage and operating leverage to assess a company's riskiness.
b. Perform cost-volume-profit analysis using regresssion to identify the fixed and variable components of a mixed cost and in multiple-product settings.
c. Track product costs through a manufacturing process (including use of process costing).
d. identify problems through the use of cost variance analysis.

Learning Outcome

Construct and use simple Excel spreadsheets in a variety of business settings.

Learning Outcomes

Independently manage time and workload for a variety of tasks.

Top

Business and Accounting Information Systems

Inputs, processing, outputs, and files of several transaction-processing subsystems. Foundation for understanding internal control. Variety of tools used to design, create, or document accounting information systems (AIS) to achieve organizational objectives.

ACC
401

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to SOA.
Taught	Fall
Programs	Containing ACC 401

Course Outcomes

Business Processes and Report Control Deficiencies

Analyze a set of business processes and report control deficiencies

Evaluate Various Controls

Learn how to evaluate the appropriateness of various controls

Model Data Relations

Model data relations required to support an accounting information system

Communicate Effectively

Communicate effectively both in writing and in presentations

Use Technology Effectively

Use technology effectively in solving business problems.

↑Top

Cost and Managerial Accounting

Cost and managerial accounting topics, including production processes, product costing, cost behavior analysis with regression, differential costing, capital budgeting, throughput accounting, performance measurement, and budgeting.

ACC 402

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to SOA.
Taught	
Programs	Containing ACC 402

Course Outcomes

Use Management Accounting

Know how to use management accounting to plan, control, and evaluate business processes.

Apply Management Accounting Concepts

Apply management accounting concepts to real-world settings.

Function in a Team Setting

Demonstrate an improved ability to function in a team setting.

Use Excel Effectively

Use Excel effectively to analyze and solve business problems.

Top

Intermediate Financial Accounting 1

Financial reporting issues for balance sheet, income statement, and cash-flow statement. Revenue recognition, accounting for long-term assets, investment securities, and derivative instruments; consolidation.

ACC 403

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to SOA.
Taught	Fall, Winter
Programs	Containing ACC 403

Course Outcomes

Apply Financial Accounting Procedures

Apply intermediate-level financial accounting procedures to the construction and interpretation of balance sheets, income statements, and statements of cash flows.

Evaluate Ethical Considerations

Evaluate the ethical considerations of such accounting-related topics as earnings management and the strategic choice of accounting procedures.

Fair Values

Understand the use of fair values in accounting.

Analyze Business Issues

Use the structure of financial statements and an understanding of financial accounting standards and processes to analyze business issues in an unstructured, case-based setting.

Top

Financial Accounting 2

Accounting for receivables and inventory. Major reporting issues associated with liabilities and stockholder's equity. Introduction to computing basic and diluted earnings per share.

ACC 404

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to SOA.
Taught	
Programs	Containing ACC 404

Course Outcomes

Prepare Journal Entries and Footnote Disclosures

Demonstrate, through homework, quizzes and examinations that you can prepare journal entries and footnote disclosures required to account for and report in compliance with GAAP the following areas:
Leases
Derivatives
Stock related transactions
Earnings per share
Investments
Consolidations
Income taxes

Accounting for Changes and Error Corrections

Demonstrate, through homework, quizzes and examinations, that you can apply the appropriate procedures for accounting for changes and error corrections.

↑Top

Fundamentals of Taxation

Tax principles applicable to business entities and individuals; tax compliance issues; tax planning as part of overall strategic planning process for businesses and individuals.

ACC 405

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to SOA.
Taught	
Programs	Containing ACC 405

Course Outcomes

Learning Outcomes

Demonstrate a working knowledge of taxation

Learning Outcomes

Work effectively in groups to solve unstructured tax problems related to taxation.

Learning Outcomes

Demonstrate an ability to communicate at a professional level in both writing and verbal presentations.

Learning Outcomes

Demonstrate working skills in using information technologies commonly expected of entry level professionals in taxation

↑Top

Financial Statement Auditing

Introduction to framework providing financial statement assurance; integrating accounting and business knowledge with concepts from other disciplines such as statistics and law; framework applied to major business cycles, providing specific knowledge in financial statement auditing.

ACC 406

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to SOA.
Taught	
Programs	Containing ACC 406

Course Outcomes

key concepts

Identify, define and apply the key concepts related to the financial statement auditing process and the audit of internal control

auditing process

Combine their knowledge of the auditing process with analytical reasoning to reach justifiable auditing decisions.

audit strategies

Develop audit strategies for several of the major financial statement cycles

professional ethics

Identify, define and apply the basic concepts underlying professional ethics

audit practice

Perform basic audit analyses using software used in audit practice

auditors environment

be able to identify and define the primary components of the environment in which auditors operate

Top

Corporate Financial Reporting

Accounting principles of corporate financial reporting. Judgments managers make preparing financial statement information. How complexities, alternatives, and impacts affect completed financial statements.

ACC
440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200 & BUS M 201; or ACC 200 & FIN 201
Note	For nonaccounting majors.
Taught	Winter
Programs	Containing ACC 440

Course Outcomes

Learning Outcomes

Identify financial statement areas where managers can exercise significant judgment and identify how managers choices in these areas impact earnings reported in financial statements. Specific areas addressed include the following:

1. Financial Forecasts
2. Primary Financial Statements
3. Earnings Management
4. Leases
5. Pensions
6. Financial statement footnotes
7. Long-lives Assets
8. Inventory accounting
9. Income Taxes

Learning Outcomes

Demonstrate the proficiency to address CFA exam questions over the topic areas covered in this course.

Learning Outcomes

Apply ethical considerations to earnings management issues.

Top

Money, the Financial System, and the Economy

Applications of industry analysis and microeconomic principles in the macroeconomic environment that influences individuals and financial intermediaries that transact in money and credit markets.

ACC
453

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding Banking Concepts

Understand interest rates, rate determination and discounted present value.

Stocks and U.S. Treasuries

Understand differential spot, forward & derivatives, futures and options markets, with specific application to stocks and US Treasuries.

Financial Intermediaries

Understand the function and management of financial intermediaries.

Aggregate Economics

Understand basic aggregate economics: actual and potential supply and actual demand and their implication for growth, employment and inflation.

Trade and Exchange Rates

Understand trade and exchange rates.

Top

Advanced Financial Accounting

Advanced financial accounting topics including pensions, earnings per share, accounting changes, and deferred income taxes.

ACC 503

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Marriott School Graduate Core.
Taught	Fall, Spring

Course Outcomes

Learning Outcomes

To acquire and practice an “advanced” level of problem solving, to become proficient in financial accounting.

Learning Outcomes

Be able to communicate effectively both orally and in writing

Learning Outcomes

Develop a sense of ethical values that translate into the business community

Learning Outcomes

Learn to work in and to develop an effective team.

Top

Accounting Research Seminar

Professional standards and professional literature of accounting and auditing; related academic research. Research tools, information technologies, and critical analysis emphasized.

ACC
515

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MAcc.
Taught	Fall

Course Outcomes

Learning Outcomes

Become proficent researching technical accounting issues using professional databases and other resources.

Learning Outcomes

Improve your ability to explain and defend your accounting recommendations, both orally and in writing.

Learning Outcomes

Improve your ability to thrive within a team of accounting professionals.

Learning Outcomes

Become familiar with and apply decision making frameworks and identify pitfalls and biases that affect decisions in personal and business settings.

Learning Outcomes

Understand and better explain accounting theory, methods of measurement, and academic accounting research.

Learning Outcomes

Increase your desire to learn throughout your career and your lifetime, to continually sharpen your mind.

Learning Outcomes

Assist you in your quest for perfection and eternal life (the mission of Brigham Young University).

↑Top

Introduction to Academic Research

Fundamentals of academic research, including the scientific method, the philosophy of science, and the areas and methodologies of academic research.

ACC
516

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to the MAcc predoctoral track.
Taught	Fall

Course Outcomes

Learning Outcomes

Use fundamental concepts from the philosophy of science (e.g., causality, validity, and threats to validity) to evaluate and critique various approaches to researching issues in accounting.

Learning Outcomes

Identify an interesting and consequential issue in accounting and develop related ideas and theory into an interesting, motivated, and researchable question.

Learning Outcomes

Develop the ability to apply tools from the philosophy of science to effectively critique actual research papers.

Learning Outcomes

Communicate complex topics relating to academic research both orally and in writing.

↑Top

Academic Archival Research Design

Accounting research using archival methodologies. Focus on reading, interpreting, critiquing, and designing archival research. Designed for those planning to enter a PhD program.

ACC
517

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	SOA director's consent.
Recommended	Acc 516; Acc 518.
Taught	Winter

Course Outcomes

Learning Outcomes

Learn to program in SAS

Learning Outcomes

Learn how to extract data from the Compustat and CRSP databases

Learning Outcomes

Learn to perform archival academic research

↑Top

Academic Experimental Research Design

In-depth study of accounting research using experimental methodologies. Focus on reading, interpreting, critiquing, and designing experimental research. Designed for those planning to enter a PhD program.

ACC
518

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	SOA director's consent.
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Advanced Taxation

Tax laws as they apply to selected tax entities, with an introduction to tax research methodology.

ACC
522

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Marriott School Graduate Core.
Taught	Fall, Spring

Course Outcomes

Learning Outcomes

Describe and discuss important tax and nontax factors involved in selecting the entity type for a particular business.

Learning Outcomes

Determine common corporate book-tax differences in accounting for various corporate transactions and reconcile the book and taxable income of a corporation.

Learning Outcomes

Compute a corporation's income tax provision under the ASC 740 rules and understand the proper financial statement disclosure for a corporation's income tax expense related items.

Learning Outcomes

Describe and discuss important tax and nontax issues relevant to corporate and flow-through entities.

↑Top

Tax Research Methodology

In-depth treatment of research and procedures emphasizing communication and presentation of findings.

ACC
523

Hours	3.0 Credit, 3.0 Lecture, 6.0 Lab
Prerequisites	Admission to MAcc.
Taught	

Course Outcomes

Learning Outcomes

Use internet tax research tools such as CCH and RIA to find appropriate primary and secondary authority.

Learning Outcomes

Identify, critically analyze, and solve tax issues through independent and team based research.

Learning Outcomes

Communicate your research results both in written form and in oral presentations.

Learning Outcomes

Work effectively in teams.

Learning Outcomes

Do all of the above with high ethical standards both in a structured and unstructured environment.

↑Top

Accounting Data Analytics

Apply an analytic mindset to problems. Learn data analytic tools and techniques including extracting, transforming, and loading data; querying databases; visualizing data; and applying statistical concepts in accounting settings.

ACC
525

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MAcc.
Taught	Winter

Course Outcomes

Learning Outcome

To build Zion by challenging students to become better spiritually and professionally.

Learning Outcome

To improve students' ability to learn on their own and to perform in relatively unstructured environments.

Learning Outcome

To improve students' ability to communicate in both written and verbal forms.

Learning Outcome

To further cultivate students' ability to work together in teams to accomplish tasks.

Learning Outcome

To develop students' technical competency in risk management practices and Microsoft Excel.

Top

Advanced Financial Statement Auditing

Accounting methodology, professional auditing standards, and current issues.

ACC
530

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MAcc; Acc 515 or equivalent.
Taught	Fall

Course Outcomes

Learning Outcomes

Use auditing concepts and variables (e.g., client acceptance, risk assessment, materiality, understanding and testing of internal controls, analytical procedures, substantive audit testing, documentation of evidence, and completing an audit engagement) to make audit planning, testing, and evaluation decisions.

Learning Outcomes

Apply auditing and assurance concepts to real-world case studies.

Learning Outcomes

Apply statistical sampling concepts to auditing tests of controls, transactions, and balances.

Learning Outcomes

Demonstrate basic proficiency with an auditing software package that is widely used in practice.

Learning Outcomes

Collaborate in teams to solve problems and present findings in both written and oral forms.

Learning Outcomes

Examine issues currently facing the profession (e.g., regulation, new standards, fair value, legal liability, independence, competition, new services)

Learning Outcomes

Examine characteristics of good professional judgment as well as common threats to good judgment.

Learning Outcomes

Deliberate on the spiritual and ethical implications of dilemmas faced by accounting professionals.

Top

Advanced Management Accounting

Advanced concepts, including the role of accounting in strategic and operational decision-making.

ACC 531

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Marriott School Graduate Core; Acc 515 or equivalent.
Taught	Fall

Course Outcomes

Learning Outcomes

Use management accounting knowledge and research skills to recommend a costing approach in an unstructured setting

Learning Outcomes

Use OROS Quick Software to build an activity-based cost system

Learning Outcomes

Assess customer profitability and revenue management using activity-based costing

Learning Outcomes

Use theory of constraints to analyze business processes

Learning Outcomes

Communicate the results of analysis verbally and in writing

Learning Outcomes

Work well in teams

↑Top

Advanced Professional Financial Accounting

Advanced financial accounting topics including pensions, earnings per share, accounting changes, and deferred income taxes.

ACC 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Marriott School Graduate Core; Acc 515 or equivalent.
Taught	Winter

Course Outcomes

Learning Outcomes

Understand technical accounting issues

Learning Outcomes

Work in teams

Learning Outcomes

Understand current developments

Top

Financial Statement Analysis

Analysis of financial statements and the accompanying footnotes. How various accounting methods might affect interpretation and use of financial information.

ACC
541

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Learning Outcomes

Analyze company performance using analytical procedures.

Learning Outcomes

Evaluate relative company performance

Learning Outcomes

Use forecasting and valuation software

Learning Outcomes

Work well in teams.

Learning Outcomes

Communicate the results of technical analyses verbally and in writing.

Top

Fair Value and Other Measurements in Accounting

Case-based course that examines theoretical and practical issues surrounding fair value and other measurement issues. Focuses on techniques used in practice for measuring financial instruments, acquisitions, revenue recognition, and asset impairments, among others.

ACC
542

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 515 & ACC 530
Taught	Winter

Course Outcomes

Explain the concept of measurement

Students will explain the concept of measurement and how it applies to accounting situations.

Critique current measurement objectives and concepts

Students will critique the current state of measurement objectives and concepts in financial reporting standards.

Explain and evaluate the fair value vs. historical cost debate

Students will explain and evaluate the current debate between fair value measurement and historical costs.

Generate alternative measurement attributes

Students will generate alternative measurement attributes that could reasonably be used in real-world situations.

Recognize, recall, evaluate, and compare current measurement attributes in financial reporting.

Students will recognize, recall, evaluate, and compare the primary measurement attributes used in current financial reporting standards.

Implement measurement approaches in common scenarios

Students will implement measurement approaches in common scenarios such as revenue recognition, goodwill, allocation of purchase prices in acquisitions, asset impairment, fair value measurements, stock compensation, securitization models, loan loss reserves, and relief from royalty.

Increase confidence discussing and applying measurement approaches

Students will increase their confidence discussing and applying measurement approaches in various real-world settings.

↑Top

International Accounting and Multinational Enterprises

Accounting from an international perspective: flow of information in multiple currencies, complying with reporting requirements, setting budgets and monitoring performance, and controlling corporate assets through reports and audits.

ACC
545

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring

Course Outcomes

Accounting differences

Identify the major reasons accounting differs around the world.

Convergence forces

Describe the forces of convergence of accounting standards

IFRS pros and cons

Evaluate the pros and cons of adopting IFRS for financial reporting in capital markets worldwide.

Compare GAAP and IFRS

Compare U.S. GAAP and IFRS for the following accounting issues: intangibles, consolidation, segment reporting, and foreign currency transactions and translation.

MNEs

Explain how MNEs deal with the issue of foreign exchange risk management, corporate governance, performace evaluation and control, auditing, and taxation.

Top

Fraud Prevention and Detection

Fraud prevention, detection, investigation, issues, and methodology. Examination of past frauds with hands-on cases and computer exercises to identify increased fraud risk, interrogate data, and design prevention and detection controls.

ACC
550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Learning Outcomes

Become familiar with several forms of fraud and the methods that fraud examiners use to prevent and detect it.

Learning Outcomes

Develop expertise in detecting financial statement fraud from the external auditor perspective.

Learning Outcomes

Gain knowledge of how to use technology to detect fraud.

↑Top

Data Communications and Security

Principles of data communication and security, local- and wide-area networks, hardware, software, infrastructure, standards, policies, baseline security, web security, cryptography, operations, and security management.

ACC
555

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MAcc.
Taught	Winter

Course Outcomes

Learning Outcomes

Understand how networks work

Learning Outcomes

Demonstrate knowledge of the Open Systems Interconnection (OSI) and Internet Models of data communications

Learning Outcomes

Demonstrate knowledge of Local Area Networks, Wireless Networks, Backbone Networks, and the Internet

Learning Outcomes

Demonstrate knowledge of Network Security

↑Top

Database Analysis and Design

Concepts and techniques of database system development. Focal areas include: structures, integrity, retrieval, manipulation, validation, and analysis. SQL used as basis for data interrogation.

ACC
556

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to a Marriott School graduate program.
Taught	Winter

Course Outcomes

Analyze Data and Propose Structures

Analyze data requirements and propose data structures to meet these requirements.

Evaluate appropriateness of data structures

Learn how to evaluate the appropriateness of various data structures

Model Data Relations

Model data relations required to support an accounting information system

Communicate effectively

Communicate technical requirements effectively.

Solve Business Problems

Use technology effectively in solving business problems.

Top

Management Consulting and Projects

Projects-oriented course where students get hands-on experience performing consulting jobs for businesses in Utah. Class includes both in-class instruction and business experience.

ACC
557

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MAcc.
Taught	Fall, Winter

Course Outcomes

Learning Outcomes

Identify the field of management consulting and the role of a management consultant.

Learning Outcomes

Learn the tools and techniques used during a consulting engagement; including diagnosis, planning, and problem solving.

Learning Outcomes

Apply management consulting skills to consulting situations.

Learning Outcomes

Contribute to your project team through timely communication and assuming responsibility for your assigned role.

Learning Outcomes

Demonstrate through a final written and oral report to the client that you are able to communicate effectively, both orally and in writing.

Learning Outcomes

Understand and apply ethical principles to consulting situations.

Top

Special Problems in Federal Taxation

Special property transactions, accounting periods and methods, tax payments and credit, tax concepts, and reporting tax liability.

ACC 560

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 523.
Taught	Fall

Course Outcomes

tax consequences of property transactions

Determine the tax consequences of property transactions

corporate tax income

Properly calculate corporate tax income

S Corporations

Develop an understanding of S corporation

Top

Corporate Taxation 1

Federal income taxation of corporations and shareholders.

ACC 561

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 523
Taught	Winter

Course Outcomes

Corporate nonliquidating distributions

Understand the tax consequence of corporate distributions to the distributee shareholders and the distributing corporation.

Corporate redemptions

Understand the tax consequences of corporate redemptions to the distributee shareholder and the redeeming corporation

Tax attributes and consolidated tax return (CTR) issues

Understand the transactions that trigger Sec. 382 loss limitations and determine how to apply the limitations in a non consolidated and in a consolidated context. Also, determine and apply the tax implications of computing consolidated taxable income and filing consolidated tax returns.

Use and apply IRC and Treasury Regulations

Learn to use and apply the Internal Revenue Code and Treasury Regulations to solve complex tax problems

Top

Corporate Taxation 2

Continuation of Corporate Taxation 1. Includes consolidated returns.

ACC
562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Corporate formations, liquidations, acquisitions, and divestitures

Identify relevant issues relating to corporate formations, liquidations, taxable and tax deferred corporate acquisitions, and corporate divestitures when given various data-rich scenarios.

Solutions to tax issues

Generate a reasonable solution to various tax issues and substantiate the solution with relevant tax authority.

Teamwork

Work effectively with a team to practice responding, given support from a tax-expert, to a real-world restructuring scenario.

Professional Presentation

Give a professional presentation of a restructuring plan to a client in a way that makes complex issues understandable and that demonstrates an ability to think independently.

Top

Taxation of Partnerships

Federal income taxation of general and limited partnerships and partners.

ACC
563

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 523
Taught	Winter

Course Outcomes

Learning Outcomes

Perform tax research to resolve complex partnership tax problems. This includes using hte latest tax research databases and technology to complete the research.

Learning Outcomes

Demonstrate technical tax expertise in the taxation of partnerships.

Learning Outcomes

Work effectively in groups to solve complex tax problems.

Learning Outcomes

Communicate the results of complex tax issues orally and in writing.

Top

Taxation of Estates, Gifts, and Fiduciaries

Federal taxation of property transferred by death and gift; federal taxation of income of trusts and estates.

ACC 564

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 523
Taught	Fall

Course Outcomes

Learning Outcomes

Comprehend and apply the federal income tax laws dealing with estates and trusts

Learning Outcomes

Comprehend and apply the federal transfer tax laws dealing with gifts. Special emphasis is given to understanding the marital deduction.

Learning Outcomes

Comprehend and apply the federal transfer tax laws dealing estates. Special emphasis is given to transfers prior to death requiring inclusion in the gross estate and property transferred to the surviving spouse that qualifies for the marital deduction.

Learning Outcomes

Becoming familiar with and able to complete the forms for filing estate, gift, and trust returns

↑Top

Current Tax Policy

Intensive study of special and current tax topics and policies.

ACC 565R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 523
Taught	Winter, Spring

Course Outcomes

Learning Outcomes

Comprehend and apply the federal income tax laws dealing with the computation of an individual's adjusted gross income.

Learning Outcomes

Understand the law dealing with the standard deduction, the personal and dependency exemption, and the filing status.

Learning Outcomes

Understand the law dealing with allowable itemized deductions for an individual

Learning Outcomes

Understand the law and its application in the computation of the alternative minimum tax.

Learning Outcomes

Understand the credits available to an individual and their proper order of application.

↑Top

Tax Accounting Methods and Accounting for Income Taxes

Accounting periods and methods, corporate income taxation, and accounting for income taxes under ASC 740.

ACC
566

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 523
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Taxation of Foreign Income

Federal taxation of foreign transactions.

ACC
568

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acc 561 or concurrent enrollment.
Taught	Winter

Course Outcomes

Learning Outcomes

Understand and discuss:
1. The U.S. tax policy implications dealing with both outboudn and inbound transactions.
2. The impact U.S. tax law has on international business.
3. The relationship and application of Income Tax Treaties
4. Issues dealing with intercompany pricing between controlled entities.

Learning Outcomes

Apply skills involving the U.S. taxation of multinational commerce, including:
1. Identify icome source and allocation and apportionment of deductions.
2. Calculate a taxpayer's direct and deemed paid foreign tax credit.
3. Identify taxpayers who are eligible for hte foreign earned income exclusion and calculate the amount of hte exclusion.
4. Identify a controlled foreign corporation (CFC) and compute the CFC's subpart F income and the deemed distribution that flows through to the U.S. shareholders.
5. Understand and apply the rules dealing with foreign taxpayers earning income and oding business in the U.S.

Top

Readings and Conference

In-depth study one-on-one with chosen professor on topic of mutual interest not currently covered in existing courses.

ACC 591R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	SOA director's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Learning Outcomes

To build Zion by challenging students to become better spiritually and professionally.

Learning Outcomes

To help students learn how to generate high quality research ideas.

Learning Outcomes

Refine students' ability to write experimental research proposals and design experimental research studies.

Learning Outcomes

Improve students' abilities to lead and participate in research seminar discussions.

Top

Academic Internship: Accounting

On-the-job experience and training in industry, government, or public accounting firms.

ACC 599R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 9.0 Lab
Prerequisites	Internship coordinator's consent.
Taught	

Course Outcomes

Role of accounting and finance in business

Learn through experience the role of accounting and finance in business.

Accounting Career Opportunities

Explore and obtain information on accounting career opportunities.

Theory in business courses

Expand upon the theory and concepts taught in accounting and business courses.

Networking

Network with professionals and identify possible mentors.

Enrich future course work

Return with experiences that will enrich future course work.

↑Top

Leadership Laboratory--Freshmen

Basic fundamentals of military leadership--drill, courtesy, planning, and organizing at various levels of responsibility.

AEROS 100

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Basic Military Skills

Know and apply basic military skills

Basic Field Training Skills

Know and apply basic field training skills

Advanced Field Training Skills

Know and apply advanced field training skills

Physical Fitness

Be physically fit

Top

Leadership Laboratory--Freshmen

Basic fundamentals of military leadership--drill, courtesy, planning, and organizing at various levels of responsibility.

AEROS 101

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Basic Military Skills

Know and apply basic military skills

Basic Field Training Skills

Know and apply basic field training skills

Advanced Field Training Skills

Know and apply advanced field training skills

Physical Fitness

Be physically fit

Top

The Air Force Today

Development, organization, and core values of the U.S. Air Force, emphasizing the foundations of officership.

AEROS 110

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 100.
Taught	Fall
Programs	Containing AEROS 110

Course Outcomes

Air Force History

Know the history of the Air Force, how it is organized and what it does for the country

Career Opportunities

Know what career opportunities are available as an Air Force officer

Air Force Benefits

Know the benefits afforded members of the military

Life Skills

Know and develop productive life skills

Communications Skills

Demonstrate basic oral and written communications skills

↑Top

Aerospace Defense, General Purpose, and Support Forces

U.S. Air Force Major Command structure and the origins of the Air Force.

AEROS 111

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 101.
Taught	Winter
Programs	Containing AEROS 111

Course Outcomes

Air Force History

Know the history of the Air Force, how it is organized and what it does for the country

Career Opportunities

Know what career opportunities are available as an Air Force officer

Air Force Benefits

Know the benefits afforded members of the military

Life Skills

Know and develop productive life skills

Communications Skills

Demonstrate basic oral and written communications skills

Top

AFROTC Special Tactics

This course will create a focus on the physical and mental requirements to successfully compete for a special tactics training allocation. Although the focus is on preparation for a career in special forces, any cadet in the AFROTC program can join to improve physical fitness and team building skills. Leadership, problem solving, and physical fitness will be the subject of much of this course.

AEROS 190R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Must be a cadet enrolled in AFROTC.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Leadership Laboratory--Sophomores

As listed for Aeros 100/101. Increased emphasis on performance level.

AEROS 200

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Basic Military Skills

Know and apply basic military skills

Basic Field Training Skills

Know and apply basic field training skills

Advanced Field Training Skills

Know and apply advanced field training skills

Physical Fitness

Be physically fit

Top

Leadership Laboratory--Sophomores

As listed for Aeros 100/101. Increased emphasis on performance level.

AEROS 201

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Basic Military Skills

Know and apply basic field training skills

Basic Field Training Skills

Know and apply basic field training skills

Advanced Field Training Skills

Know and apply advanced field training skills

Physical Fitness

Be physically fit

Top

The Developmental Growth of Air Power

Development of various concepts of air power employment, emphasizing factors that have prompted research and technological change through the early 1960's.

AEROS 210

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 200.
Taught	Fall
Programs	Containing AEROS 210

Course Outcomes

Air and Space Power

Know the key terms and definitions used to describe air and space power

Evolution of Air and Space Power

Comprehend the events, leaders, and technical developments that surrounded the evolution of USAF air and space power

Communications Skills

Demonstrate basic verbal and written communication skills

Air Force Core Values

Comprehend the Air Force Core Values and examples of their use throughout the evolution of USAF air and space power

↑Top

The Developmental Growth of Air Power

Development of various concepts of air power employment, emphasizing factors that have prompted research and technological change from Vietnam to the present.

AEROS
211

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 201.
Taught	Winter
Programs	Containing AEROS 211

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Leadership Laboratory--Juniors

As listed for Aeros 100/101. Students perform as cadet officers. Emphasis on leadership development.

AEROS 300

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Basic Military Skills

Know and apply basic military skills

Basic Field Training Skills

Know and apply basic filed training skills

Advanced Field Training Skills

Know and apply advanced field training skills

Physical Fitness

Be physically fit

Top

Leadership Laboratory--Juniors

As listed for Aeros 100/101. Students perform as cadet officers. Emphasis on leadership development.

AEROS 301

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Basic Military Skills

Know and apply Basic Military Skills.

Basic Field Training

Know and apply Basic Field Training Skills.

Advanced Field Training Skills

Know and apply Advanced Field Training Skills.

Pysical Fitness

Be physically fit.

Top

Leadership Laboratory--Honor Guard

Fundamentals of military leadership and M-1 rifle drill; emphasizes need for response to vested authority, with opportunity to develop confidence, military bearing, and other interpersonal skills; students perform as cadet leaders.

AEROS 305R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter

Course Outcomes

Basic Military Skills

Know and apply basic military skills

Air Force Traditions

Know and apply Air Force traditions, ceremonies and customs

Top

Management and Leadership

Writing, speaking, and listening as communication skills; management concepts; responsibilities and ethics for an Air Force junior officer.

AEROS
310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 300.
Taught	Fall
Programs	Containing AEROS 310

Course Outcomes

Leadership

Define the concept of leadership

Leadership and Management Relationship

Explain the relationship between leadership and management

Leadership Effectiveness

Explain the ways of determining leadership effectiveness

Leadership Theories

Identify the major research theories of leadership and its processes

Interactional Framework of Leadership

Explain the interactional framework of leadership

Top

Management and Leadership

Principles of leadership, problem solving, decisions, discipline, and human relations. Emphasis on career planning as an Air Force junior officer.

AEROS 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 301.
Taught	Winter
Programs	Containing AEROS 311

Course Outcomes

Leadership

Define the concept of leadership.

Leadership and Management

Explain the relationship between leadership and management.

Determining Leadership Effectiveness

Explain the ways of determining leadership effectiveness.

Major Research Theories

Identify the major research theories of leadership and its processes.

Interactional Framework

Explain the Interactional Framework of Leadership.

↑Top

Academic Internship: Leadership Intern Program

Air Force ROTC field leadership training course. Provides advanced fundamentals of military leadership, planning, organizing, and team building at various levels of responsibility.

AEROS
399R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department chair's consent.
Note	Enrollment limited to Air Force ROTC cadets.
Taught	Spring, Summer

Course Outcomes

Air Force Core Values

Understand and implement in theoretical situations Air Force core values

Leadership

Explain Air Force leadership principles

Effective Leadership

Recognize the traits and methods of effective leadership in the military

↑Top

Leadership Laboratory--Seniors

As listed for Aeros 100/101. Senior cadets perform in leadership positions in planning and conducting all activities of the cadet corps.

AEROS
400R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Basic Military Skills

Know and apply basic military skills

Basic Field Training Skills

Know and apply basic field training skills

Advanced Field Training Skills

Know and apply advanced field training skills

Physical Fitness

Be physically fit

Top

Leadership Laboratory--Seniors

As listed for Aeros 100/101. Senior cadets perform in leadership positions in planning and conducting all activities of the cadet corps.

AEROS
401R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Basic Military Skills

Know and apply basic military skills

Basic Field Training Skills

Know and apply basic field training skills

Advanced Field Training Skills

Know and apply advanced field training skills

Physical Fitness

Be physically fit

Top

National Security Affairs

Civilian control of military, civil-military interaction, the forming of defense strategy. Military profession; Russia, Europe, and East Asia regional studies.

AEROS 410

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 400R.
Taught	Fall
Programs	Containing AEROS 410

Course Outcomes

National Security Policy

Know the basic elements of national security policy and process

Air and Space Power Functions

Know the air and space power functions and capabilities

Military Roles

Understand selected roles of the military in society

Military Profession

Understand current issues affecting the military profession

Military Justice

Understand the military justice system

Air Force Commander

Comprehend the responsibility, authority, and functions of an Air Force commander

Communication Skills

Apply listening, speaking, and writing skills in Air Force particular formats and situations with accuracy, clarity, and appropriate style

Military Transition

Understand the factors that facilitate a smooth transition from civilian to military life

↑Top

National Security Affairs

Africa, Middle East, and Latin American regional studies; military operation other than war; military justice system; officer professional development.

AEROS
411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Aeros 401R.
Taught	Winter
Programs	Containing AEROS 411

Course Outcomes

National Security Policy

Be able to explain the basic elements of national security policy and process.

Air and Space Power

Know the air and space power functions and capabilities.

Role of the Military

Differentiate between selected roles of the military in society.

Current Military Issues

Be able to discuss current issues affecting the military profession.

Military Justice

Know how the military justice system operates.

Responsibility of an Air Force Commander

Comprehend the responsibility, authority, and functions of an Air Force commander.

Communication Skills

Apply listening, speaking, and writing skills in Air Force particular formats and situations with accuracy, clarity, and appropriate style.

Transitioning to Military Life

Be capable of applying the factors that facilitate a smooth transition from civilian to military life.

↑Top

Language Study: Afrikaans

Survival-level conversation, reading, listening, and culture skills in the target language.

AFRIK
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Afrikaans

Basic language skills.

AFRIK
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	
Programs	Containing AFRIK 101

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Afrikaans

Basic language skills.

AFRIK
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AFRIK 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	
Programs	Containing AFRIK 102

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Afrikaans

Conversation, vocabulary building, and reading and writing skills, emphasizing reading.

AFRIK 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AFRIK 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	
Programs	Containing AFRIK 201

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Afrikaans

Emphasis on literature and culture with continued writing, grammar, listening, and speaking.

AFRIK 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AFRIK 201; Teacher may waive prerequisite based on prior experience.
Note	Culminating course for GE Languages of Learning requirement.
Taught	
Programs	Containing AFRIK 202

Course Outcomes

Communication skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete language and cultural aspects of General Education"Languages of Learning" and "Global & Cultural Awarness" requirments.

↑Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

AFRIK
211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	AFRIK 201
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversation

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

Top

Languages Skills Development: Afrikaans

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

AFRIK
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Third-Year Conversation

Advanced conversational skills.

AFRIK 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	AFRIK 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversations

Speak comfortably about predictable, familiar topics related to daily activities and current events; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions

Organized Speech

Begin to speak in "oral paragraphs."

Strategies

Apply appropriate strategies to deal with unpredictable language situations.

Pronunciation and Accuracy

Be understood by native speakers unaccustomed to dealing with non-native speakers.

↑Top

Advanced Grammar: Afrikaans

Systematic review of grammar and syntax of target language.

AFRIK 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AFRIK 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Afrikaans

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language

AFRIK
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Afrik 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing AFRIK 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Afrikaans

Advanced study of literature of target language. Continued emphasis on communication skills and culture

AFRIK 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AFRIK 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Afrikaans

Concentration on target-language and target-culture issues for specific careers.

AFRIK 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AFRIK 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Akan

Survival-level conversation, reading, listening, and culture skills in the target language.

AKAN
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Akan

Beginning speaking, listening, reading, and writing skills.

AKAN
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Akan

Second-semester speaking, listening, reading, and writing skills.

AKAN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AKAN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Akan

Intermediate speaking, listening, reading, and writing skills.

AKAN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AKAN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Akan

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

AKAN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AKAN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing AKAN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Akan

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

AKAN
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Akan

Systematic review of grammar and syntax of target language.

AKAN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AKAN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Akan

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

AKAN 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Akan 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing AKAN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Akan

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

AKAN
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AKAN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skill

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Akan

Concentration on target-language and target-culture issues for specific careers

AKAN 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AKAN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Albanian

Survival-level conversation, reading, listening, and culture skills in the target language.

ALBAN 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Albanian

Beginning speaking, listening, reading, and writing skills.

ALBAN 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

First-Year Language Study: Albanian

Second-semester speaking, listening, reading, and writing skills.

ALBAN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ALBAN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Albanian

Intermediate speaking, listening, reading, and writing skills.

ALBAN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ALBAN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Albanian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

ALBAN
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ALBAN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries
Taught	
Programs	Containing ALBAN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Albanian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

ALBAN 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Albanian

Systematic review of grammar and syntax of target language.

ALBAN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ALBAN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Albanian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

ALBAN
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Alban 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing ALBAN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Albanian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

ALBAN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ALBAN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Albanian

Concentration on target-language and target-culture issues for specific careers.

ALBAN 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ALBAN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Literature and Cultures of the American West

Literature and cultural representations of the American West and the frontier.

AM ST 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing AM ST 300

Course Outcomes

One

Students will be able to cite major texts of western American literature and theory to support logical arguments about western literature and culture.

Two

Students will be able to place a variety of western literary texts within historical, religious, environmental, social, and literary contexts, considering the American West as a distinct US region and as an engine in the construction of broader American and international cultures.

Three

Students will be able to persuasively communicate their mastery of major historical and conceptual themes and issues that are distinctive to the study of the American West demonstrating competence with written conventions of the field.

Critical Reading and Theory

Read critically and analyze in the context of appropriate literary and cultural theories major and selected minor texts and associated with the American West.

Research and Writing

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the literature and cultures of the American West.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Western American Studies Seminar

Advanced interdisciplinary seminar to deepen regional awareness and understanding of the American West.

AM ST 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing AM ST 301

Course Outcomes

Please contact the individual department for outcome information.

↑Top

American Studies History and Theory

Offers a historical, theoretical, and practical overview of the discipline of American Studies.

AM ST 303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing AM ST 303

Course Outcomes

One

In this course, students will gain insights into the field of American Studies that will orient them as they, outside of class, create and tweak their plans of study and pursue extra-curricular activities. These insights into the discipline of American Studies will also help students to maintain a sense of themselves as American Studies majors even as they are enrolled in courses taught in other disciplines.

Two

Through a series of readings, discussions, and writing assignments, this course affords students a view of American Studies as a coherent field with its own disciplinary history and preoccupations. These activities will also help students gain a knowledge of the ways in which the field of American Studies has been interdisciplinary, drawing intellectual energy from history, literary studies, anthropology, feminist studies, and other fields

Three

In this course, students will think systematically about the ways American Studies scholars analyze various aspects of American culture. Students will also put these thoughts into practice

Four

American Studies graduates will be able to formulate both their oral and written arguments coherently, support them clearly, and communicate them effectively to their audiences using correct conventions of language and some stylistic flair-all according to the best practices of the variety of disciplines and situations in which they are engaged. In this course, students will present oral arguments; they will also write two formal papers.

↑Top

American Studies Methodologies and Writing Practices

Offers students a practical grounding in American Studies methodologies and approaches to writing.

AM ST 304

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AM ST 303
Taught	Winter
Programs	Containing AM ST 304

Course Outcomes

Engage Disciplinarily and Interdisciplinarily

Students will be able to define American Studies as a distinct discipline with its own intellectual history, analytical strategies, and scholarly methodologies even as they draw from and converse with other disciplines examining the American experience.

Analyze Rigorously

Students will be able to read critically and analyze a variety of cultural texts and artifacts using the theoretical approaches central to the field of American Studies. Students will develop the skills necessary to analyze their peers' writing and their own writing with an eye towards composition and revision.

Communicate Persuasively

Students will construct a conference length (8-10 page) paper employing purposeful rhetorical moves, responsible research strategies, and American Studies methods to develop a coherent and logical argument that makes a significant claim. Students will mature as writers as they devise productive and flexible individual and collaborative processes of writing, including methods for gathering evidence, organizing their argument, prewriting, drafting, revising, editings, proofreading, and peer reviewing.

Top

Film in American Culture

Selected readings, lectures, and analysis of specific motion pictures as social documents, reflecting different facets of the American experience.

AM ST
360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing AM ST 360

Course Outcomes

One

Students will be able to define and analyze a selected group of American films using methods and perspectives drawn from American Studies and film studies, and by the end of the semester will be able to apply those methods and perspectives to a broader range of films.

Two

Students will be able to rigorously analyze thematically or chronologically selected films to gain insight into American culture and American experience.

One

Students will be able to define and analyze a selected group of American films using methods and perspectives drawn from American Studies and film studies, and by the end of the semester will be able to apply those methods and perspectives to a broader range of films.

Three

Students will formulate clearly and persuasively supported arguments using best practices in the study of film and American culture.

Two

Students will be able to rigorously analyze thematically or chronologically selected films to gain insight into American culture and American experience.

Three

Students will formulate clearly and persuasively supported arguments using best practices in the study of film and American culture.

Top

Topics in American Studies

Multidisciplinary study of a carefully defined problem in American culture. Topics vary.

AM ST 390R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing AM ST 390R

Course Outcomes

One

Students will be able to employ disciplinary and interdisciplinary perspectives to address a key problem or question in American culture.

Two

Students will, in a variety of written assignments, rigorously analyze cultural and textual research sources.

One

Students will be able to employ disciplinary and interdisciplinary perspectives to address a key problem or question in American culture.

Three

Students will be able to communicate persuasively in oral and written forms following the conventions of the field.

Two

Students will, in a variety of written assignments, rigorously analyze cultural and textual research sources.

Three

Students will be able to communicate persuasively in oral and written forms following the conventions of the field.

Top

American Studies Lecture Series: Presentations on American Studies/Western American Studies

Introduce research in American Studies and Western American Studies. Speakers from BYU and other institutions share their research. Students engage with lecturers by developing questions, then evaluate and write about ideas.

AM ST 392R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing AM ST 392R

Course Outcomes

Engage Disciplinarily and Interdisciplinarily

Students will be introduced to the latest research in American Studies and Western American Studies by attending a weekly lecture series.

Thinking Critically

Students will be able engage with the lecturers by asking questions and responding to teach lecture.

Engage Disciplinarily and Interdisciplinarily

Students will be introduced to the latest research in American Studies and Western American Studies by attending a weekly lecture series.

Analyze Rigorously

Students will be able to evaluate and write clearly about the ideas presented in the lectures.

Thinking Critically

Students will be able engage with the lecturers by asking questions and responding to teach lecture.

Analyze Rigorously

Students will be able to evaluate and write clearly about the ideas presented in the lectures.

↑Top

Academic Internship

Examining the American experience from a variety of standpoints. Honing skills in writing; literary criticism; historical research; and social, political, and economic analysis.

AM ST
399R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Program coordinator's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing AM ST 399R

Course Outcomes

One

Using available resources, students will be able to work independently to arrange and complete an internship that will help them explore post-graduation career possibilities.

Two

Students will be able to analyze and act in accord with the conventions, texts, and/or artifacts of the field in which they arrange their internship; they will develop a fuller understanding of regional, national, and/or international modes of American experience.

One

Using available resources, students will be able to work independently to arrange and complete an internship that will help them explore post-graduation career possibilities.

Three

Students will improve their oral and written skills according to the best practices of the internship situation in which they are engaged, as evaluated by internship supervisors and coordinators.

Two

Students will be able to analyze and act in accord with the conventions, texts, and/or artifacts of the field in which they arrange their internship; they will develop a fuller understanding of regional, national, and/or international modes of American experience.

Three

Students will improve their oral and written skills according to the best practices of the internship situation in which they are engaged, as evaluated by internship supervisors and coordinators.

Top

Senior Capstone

In-depth review of American Studies theories, methods, and criticism; content varies; requires original research and substantial writing of paper intended for publication.

AM ST
490

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AM ST 303 & AM ST 304; Senior status or program coordinator's consent.
Taught	Fall, Winter
Programs	Containing AM ST 490

Course Outcomes

Engage Disciplinarily and Interdisciplinarily

Through class discussions and writing activities, students will be able to demonstrate a fluency in the disciplinary trends of American Studies, an understanding of the field’s inherent interdisciplinarity, and an ability to draw upon knowledge that they have acquired in courses taken in other disciplines.

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Through class discussions and writing activities, students will be able to demonstrate a fluency in the disciplinary trends of American Studies, an understanding of the field's inherent interdisciplinarity, and an ability to draw upon knowledge that they have acquired in courses taken in other disciplines.

Analyze Rigorously

Students will be able to demonstrate high proficiency in reading critically and analyzing primary historical, secondary historical, theoretical, and critical texts. Students will exhibit this high proficiency through engaging in the methods central to the field of American Studies: textual analysis, archive building, institutional contextualization, and theorizing.

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Students will be able to demonstrate high proficiency in reading critically and analyzing primary historical, secondary historical, theoretical, and critical texts. Students will exhibit this high proficiency through engaging in the methods central to the field of American Studies: textual analysis, archive building, institutional contextualization, and theorizing.

Communicate Persuasively

Capstone participants will be able to formulate both their oral and written arguments coherently, support them clearly, and communicate them effectively to their audiences using correct conventions of language, style, and the best practices of the discipline.

Work Independently

Students will be able to develop their own research project (formulate a sophisticated research question, independently conduct primary and secondary research, and employ the writing skills they have developed over the course of the major) in order to write an original 15–20 page research paper in the last third of the course.

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↑Top

Introduction to Ancient Near Eastern Studies

Historical background, research skills, and methods of academic inquiry relevant to ancient Near Eastern Studies.

ANES
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ANES 201

Course Outcomes

Intro to and Challenges within ANES Scholarship

Introduce students to the issues in the study of the Ancient Near East that have an impact on understanding the Hebrew Bible and the New Testament, including a discussion on the challenges "believing" students face, LDS in particular. This will include a discussion of some of the ethical issues in current scholarship.

Developing ANES skills

Help students critically read, discuss, research and write about ancient texts with methodological rigor and academic integrity.

Survey ANES history, culture and major texts

Introduce students to the field of Ancient Near Eastern Studies, including the historical and geographical breadth from 3000 b.c.e. down to 600 c.e., the development of the field of study, the major texts and their standard editions, research skills, major terms, and employment possibilities.

↑Top

History and Culture of Ancient Israel

Israelite history and culture in Canaan/Israel from c. 2000 B.C. to A.D. 200. Methodology for using the Bible in historical research.

ANES 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 238; or HIST 239
Taught	Fall odd years
Programs	Containing ANES 310

Course Outcomes

Factual knowledge about history and culture

Students will know and be able to interpret the significant events and developments in the history of ancient Israel within the large context of the ANE, and know and be able to interpret the main features of the culture of ancient Israel, based on textual and artifactual data.

Historical value of the Bible

Be able to analyze and discuss the value and limitations of the Bible as a reliable source of historical information, and be able to relate and analyze major opinions on this issue in the field of biblical studies.

Research and Writing

Be able to research, analyze, and write clearly and persuasively about the issues just listed.

Researcher approach and bias

Have considred how their own faith-views impact their approach to certain of the issues just listed.

Top

Readings in Ancient Near Eastern Texts to 330 B.C

Reading and analysis of major ancient Near Eastern texts in English translation. Methodology for dealing with potential biblical parallels.

ANES 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 238
Taught	Winter even years
Programs	Containing ANES 331

Course Outcomes

Working with Texts

Students will be able to competently read, analyze, and communicate about ANE texts.

Contextualizing Texts

Extrapolate cultural and historical information from primary texts, while accurately placing them in their original historical and cultural context.

Scholarship on ANE Texts

Critically analyze and write about scholarly theories on major ANE texts.

↑Top

Readings in Classical Near Eastern Texts

Reading and analyzing major ancient Near Eastern texts in English translation. Methodology for dealing with potential biblical parallels.

ANES
332

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing ANES 332

Course Outcomes

Working with Texts

Students will be able to competently read, analyze, and communicate about Classical Near Eastern texts.

Contextualizing Texts

Extrapolate cultural and historical information from primary texts, while accurately placing them in their original historical and cultural context.

Scholarship on Classical Near Eastern Texts

Critically analyze and write about scholarly theories on major Classical Near Eastern texts.

↑Top

Archaeological Fieldwork in the Near East

Archaeological fieldwork and corresponding field school activities in the Near East.

ANES
353R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Ancient Near Eastern Studies coordinator's consent.
Taught	
Programs	Containing ANES 353R

Course Outcomes

Fieldwork Experience

Credit for those students who participate in an authorized "dig" somewhere in the Near East, thus gaining firsthand experience with archaeological techiques, such as excavating, analyzing, and recording data. A written report on the experience is required for academic credit.

Top

Hebrew Bible Studies

Current analytical methods used in academic study and interpretation of the Hebrew Bible.

ANES 363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HEB 231
Taught	Winter odd years
Programs	Containing ANES 363

Course Outcomes

ANES 363 Theories

Students will be introduced to the variety of interpretative strategies and theories about the Hebrew Bible

ANES 363 LDS Interpretation

Students will analyze and interpret passages of scripture from the Hebrew Bible assisted by and comparing LDS and non-LDS sources and approaches.

ANES 363 Student's Approach to Hebrew Bible

Students will reflect and write about their own approach to the Hebrew Bible.

Top

Directed Readings in Ancient Near Eastern Studies

Directed individual study of historical topics or ancient texts.

ANES
390R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Written plan of study approved by both instructor and program coordinator.
Taught	Contact Department

Course Outcomes

Disciplinary Knowledge

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

↑Top

Topics in Ancient Near Eastern Studies

Topical studies in the ancient Near East based on student interest and faculty expertise.

ANES
392R

Hours	2.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ANES 392R

Course Outcomes

Research and Methodology

Students will demonstrate their ability to research and write / present in-depthabout a particular ANE topic, situating it within the larger field of ANES, employing both rigor and academic integrity.

↑Top

Advanced Topics in Ancient Near Eastern Studies

Seminar involving in-depth examination of an ancient Near Eastern topic and then writing about it.

ANES
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing ANES 430R

Course Outcomes

Research and Methodology

Students will demonstrate at a senior level their ability to research and write / present in-depth about a particular ANE topic, situating it within the larger field of ANES, employing both rigor and academic integrity.

↑Top

Senior Seminar in Ancient Near Eastern Studies

Capstone seminar utilizing research, analytical, and writing skills to produce a senior research paper on an ancient Near Eastern topic.

ANES 495

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ANES 495

Course Outcomes

Research and Methodology

Students will be able to do rigorous research in the area of their academic specialty that will result in a 20-25 page publishable senior paper, which, in turn, should prepare the student for further graduate work.

Presentation and Peer Review

Students will learn how to better present their own research and do quality peer review of other's work.

Publishing and Presenting

Students will learn how to navigate and understand the publishing process, includinghow to solicit publication of work and how to find scholarly symposia and other suitable venues to present their research.

Top

Social/Cultural Anthropology

Aspects of society and culture: kinship, beliefs, economy, and political order among peoples worldwide. Methods and perspectives used in social/cultural anthropology.

ANTHR
101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing ANTHR 101

Course Outcomes

Social/Cultural Anthropology

- Come to understand culture as a way of interpreting experience, and realize that culture informs both social life and individual psychology, shaping and coloring how people perceive and act in the world.
- Grasp the social scientific principles and reasoning involved in ethnography, and recognize the value, limitations, and ethical implications of this way of making sense of social conduct.
- Acquire an informed awareness of other cultural worlds-an appreciation of other ways of being human-of believing, behaving, and belonging, including their kinship organization and ritual, economic, and political practices.
    - Learn to see personal beliefs, values, attitudes, and conduct-including kinship organization and ritual, economic and political practices-from the perspective of people with different ideas about the way the world works.
- Develop an increased ability to write effectively.

Self-Examination

You will learn to do hard things.

The Aims of BYU Education

The Aims of a BYU Education stipulates that students cultivate an informed awareness of the peoples, cultures, languages, and nations of the world. The Global and Cultural Awareness requirement enhances that awareness with a greater understanding and appreciation of the varieties of human experience across time and space. Inherent in the notion of global and cultural awareness is the perspective that we are all spiritual offspring of the same God, that in addition to our common humanity we also possess a nascent divinity. The Global and Cultural Awareness requirement seeks to help BYU students come not only to see the relativity of many of their own, culturally-derived notions but also to go forth to serve, having had meaningful discussion about or hands-on experience in dealing with real world global issues and problems.
1. Students will acquire *informed awareness* of either a) a culture outside their own, or b) the interplay of cultures, languages, and/or nations at an international level.
2. Students will experience *thoughtful reflection* on the above, as demonstrated in a structured, guided manner under the direction of a faculty member. Evidence of reflection implies written or

spoke analysis that will include a consideration of the student,??s own responses to the culture or global issue, often involving comparison, and will demonstrate informed awareness.
3. Students will develop greater empathy and charity, and begin to gain a global perspective, by learning to see themselves from another,??s point of view.
"

Top

Archaeology Field Trip

Archaeology field trip to Four Corners.

ANTHR 103

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Meet weekly prior to trip. Students responsible for food and camping costs. Limited enrollment
Taught	Fall Contact Department
Programs	Containing ANTHR 103

Course Outcomes

Archaeological Field Visits

Students will visit major archaeological sites in the Southwestern United States and appreciate prehistoric cultural developments in the region.

↑Top

Anthropological Films

Examination of other cultures through ethnographic or archaeological film.

ANTHR 108R

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Can be taken separately or concurrently with Anthr 101 or 110.
Taught	Fall, Winter
Programs	Containing ANTHR 108R

Course Outcomes

Diversity of Cultures and Cultural Systems

Through an exposure, critique, and study of ethnographic films, students will gain knowledge of the diverse types of human cultural systems in existence today in addition to the methodologies utilized to study and record them.

↑Top

Honors Introduction to Archaeology

Studying past human behaviors and cultures by applying scientific principles and reasoning; exploring case studies concerning archaeological discoveries.

ANTHR
110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Learning Objectives

This course helps students to learn the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process. At the same time, students will learn to appreciate the excitement of discovery that has accompanied important scientific developments while engaging with global cultures whose developments have changed the face of humankind throughout time. Students will learn how scientific methodology can be used to analyze real world problems, including societal issues that can be informed by studies of past cultures. Students will become adept at evaluating scientific data and claims in order to make informed decisions on public-policy science issues that affect their community.

Learning Outcomes

This course also helps students cultivate an informed awareness of the peoples, cultures, languages, and nations of the world, gaining a greater understanding and appreciation of the varieties of human experience across time and space. This understanding is vital to fulfilling the Lord's injunction to understand "things both in heaven and in the earth, and under the earth; things which have been, things which are...things which are abroad; the wars and the perplexities of the nations, and the judgements which are on the land; and a knowledge also of countries and of kingdoms" (D&C 88:79).

Course Objectives

As students complete the course they will learn to communicate their thoughts on various social and scientific topics clearly and meaningfully. Assignments, activities, and discussions include opportunities for students to practice the appropriate use of basic scientific vocabulary and effective interpretation of quantitative data, as well as reflect rationally upon the interface between science, society, and religion. Through the intensive study of examples of peoples in times and places other than their own, students will gain a greater awareness of global cultures outside of their own, thus helping them to develop greater empathy and charity for people in other parts of the world today.

Top

Introduction to Archaeology

Studying past human behaviors and cultures by applying scientific principles and reasoning; exploring case studies concerning archaeological discoveries.

ANTHR 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing ANTHR 110

Course Outcomes

Learning Objectives

This course helps students to learn the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process. At the same time, students will learn to appreciate the excitement of discovery that has accompanied important scientific developments while engaging with global cultures whose developments have changed the face of humankind throughout time. Students will learn how scientific methodology can be used to analyze real world problems, including societal issues that can be informed by studies of past cultures. Students will become adept at evaluating scientific data and claims in order to make informed decisions on public-policy science issues that affect their community.

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↑Top

Introduction to the Major

Overview of anthropology major and graduation requirements; preparing for senior thesis sequence; career opportunities; and graduate school application process.

ANTHR
150

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ANTHR 150

Course Outcomes

Introduction to Basic Theories and Methodologies

Students in this course will gain an introductory level understanding of the basic assumptions of the disciplines of Anthropology and Archaeology as well as their historical development along with examples of applications of various methodologies in the field.

Expectations

On completion of the course students should be

- Familiar with the scope of the Anthropology major, its requirements, and ways of fulfilling these
- Have a viable Career track plan
- Have a viable Graduate School plan
- Have a revised and approved MAP for their time at BYU and have met with their Faculty Advisor
- Be aware of the Field School requirements and options for both Archaeology and SocioCultural tracks
- Be acquainted with Faculty
- Have participated in a designated service project

↑Top

Foundations of Social Theory

Theoretical and philosophical antecedents of modern social theory; ideas and theorists that shaped the formation of anthropology as a discipline.

ANTHR 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ANTHR 101
Taught	Fall, Winter, Spring, Summer
Programs	Containing ANTHR 201

Course Outcomes

Anthropological Theory

This course will lead to four learning outcomes: 1) knowledge of the foundational theorists of social science; 2) personal skills in evaluating the relevance and /or applicability of their theories; 3) recognition of the reliance on foundational theory in our world today, and; 4) increased aptitude for critical thinking and expression.

Social Theory: Research Skills and Methods

Students will gain a knowledge of the foundational theorists of social science.

Human Cultural Diversity

Students will gain personal skills in evaluating the relevance and/or applicability of the theories of the foundational theorists in the social sciences as well as a recognition of the reliance on foundational theory in our world today.

Critical Thinking and Analysis

Students will gain an increased aptitude for critical thinking and expression.

Top

Foundations of Anthropological Theory

Ideas from the founders of social and cultural anthropology and archaeology as disciplines, particularly at the turn of the 20th century.

ANTHR
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ANTHR 101
Taught	Winter
Programs	Containing ANTHR 202

Course Outcomes

Critical Thinking and Analysis

Students will gain a knowledge of the foundational theorists of both sociocultural and archaeological anthropology, particularly at the turn of the 20th century.

Research Skills and Methods

Students will gain personal skills in evaluating the relevance and/or applicability of foundational theorists in sociocultural anthropology and archaeology.

Human Cultural Diversity

Students will gain a recognition of our reliance on foundational theory in our world today.

Critical Thinking and Analysis

Students will gain an increased aptitude for critical thinking and expression through course assigments.

↑Top

Contemporary Theory

Important current theoretical frameworks in anthropology.

ANTHR
203

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ANTHR 101
Taught	Fall
Programs	Containing ANTHR 203

Course Outcomes

Contemporary Theory

- Students will develop an enhanced understanding of human beings and human being through the paradigms of the most important theorists and theories applicable to anthropology and archaeology.
- Students will begin their preparation to write a theoretically informed senior thesis and to eventually produce an accurate and insightful interpretation of another system of thought and tradition of social practice.
- Students will be able to describe the positions, ideas, and approaches utilized to analyze human artifacts and institutions.
- Students will demonstrate the ability to think soundly and critically, to communicate effectively, and to write a clear and convincing essay.

Human Cultural Diversity

Students will develop an enhanced understanding of human beings and being human through course assignments.

Research Skills and Methods

Students will be prepared to write a theoretically informed senior these, to eventually produce an accurate and insightful inerpretation of another system of thought and tradition of social practice through course assignments. These assignments will also assist each student in being able to describe the positions, ideas, and approaches that will most help he/she in making sense of human artifacts and institutions, of particular activities, events, roles, places, and other objects.

Research Skills and Methods

Students will demonstrate the abilities to think soundly, to communicate effectively, and to write a clear and convincing essay.

Top

Experiments in Ancient Technology

Processes by which tools and other objects were produced anciently; experimental reproduction and use of ancient tools and their scientific analysis..

ANTHR 207

Hours	3.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 207

Course Outcomes

Applications in Theory and Methodology

Through the hands on learning of the most important technological development of early human societies. students will gain a better appreciation of artifact analysis as well as cultural development. Topics that may be covered are cordage making, flint knapping, pottery development, etc. depending on the background of the directing faculty.

↑Top

Introduction to Archaeology: Method and Theory

Field and analytic methods and their relevance to data acquisition; use of theory and the relation of theory to methods.

ANTHR
215

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ANTHR 215

Course Outcomes

Archaeological Methodology and Theory

Students will gain a knowledge of the history of archaeology as well as an exposure to basic archaeological theory and methodological practices in the field. Through this study, students will also gain a knowledge of the most important figures in archaeology as well as the major sites world-wide integrated with a chronology of world pre-history and history relevant to archaeological research.

Critical Thinking and Understanding

Learning activities for this course have been designed to help students:

- gain a more detailed knowledge of the history of archaeology;
- develop a greater understanding archaeological theory and method;
- develop and apply these skills and knowledge;
- and further develop skills in critical thinking, research and argumentative writing.

Top

Biological Anthropology

Relationships between human biology, environment, social structure, and culture. Concepts and data on race, primates, evolution, population genetics, growth, and sociobiology.

ANTHR 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Spring
Programs	Containing ANTHR 300

Course Outcomes

Biological and Envronment Relationship

Develop an understanding of the relationships between human biology, environment, social structure.

Course Objectives

Upon completion of this course, students will be able to analyze humans as bio-cultural beings; living in both a
cultural and natural setting. Students will also gain a basic understanding of evolutionary concepts in general, and human evolution specifically.

Data collection and analysis

Collect data on race, primates, evolution, population genetics, growth, and sociobiology.

Top

Human Osteology

Identification and treatment of skeletal material found in archaeological excavations.

ANTHR 301

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall odd years
Programs	Containing ANTHR 301

Course Outcomes

Human Osteology

In archaeology, the recovery of human remains is often a critical part of field work. Students will thus learn all the necessary skills involved with identifying osteological remains and their relationship to both archaeological and forensic analysis including relationships to race, gender, and human disease and diet. Modern techniques of analysis will be a major focus of this course.

↑Top

Language, Culture, and Society

Linguistic anthropology as a way of doing ethnography; language as symbolic form, vehicle of thought, and instrument of social interaction; speech events as cultural texts.

ANTHR 309

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter Contact Department
Programs	Containing ANTHR 309

Course Outcomes

Language, Culture, and Society

- Develop an enhanced understanding of human language.
- Prepare to do effective ethnography, to eventually produce an accurate and insightful interpretation of another system of thought and tradition of communicative practice.
- Describe the positions, ideas, and approaches that will most help you to make sense of speech acts and events, or to "interpret social and cultural systems through the manifold lenses afforded by language and speech."
- Demonstrate the ability to think soundly, to communicate effectively, and to write a clear and convincing essay.

Top

Museums and Cultures

Role of museums in society. Analyzing museum content, use, and sociology. Visits to and critiques of area museums. Final projects with real museums in the region.

ANTHR 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department
Programs	Containing ANTHR 311

Course Outcomes

Course Objectives

-This course will give participants a sound foundation in understanding the important roles museums play as cultural symbols in world societies, as well as exploring how individual types of museums becomes unique paradigms of cultural memory, education, and identity.
-This course will give students the opportunity to understand the diverse ways in which societies utilize and conceptualize museums.
-This course will provide students with hands-on final projects involving the collections and institutions of museums in the the Utah Valley region.

Application

1. Students will be able to examine museums as institutions, including their social impact and specific exhibitions.
2. Students will be familiar with the major museum fields.
3. Students will learn how to work as a team to give motivating and persuasive presentations.

Top

Intercultural Communication

Communication processes as affected by proxemic, kinesic, linguistic, social, institutional, worldview, value differences, and other aspects of culture. Seminar/workshop: theory, research methods, applications.

ANTHR 312

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study only.
Programs	Containing ANTHR 312

Course Outcomes

Intercultural Communication

After taking this course, you should be able to discuss the following questions and to give examples to illustrate your explanations:
1. What must we take into account if we want to learn how to communicate appropriately and effectively with members of other societies?
2. How does culture shape communication and social interaction in general?
3. What values, beliefs, and attitudes seem to shape the interactions and communications of members of mainstream middle-class American society? And how do these patterns compare and contrast with those of other societies with which you are familiar?

Top

Museum Registration and Legal/Ethical Issues

Managing museum collections: cataloging, loans, ethics, legal issues, object handling, basic object conservation. Practical experience working with museum objects and specific museum challenges.

ANTHR 314

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ANTHR 311
Taught	Winter
Programs	Containing ANTHR 314

Course Outcomes

Collection Disciplines

Students will be familiar with registration/collections management/collections care disciplines

Handson Experience

Students will gain hands-on, real-life experience with museum collections and registration

Technical Writing

Students will be familiar with technical writing for collections care (mainly object description and condition reporting)

Collection Management

Students will be learn basic project management skills in managing collection projects

Museum Ethics and Laws

Students will have a basic understanding of museum ethics and laws affecting museum collections

↑Top

The Hmong Diaspora: Culture, History, and Language

Ethnographic and historical perspectives on the Hmong diaspora (including China, Vietnam, Laos, Thailand, France, the United States, Australia, and other locations); Hmong language, ritual practice, cultural change and adaptation, and new religious movements.

ANTHR
327

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Peoples of Africa

Political, economic, and social organization, family life, language, worldview, religion, ritual, artistic expression, ecological adaptation, and contemporary development issues among rural and urban sub-Saharan peoples.

ANTHR 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 330

Course Outcomes

Course Objectives

In this course students will learn of the variety of cultures to be found within sub-Saharan Africa as we look at indigenous people in western, eastern and southern Africa. Among the issues examined will be the impact of colonialism, gender and fertility, political and economic systems – particularly the impact of war and acts of violence, as well as health and healing, and belief systems.

Application

By applying basic Anthropological concepts and theory to the data sets described in the assigned readings and class discussions, students will learn to think anthropologically, to apply the knowledge they have acquired and to analyze and understand human activity, sociality and thought. Additionally they will develop a solid knowledge and understanding of human diversity and cultures within the geographic location. They will also be enhancing their ability to communicate, both orally and in written work.

Top

Peoples of India

Society and culture on the Indian subcontinent. Stratification, kinship, marriage, religion, politics, economics.

ANTHR 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 335

Course Outcomes

Overview of Peoples & Cultures of India

Students will be provided an overview of the peoples and cultures of South Asia with an emphasis on India; a region consisting of several hundred languages, multiple ethnicities, many religious traditions, and competing political orientations.

Readings and Films

Students will receive increased knowledge of the cultures of India through in-depth readings, lectures, discussions, and films.

Increased Critical Thinking and Writing Skills

Students will increase their capacity for critical thinking skills and writing within the discipline through discussions, exams, and a written research papers.

↑Top

Cinema and Culture in India

Anthropology of film in India; the world's largest film industry. Indian cultural and linguistic diversity. How different film genres reflect, distort, or utilize Indian cultural diversity. Evidences in the film work of Satyajit Ray.

ANTHR
336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 336

Course Outcomes

Cultural Diversity and Research Methods

This course aims to introduce the varied products of the world's largest film industry to students with no specialized knowledge of the subject. The first objective is to survey the linguistic and cultural diversity of India, examining how different genres of Indian film relfect, distort, or utilize this diversity, and contrast them with Western films on India, the perspectives and presuppositions of which are often very different.

Interpretations of 'universality.'

Students will become acquainted with many of the above major themes in more depth by analyzing the work of Satyajit Ray (1921-1992), the Indian film-maker Western critics are most familiar with. Students will learn how the content, style, and objectives of Ray's films were shaped by his intellectural and cultural contexts. Western as well as Indian critics have often portrayed Ray simply as a "univeral humanist" or "transnatioanl auteur." Students in this course will learn how to interpret the universality of Ray's work as a cultural product dialectically related to its unrelenting particularism.

Top

Peoples of the Middle East

Ecology, social organization, and beliefs of nomadic, rural, and urban groups between western Africa and Pakistan.

ANTHR 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 340

Course Outcomes

Cultures & Peoples of the Middle East

Students will gain an introductory level understanding of the variety of cultures, ethnic groups, religious variances, and competing political entities representative of the regions included in the MIddle East. Special emphasis will be placed on applying this knowledge to archaeological and anthropological perspectives, disciplines, and professions.

Creative Thinking, Analysis, Research, and Writing Skills

Through course assignments, students will increase their skills in creative thinking, analysis of data, research, and writing.

Ecology, social organization, beliefs, nomadic, rural, and u

Through course assignments, students will gain a knowledge and demonstrate their comprehension of the ecologies, social organizations, religious beliefs, and variances between nomadic, rural, and urban groups in the Middle East.

↑Top

Ethnonationalism and Southeast Asia

Historical and ethnographic perspectives on social and political dynamics in Southeast Asia, including upland ethnic minority issues, ethnonationalistic movements, geopolitical influences, war, genocide, religious dynamics, and the rise of nationalism in the region.

ANTHR
341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Anthr 101.
Taught	Winter
Programs	Containing ANTHR 341

Course Outcomes

Theory Building

Through this course, students will engage with some of the more prominent theoretical perspectives on the rise of nationalism, ethnonational dynamics, ethnic differentiation, and conflict.

Cultural Diversity

Using the courses' theoretical base, students will engage with ethnographic material on mainland Southeast Asia in order to understand the history of the region in all of its cultural and political diversity.

Critical Thinking Skills

Students will hone critical thinking skills through seminar discussions where we critique different theoretical perspectives, apply them to and test them with a variety of Southeast Asian ethnographic materials, and develop theoretical lines of coherence from these different social theorists.

Cultural Diversity

Through the assignments of this course, students will also learn to see and therefore critique nationalist consciousness and the politics of statecraft, and apply this crtiique to the ethnographies and historical accounts that we read in the seminar.

↑Top

Chinese Culture and Society

Cultural and social institutions of traditional and modern China, including mainland China, Taiwan, Hong Kong, or other areas of Chinese impact.

ANTHR 343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ANTHR 343

Course Outcomes

Chinese Culture

Students will gain knowledge of the varieties of cultures encompassed in the vast domains of China as well as the basic social paradigms of Chinese society. Through this study, students will also gain a basic knowledge of the history of China and its importance in both past and present world contexts.

Top

American Culture

Perspectives and methods for making sense of mainstream middle-class American society; American ways of being-in-the-world, of believing, behaving, and belonging; American cultural themes.

ANTHR 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ANTHR 345

Course Outcomes

American Culture

- Develop an enhanced understanding of what it means to be American.
- Learn how to use the stories Americans tell about themselves as portholes through which to peer into the ordinarily invisible world of American culture.
- Be able to describe the values, beliefs, and attitudes that shape and color how Americans perceive and act in the world, that inform American social and political life as well as individual psychology.
- Demonstrate theability to think soundly, to communicate effectively, and to write a clear and convincing memoir of a specific American experience that reveals a particular, readily identifiable aspect of American culture.

↑Top

Anthropology of Mormonism

Intensive analysis of Mormon society and culture using a range of anthropological perspectives.

ANTHR
346

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ANTHR 346

Course Outcomes

Anthropology-Mormonism

Students will gain a knowledge of the development of Mormonism as a distinct religious and cultural force within American society as well as its impact in world-wide contexts. The emergence of Mormonism as a 'culture' and the evolution of its assumptions and unique cultural characteristics will also be emphasized. Students will gain practice in applying current anthropological theories to a culture familiar to the majority of participants, but perhaps never thought about by students through the disciplinary assumptions of anthropology.

Top

Contemporary Japan

Using movies and popular media to examine the social structures and family life dynamics of contemporary Japan.

ANTHR 348

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 348

Course Outcomes

Cultural Diversity

Through a study of the cultural constructs of Contemporary Japan, students will gain an understanding of the historic development of Japanese society and its place within a modern world context.

↑Top

Archaeological Cultures of North America

Cultural developments of North American Indians (Canada, U.S., and northern Mexico) before Columbus.

ANTHR 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 350

Course Outcomes

Archaeology of the Native Cultures of North America and Nort

Students will gain an introductory level comprehension of the diverse cultural developments of North American indigenous peoples as well as selected examples from Canada and Northern Mexico through the study of archaeological evidence and material culture.

Hands-On Exposure to Native American Material Culture

Students will gain a more in-depth comprehension of the diversity and complexity of data sets regarding archaeological evidence via material cultural remains by hands-on interactions with the collections of the Museum of Peoples and Cultures at BYU.

Critical Thinking, Research, Analysis, and Writing

Through course assignments, students will increase their skills in critical thinking, research, analysis, and writing. Emphasis will be placed on writing in the discipline.

↑Top

Archaeology and the Bible

Setting and context of the Bible as clarified and supplemented from archaeology, history, and related studies. Archaeological methods.

ANTHR 351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 351

Course Outcomes

Biblical Archaeology

Students will gain knowledge of the development of Biblical archaeology as a field within the overall umbrella of the discipline of anthropology. This study will include extensive study of the both the defining personalities and methodologies in this sub-area of archaeology, as well as the major excavated sites in the Levant associated with Biblical events. Students will also gain a knowledge of the historical development of the Near East through its archaeological contexts, and the debates existing between differing methodologies associated with the use of the Bible as a primary document.

Top

Mesoamerican Archaeology

Cultural and environmental bases of ancient civilizations in Mexico and Central America. Olmec, Maya, Toltec, and Aztec cultures.

ANTHR 355

Hours	3.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 355

Course Outcomes

Archaeology of Mesoamerica

Students will gain knowledge of the major archaeological sites excavated and studied in Meso-America with an emphasis on critiquing archaeological methodologies and theory as they have been applied to specific archaeological sites in the field. Through this study, students will also gain a knowledge of the history and cultural development of the major societies and cultures of this region and the role that archaeology plays in assisting in providing data related to questions associated with the development and decline of these entities.

↑Top

Archaeology of Egypt

Survey of the most important archaeological sites, artifacts, and monuments of Egypt, their cultural contexts, as well as major methodological developments in Egyptian archaeology and Egyptology.

ANTHR 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing ANTHR 375

Course Outcomes

Identify important Sites and artifacts

-Students will master a survey of the most important archaeological sites, artifacts, and monuments of Egypt, their cultural contexts, as well as major methodological developments in Egyptian archaeology and Egyptology.
-Students will increase their abilities to think critically and creatively with regard to archaeological methodologies and theories in the field of Egyptology.
-Students will improve their abilities to give both a professional oral/speaking presentation and a critical written research paper of over 12 pages in length.

Strata-graphic Analysis

-Students will be able to place the artifacts and architectural remains of Ancient Egypt in a strata-graphic sequence in order to prepare them for excavation on-site in Egypt.

Top

Archaeology of the Ancient Aegean and Greece

Bronze Age Aegean through the Classical and Hellenistic eras. Archaeological sites, artifacts, and monuments of the Mediterranean region impacted by Greek civilization. Classical archaeological methodologies associated with the study, excavation, and interpretation of these cultures.

ANTHR 376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Anthr 215.
Taught	Winter odd years
Programs	Containing ANTHR 376

Course Outcomes

Course Objectives

-Students will learn the archaeology and cultural contexts of the ancient Aegean and Greek worlds, including Classical Archaeological methodologies and theory.
-Students will analyze the contributions that Greek culture, religion, art, and architecture, have played in the development of world history and society.
-Students will critically analyze previous field methodologies in Aegaean and Greek archaeology through selected of field reports, book chapters, etc. of the major archaeologists and sites in this region of the world.
-Students will improve their research and writing skills through the development of a critical research paper of more than 12 pages in length.
-Students will improve their professional speaking skills through an oral class presentation on an assigned topic.

↑Top

Archaeology of Roman Civilization

Survey of the most important sites, artifacts, monuments, and methodological approaches associated with the archaeological study of Etruria, Roman Italy, and the Roman Empire. Cultural contexts of the regions impacted by Roman civilization.

ANTHR 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Anthr 215.
Taught	Fall odd years
Programs	Containing ANTHR 377

Course Outcomes

Archaeology-Roman and Etruscan

-Students will gain a knowledge of the development of Etruscan and Roman societies through a study of Classical archaeological techniques and methodology.
-Heavy emphasis will be placed on students gaining a chronological knowledge of both of these cultures and their impact on the Mediterranean Basin as well as on developments in the medieval worlds of Europe and Islam.
-Students will also gain a knowledge of the major assumptions and methodologies of Classical archaeology and gain experience in writing in the discipline through development of a critical research paper of not less than 12 pages.
-Students will increase their public speaking skills by giving an oral class presentation on an assigned topic.

↑Top

Near Eastern Archaeology

Peoples and culture history in Mesopotamia, Syria, Palestine, Egypt, 3500--500 B.C. Substantial reading, writing, discussion.

ANTHR
378

Hours	3.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 378

Course Outcomes

Archaeology in Mesopotamia, Syria, Palestine, & Egypt

Students will gain an introductory level understanding of the archaeology, history, and ancient cultural contexts of the major ancient civilizations of Mesopotamia, Syria, Palestine, and Egypt through readings, research assignments, and discussion.

Critical Thinking, Research, Analysis, and Writing

Students will increase their skill sets with regard to critical thinking, research, analysis of data, and writing through multiple types of course assignments including a final research paper project.

Top

Archaeology of Islam

Pre-Islamic roots through Ottoman period. Sites, artifacts, and monuments of Islam. Focus on religious and cultural contexts. Relevant Islamic texts and archaeological methods for understanding medieval Islamic sites and artifacts.

ANTHR 379

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Anthr 215.
Taught	Winter even years
Programs	Containing ANTHR 379

Course Outcomes

Islamic Archaeology & Cultural Contexts

-Course topics will give students an introductory understanding of the archaeology of Islam from its Pre-Islamic roots through all major Islamic eras ending with the Mughal and Ottoman periods.
-Students will gain a knowledge of the most important sites, artifacts, and monuments of Islam.
-Students will also gain a deeper understanding of Islamic archaeology through a focus on its religious and cultural contexts through relating relevant Islamic texts to the major archaeological sites and artifacts of numerous Islamic cultures.
-Students will gain a working knowledge of the archaeological methods and theories currently impacting the excavation and interpretation of Islamic sites throughout the Mediterranean Basin, the Near East, India, and Asia Minor.
-Students will improve both their speaking and critical writing and research skills through both an oral in class presentation and a research paper of not less than 12 papers addressing a major research question pertinent to Islamic Archaeology.

↑Top

Archaeology of Europe

Cultural developments of temperate Europe from prehistory to the Roman expansion; lectures and case studies highlight issues related to environmental change, the introduction of farming, population movement, and the emergence of increasingly complex socio-economic systems.

ANTHR 385

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 385

Course Outcomes

Archaeology of Europe

-Students will develop a working knowledge of the major periods, developments, and interpretive themes related to prehistoric Europe.
-Students will develop an understanding of the history that has shaped and guided the development of modern Europe.
-Students will gain a greater appreciation of how archaeological evidences can be used in resonstructing this history.
-Students will apply skills and knowledge introduced in foundation courses such as ANTHR 110 and ANTHRO 215 to the archaeological study of Europe.
-Students will further develop skills in critical thinking, research, and argumentative writing.
-Students will improve their abilities to develop and complete indivdiual learning agendas.

Top

Special Topics in Regional Anthropology

Subjects related to a particular area or people.

ANTHR
390R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Offered	Offered when unique opportunities or needs arise.
Programs	Containing ANTHR 390R

Course Outcomes

Special Topics in Archaeology/Anthropology

ANTHR 390R Provides students the opportunity to gain a more in-depth knowledge in a field specific region of archaeological or socio-cultural interest. The course offers the chance for visiting scholars with special expertise or regional interest to provide an intensive learning experience in anthropology for students interested in the field or the specific region.

Top

Quantitative Methods for Anthropology

Quantitative methods in archaeology and sociocultural anthropology, including methods of organizing, exploring, and presenting data, probability, and statistical inference.

ANTHR 402

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 402

Course Outcomes

Course Objectives

The main goal of the course is to help students obtain the skills necessary to successfully complete an artifact analysis project similar to what is required in the Anthropology 456 (laboratory analysis) class. This requires the abilities to 1) use various computer applications to manage data, 2) to properly use statistical and graphical methods for data presentation and analysis, and 3) to describe clearly both the data itself and the results of quantitative analyses.

↑Top

Museum Collections Management

Instruction and practice in aspects of managing museum collections: writing catalogs, processing donations, preserving objects.

ANTHR
412

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ANTHR 311
Taught	Fall even years
Programs	Containing ANTHR 412

Course Outcomes

Management Skills

Students will be able to apply managemet skills effectively to museum collection management projects.

Museum Standards

Students will be familar with and able to implement professional and legal standards for museum collection projects related to anthropology/archaeology.

Teamwork

Students will learn how to work as leaders and/or team members in a museum setting.

Research and Writing

Students will improve in writing project reports and presenting research findings.

Top

Museum Projects

Supervised experience in a museum working with exhibitions, public programs, or research.

ANTHR 414

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ANTHR 311
Taught	Winter odd years
Programs	Containing ANTHR 414

Course Outcomes

Museum Projects

Students will become familiar with and able to carry out basic museum projects (not related to managing collections) such as education, outreach, exhibits.

Evaluation

Students will be able to apply evaluation skills effectively to ensure the success of projects.

Leadership

Students will learn how to work as leaders and/or team members in a museum setting.

Top

Moral and Ritual Institutions

Anthropological approaches to religion; its content and relation to other social institutions in societies ranging from gatherers to industrialists.

ANTHR 430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 430

Course Outcomes

Course Objectives

-Students will be able to discuss the major theorists and theories of religion, the major theories of religion advanced, and the relation to various categories of religious practice.
-Students will be able to use ethnographic data to discuss and illustrate major religious and ritual practices, the significance of these practices as symbols, and the consequences of these practices in society and in the individual.

↑Top

Kinship and Gender

Kinship theory and analysis, 1920-present. Recent issues in anthropological treatment of gender, marriage, and family structure.

ANTHR
431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 431

Course Outcomes

Course Objectives

Students will learn the nature of kinship and the geneological basis of society. Students will also learn the importance of kinship when conducting fieldwork.

↑Top

Economic and Political Institutions

Connections between wealth and power: political and legal systems in state and nonstate societies; global expansion of capitalism and technology.

ANTHR
432

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 432

Course Outcomes

Knowledge and Skills

This course is designed to enhance student knowledge and skills as a scholar with relation to critical reading within the discipline, intelligent and informed discussion, and writing about past and current issues in global economics.

Knowledge of Political, Legal, and Economic Anthropology

Students will gain a working knowledge of political, legal, and economic anthropology as a preparation for the senior thesis, graduate programs, and possible careers in anthropological, political, legal, or economic fields.

Emphasis Placed on Writing Coherently and Persuasively in th

Students will expand their capacities to read with increased comprehension and to write coherently and persuasively in the discipline.

Expand Opportunities for Critical Thinking

Students will be given many opportunities to think critically about topics pertinent to the course content and their individual research assignments.

Research Presentation and Course Discussion

Students will present their own individual research assignment in both written form and through the venues of a class presentation and discussion of the central themes and tenets as well as methodologies utilized within their individual research project.

Top

Medical Anthropology

Interactions between culture and health in comparative perspective, emphasizing social, historical, and ecological determinants.

ANTHR
434

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Anthr 247.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 434

Course Outcomes

Methods and Theory

Students will gain knowledge of the current soci-cultural practices best suited for applications with relation to medical anthropology as it is utilized in both domestic and international projects and in diverse communities.

Social Theory and Illness

Students will learn how to interpret the social dynamics of medical decision-making and understand the likely social, cultural, political and economic factors influencing helath, illness, and sickness.

Critical Thinking Skills

Students will learn how to think critically on their own experiences of health and inequality in the United States in the light of the concepts and methods introduced in this course.

↑Top

Symbolic Anthropology

Social use and understanding of semiotics, signs, symbols, and other meaningful forms as critically constitutive of culture.

ANTHR 436

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 436

Course Outcomes

Understanding Human Cultures

Through course assignments, students will gain a deeper appreciation of the human condition and develop a more penetrating vision of the human experience, an enhanced understanding of human beings and being human.

Symbols and Culture

Through course assignments, students will develop a better understanding of the nature of signs and symbols and of the part they play in perception and experience, of their role in refiguring reality.

Writing and Critical Thinking

Through course assignments, students will develop an increased ability to think soundly, to write clear and insightful entries in an intellectual journal, and to writie an effective final essay.

↑Top

Psychological Anthropology

Culture/mind relationship. Cross-cultural variation in concepts of person, emotions, and treatment modalities by society. Psychological implications of cultural differences in childrearing.

ANTHR 439

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 439

Course Outcomes

Theoretical Understanding

1. Through this course students will develop a critique of both the overemphasis on macro-level 'structure' and 'culture' in mainstream anthropology, as well as the overly individualistic emphasis in psychology on micro-processes and the 'psyches' of individuals. Students will gain an appreciation for the extent to which 'mind' and 'culture' co-constitute one another in various dimensions of human experience.

Critical Reasoning

2. Students will learn to critique the philosophical and theoretical assumptions inherent in various approaches to understanding human experience and intersubjectivity.

Psychocultural Analysis

3. Students will learn to analyze cultural and psychological data from a person-centered ethnographic standpoint by engaging with readings and conducting a course project analyzing some psychocultural phenomenon and writing up the results.

Top

Ethnographic Research Design and Methods

Methods and philosophy of social science research design. Rationale, limitations, ethical issues, and practices of participant observation, interviewing, quantitative measurement, and other methods. Developing complete research proposal for EthnographicField Project (Anthr 495). Securing IRB approval. Local fieldwork exercises.

ANTHR
442

Hours	3.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	ANTHR 101
Recommended	300-level regionally relevant courses in the geographic area of interest.
Taught	Winter
Programs	Containing ANTHR 442

Course Outcomes

Research Design and Methods

Through this course, students will learn principles of good research design, and will be trained in a variety of methods for social science research. By the end of this course, students will have used this training to develop a proosal for a theoretically innovative research project, including laying out valid and reliable methods for answering the research question. By the end of this course, students will have developed the ability to effectivey critique research designs and assess the relative validity and reliability of other research projects. This includes the skills to critically assess the connections between evidence and theoretical claims in social science research.

Top

Ethnographic Data Analysis

Systematic text analysis of interview data, audio, video, and survey data. Grounded theory and content analysis. Coding methods and codebook development/management. Developing an empirically grounded analysis of qualitative or mixed-methods data. Using qualitative data analysis software.

ANTHR
443

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	ANTHR 442
Recommended	Anthr 495R.
Note	For sociocultural anthropology majors, Anthr 495R is most appropriate after thesis fieldwork is complete and data is ready for analysis.
Taught	Fall
Programs	Containing ANTHR 443

Course Outcomes

Methods and Practicum

In this course, students will learn the techniques and skills necessary to analyze and form theoretical arguments based on various forms of ethnographic data. These include, but are not limited to, interview data (both transcripts and digital audio), audio and video recordings of natural discourse or events, ethnographic archival data, websites, photos, etc.

Methods and Theory

Students will gain mastery in at least one qualitative data analysis software package (i.e., QSR Nvivo, MaxQDA, Dedoose), strategies, conduct cultural discourse analysis, apply traits an demographics to relevant sources, and learn to query coded datasets in order to build theoretical models from such data.

Thesis Project

The skills students gain in this course will be applied to each student's corpus of data to develop a complete analysis that will (in most instances) form the basis of a thesis project.

↑Top

Applied Anthropology

Anthropological principles and methods applied to business, education, environment, government, communication, national and international development, and health sectors. Ethically and culturally appropriate strategies for researching and participating in planned socio-cultural change.

ANTHR 447

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 447

Course Outcomes

Learning Objectives

This course has the objectives to introduce students to career options outside academia and to help them explore graduate programs that will prepare them for those careers. This course will also introduce them to theoretical and ethical issues in applied and practicing anthropology and to some of the current social problems that are dominating the field. Students will learn the basic training in the skills and methodologies, (including report writing), that they will use as an applied anthropologist.

Top

Field School Preparation

Topics and training related to preparation for archaeological field school assignments and on-site excavation required for Anthr 455.

ANTHR 454

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Major status.
Taught	Winter
Programs	Containing ANTHR 454

Course Outcomes

Field School Preparation Skills

-Students will prepare for their excavation training and experience at a BYU-sponsored dig through course assignments which will include:
1. Course readings that give students a general introduction to the history, cultural contexts, and archaeological research related to the site of the Department's Field School.
2. Through class discussion, students will be prepared to live compatably with the host culture and nation in which the archaeological site under excavation resides.
3. Course exercises and readings that will prepare each student to recognize the various strata-graphic levels of the cultural deposits they will be excavating in Field School.
4. Course discussion, exercises, and readings will give each student a working knowledge of the major archaeological methodologies and theories that will be employed in the Field School projects.
5 Students will gain a basic knowledge of how to research, plan, and prepare a major archaeological excavation field project.

Field School Skills and Knowledge

Students who are enrolled for the required Spring capstone Field School in either the American Southwest/Great Basin or in Petra, Jordan will gain critical skills necessary for archaeological field work, analysis, and cultural immersion.

Top

Field School of Archaeology

Training and experience in excavation at a BYU-sponsored dig.

ANTHR 455

Hours	6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	ANTHR 215 & ANTHR 454
Taught	Spring Contact Department, Summer Contact Department
Programs	Containing ANTHR 455

Course Outcomes

Experience

Students will receive training and experience in excavation at a BYU-sponsored dig

Course Objectives

-This course is designed to provide students with an intensive exposure to archaeological field methods in the context of an ongoing research project.
-Students will receive both training and experience in field methods. The course involves working a full schedule five days a week, spending approximately 8 hours a day working in the field. Students will also take turns one day a week doing lab work.
-Students will learn field methods including excavation, mapping, note taking, survey, reading topographic maps, and photography.
-There also will be reading and writing assignments to be completed including a personal field journal that will be graded on a regular basis.

↑Top

Lab Skills for Anthropology

Analytical and laboratory techniques as part of a BYU-sponsored archaeological project.

ANTHR
456

Hours	3.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	ANTHR 402 & ANTHR 455
Taught	Fall
Programs	Containing ANTHR 456

Course Outcomes

Lab Skills in Anthropology/Archaeology

-Students will gain hands-on laboratory skills in artifact analysis through the study of data sets obtained in the previous Archaeology Field School held in the Spring of the same year in either the American Southwest or Petra, Jordan.
-Students will learn the correct methods for handing and analyzing field data sets in order to develop a research question as well as critically evaluating the methodologies and theories necessary for answering this question.
-Students learn how to chose correct analysis methodolgies and will also integrate statistical analysis into the evaluation of their data set.
-Students will develop the research question that will become their Senior Thesis capstone project from the processes of this course.

Top

Practical Applications in Contract Archaeology

Working with professionals and graduate students on contract and research projects; learning archaeological field/laboratory methods; applying training to actual research projects, artifact analyses, site documentation, and report writing.

ANTHR
460

Hours	3.0 Credit, 1.0 Lecture, 9.0 Lab
Prerequisites	ANTHR 215
Recommended	Anthr 454, 455, 456.
Taught	Contact Department
Programs	Containing ANTHR 460

Course Outcomes

Contract Archealogy

Students will work with professionals and graduate students on a contract or research project. Students will apply their training to actual research projects, artifact analyses, site documentation, and report writing.

Top

Advanced Seminar in Psychological Anthropology

Special topics in psychological anthropology.

ANTHR 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Offered when unique opportunities or needs arise.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Special Topics

Subjects related to anthropological theory or the operation of social systems.

ANTHR
490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Offered when unique opportunities or needs arise.
Programs	Containing ANTHR 490R

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Archaeology

Various subjects related to archaeological method and theory.

ANTHR 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Offered	Offered when unique opportunities or needs arise.

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Sociocultural Anthropology

Various subjects related to method and theory in sociocultural anthropology.

ANTHR 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Offered when unique opportunities or needs arise.

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Theory and Systems

Specialized topics in anthropological theory or the operation of social systems.

ANTHR 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Offered when unique opportunities or needs arise.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Ethnographic Field Project

Conduct field work. Maintain, code, and index field notes, interview transcripts, and other data sources in preparation for Anthr 499 thesis write-up.

ANTHR 495R

Hours	3.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	ANTHR 203 & ANTHR 442
Note	IRB approval and instructor's consent required before departure to field. No class meetings.
Taught	Spring, Summer
Programs	Containing ANTHR 495R

Course Outcomes

Course Objectives

Students will conduct independent field work and log field notes. Students will follow their own research plan developed in Anthr 442.

↑Top

Academic Internship: Research

Field or library research.

ANTHR
496R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Supervising instructor's consent.
Taught	Contact Department
Programs	Containing ANTHR 496R

Course Outcomes

Internship

-Students will complete a supervised internship in an employment setting or agency related to Anthropology.
-Students will link academic learning with these professional experiences.
-Students will complete a minimum of 45 hands-on hours per credit.

Top

Directed Readings

Reading 2,500 pages on a stated topic.

ANTHR 497

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Major status; Supervising instructor's consent.
Taught	Contact Department
Programs	Containing ANTHR 497

Course Outcomes

Department Learning Outcome

Under the direction of a mentoring professor, students will critically examine, investigate, and integrate the literature for a topic of interest in anthropology.

Top

Senior Thesis

Supervised analysis and write-up of data generated during field project. Refinement for publication.

ANTHR
499

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ANTHR 442 & ANTHR 495R; or ANTHR 455 & ANTHR 456
Taught	Winter
Programs	Containing ANTHR 499

Course Outcomes

Course Objectives

Students will analyze data and field notes collected for Anthr 495 to produce publishable journal article, a large-size poster, and a conference presentation.

Top

History of Archaeology

Historical approach to development of archaeological knowledge, method, and theory, emphasizing North America and individual contributions.

ANTHR 500

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into the graduate program.
Taught	Fall

Course Outcomes

Methods and Theory

Students will gain a comprehensive knowledge of the historic development of Archaeology as a discipline through the study of the most critical archaeological sites and fromative personalities within the discipline.

Archaeological Theory and Practice

Course assignments will allow students to become familiar with the use of archaeological theory and its practical applications.

Methods and Theory Via Data

Course assignments will allow students to achieve a better understanding of the relationship between data, theory, and methods and to critically evaluate theory and methods utilized in archaeological publications. Students will also be ablet to acquire the skills necessary to identify and apply particular theories and methods to their own research.

↑Top

Current Archaeological Method and Theory

Major developments in archaeological method and theory, emphasizing current perspectives.

ANTHR 501

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into the graduate program.
Recommended	Anthr 500.
Taught	Winter

Course Outcomes

Methods and Theory

Through the study of the most up-to-date applications of methodologies and theory in anthropology, graduate level students will gain needed scholastic tools to apply to their required Masters Thesis. These tools will include developing a better understanding of the relationship between data, theory, and method.

↑Top

Quantitative Methods for Anthropology

Methods of organizing, exploring, and presenting data. Probability and statistical inference.

ANTHR 502

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Quantitative Methods

Students will gain hands-on experience in applying differing types of quantitative analysis methods to artifacts and other materials recovered from the BYU Summer Field School in Archaeology. The strengths and weaknesses of each methodology will be emphasized as well as discerning which form of analysis best suits the research questions to be addressed.

Quantitative Methods

Students will learn to intelligently integrate appropriate forms of quantative methods to their senior thesis capstone project and demonstrate their abilities to utilize such methodologies as a professional in archaeology.

↑Top

Museums and Cultures

Museums in society. Cultural foundations of museum content and sociology of museum use. Analyzing museum studies literature. Visits to and critiques of area museums. Final projects in real museums in the region.

ANTHR
511

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department
Programs	Containing ANTHR 511

Course Outcomes

Introduction to Roles of Museums as Cultural Entities

To introduce students to the unique and important roles that differing types of museums play in world cultures as well as how diverse cultures view museums and collective memory.

Hands-On Learning Experiences with Museum Methodologies

Students will be provided hands-on, real-life experiences with museum collections related to the issues and methodologies introduced by the course.

Hands-on Experiences in Research, Analysis, Writing

Students will have hands-on experiences in research, analysis, and writing related to the anthropology of museums both nationally and internationally.

Introduction to Major Museum Fields and Careers

Students will be introduced to the major museum fields, their sub-fields,and their professional assumptions and opportunities, thus also helping students identify their own career interests in, and aptitudes for, the various museum disciplines.

Team Work Approach

Student projects will introduce students to the team approach to museum work. Assignments will assist students in learning how to give professional and persuasive presentations of their written research in group settings.

Student Work with Museum Professionals

Students will be provided opportunities to work closely with professionals in the field and visit diverse museum types thus expanding their knowledge of the museum profession and practices.

Counseling in Museum Fields Provided to Students

Students will be provided individual counseling in how to prepare for a career in the museum fields.

↑Top

Heritage Resource Management

Legal and ethical issues for practicing archaeologists. Preservation law, collections law, public archaeology, Native American issues, and careers in archaeology and museums.

ANTHR
512

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admittance into graduate program in archaeology or certificate program in museum practices.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 512

Course Outcomes

Foundational Knowledge

Students will learn the history of cultural resource management and laws relevant to its inception and current state.

Value

Students are to understand the inherent value in cultural resource preservation.

Practical Methods

This course will instruct students in the basic methods necessary in carrying out compliance for the Section 106 review process.

Practical Methods

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Current Issues

Students will learn the current fundamental issues relative to CRM in the U.S. and will discuss ways in which certain aspects of the field can be improved.

Current Issues

Students will learn the current fundamental issues relative to CRM in the U.S. and will discuss ways in which certain aspects of the field can be improved.

Top

Museum Practices and Technologies

Core museum disciplines: collections management, curation, education, exhibition, and conservation. Supporting technologies: database, digital photography, Web design, etc. Career paths.

ANTHR 522

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall odd years
Programs	Containing ANTHR 522

Course Outcomes

Technology

Students will have competency in a variety of computer software and technologies upon which museum practices are dependent.

Leadership

Students will learn how to work as leaders and/or team members in a museum setting.

Project Management

Students will be able to apply museum technologies effectively to ensure the success of various museum projects.

Career Preparation

Students will be familiar with career options in the museum field and understand what skills they need to develop to succeed.

↑Top

Museology: Curation and Writing

Professional practices supporting the educational, research, and reporting functions of museums, emphasizing museum writing leading to publication, cataloguing, policy writing, exhibition conceptualization, etc.

ANTHR 524

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	Admission to certificate in museum practices program.
Taught	Fall even years

Course Outcomes

Museum Curation and Writing

Students will have hands-on experiences through class assignments in all aspects of writing associated with museum functions and curation including condition reports, registration documents and databases, exhibition research and panels, and educational materials.

Museum Curation and Writing

Students will also learn how to research and write a grant for a museum project or exhibition.

Museum Curation and Writing

Students will learn hands-on skills by developing, researching, and writing all materials necessary for a new exhibition at the Museum of Peoples and Cultures. This experience will also require students to work directly with collections held at the Museum or in other storage facilities.

Top

Museum Registration and Collections Management

Managing anthropological collections: object-handling, object-tracking, accessioning, deaccessioning, collections databases, loans, valuating collections, conservation environments, ethics, and NAGPRA and other laws relating to museums.

ANTHR 525

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Winter even years

Course Outcomes

Required Museum Professional Skills

Students will be introduced to the registration, collections management, and collection care disciplines including both professional and ethical standards.

Hands-On Skills and Practices

Students will have hands-on, real-life experience with museum collections related to registration issues and practices and thus be able to apply theory to professional museum venues.

Technical Museum Writing

Through the course assignments, students will gain experience in technical research and writing for museums including object description, condition reporting, collections research related to origins of objects and clear title, accessioning, databasing, and deaccessioning, collections planning and proposal writing with relation to legal and ethical strategies related to holdings within a museum.

Career Development

Students will be provided the opportunity to identify their interests in and aptitudes for the registration/collections management/collection care disciplines. Students will receive counseling in how to prepare for a career in the collection management fields.

Team Work

Due to the fact that most museum projects are team efforts, this course will provide students experience in team driven project results and projects through course assignments and assessments.

Professional Development

Students will be provided the opportunities to work closely with professionals in the museum fields and visit diverse museum settings through course assignments.

Museum Theory and Methodologies

Students will gain an appreciation of museums and their important roles in local, national, and global contexts.

Top

Museum Exhibitions and Programming

Instruction and practica in all aspects of exhibition development. Current thought and literature in museum education with practica for application.

ANTHR 526

Hours	3.0 Credit, 1.0 Lecture, 8.0 Lab
Prerequisites	ANTHR 524
Taught	Winter odd years

Course Outcomes

Exhibition Skill Assessment

Through course assignments, students will be able to identify their interests and aptitudes for developing museum exhibitions.

Exhibition and Program Skills

Students will be provided projects that require professional practices in developing an exhibition and associated programming products.

Familiarity with Museum Education

Through course assignments, students will acquire training in museum education theory. These assignments will involve hands-on practices in developing a real exhibition.

Mentoring and Professional Development

Through course assignments, students will be provided opportunities to work closely with museum professionals in order to develop a complete exhibition.

↑Top

Great Basin Archaeology

Overview of ethnography, history of research, and prehistory of the Great Basin culture area. Current issues in archaeological research emphasized.

ANTHR 530

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Anthr 350 or equivalent.
Taught	Fall even years
Programs	Containing ANTHR 530

Course Outcomes

Great Basin Archaeology

Students will gain archaeological and cultural knowledge of the major native peoples of the Great Basin Region from pre-history through European contact through a study of their archaeologial remains and ethnographic studies.

Great Basin Archaeology

Students will have hands-on experiences with the collections of the Museum of Peoples and Cultures that are representative of the cultures of the Great Basin Region.

Top

Southwest Seminar

Overview of ethnography and prehistory of American Southwest. Current issues in archaeological research emphasized.

ANTHR 535

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Anthr 350 or equivalent.
Taught	Fall odd years
Programs	Containing ANTHR 535

Course Outcomes

General Understanding

At the completion of the course, students will have a general understanding of the braod outlines of Southwestern prehistory, which will provide the context necessary to understand the current status and historical development of research in Southwestern archaeology.

Current Research in Southwestern Archaeology

Students will become familiar with current research in Southwestern archaeology, including knowledge of how theoretical approaches are applied by Southwestern archaeologists, and how theoretical perspectives affect decisions about fieldwork and laboratory analysis strategies.

History of Southwest Archaeology

The course will familiarize students with some of the most important historical figures and research projects in Southwestern archaeology, and how current research depends on the historic development of Southwestern archaeology.

Effective Communication

Students will gain experience in effective communication by completing writing assignments, making oral presentations, and participating in classroom discussions.

↑Top

Formative Mesoamerica

Topics and issues concerning beginnings and development of Mesoamerican civilizations. Mexican and Mayan antecedents of classic Mayan civilization and culture.

ANTHR 562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 562

Course Outcomes

Mesoamerica

Students will examine issues related to the beginnings and development of Mesoamerican civilization.
Students will investigate Mexican and Mayan antecedents of classic Mayan civilization and culture.

Top

Near East Seminar

Current issues in Near Eastern archaeological research.

ANTHR 580

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Undergraduates may enroll if they have completed 30 hours in anthropology coursework.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ANTHR 580

Course Outcomes

Intensive Graduate Level Near Eastern Seminar

Topics vary according to the instructor's research interests. However, each graduate seminar must provide students an intensive mentored research experience in the archaeology of the Near East. Often the seminars are organized by topic. Example: The Archaeology of Mortuary Practices Applied to the Archaeological Data Set of the Near East. Each Seminar must increase the students' research, critical thinking, analysis, and writing skills in the discipline.

Top

Ethnographic Data Analysis

ANTHR
590R

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Ethnographic Research Design

ANTHR 590R

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics

Special topics in archaeology, sociocultural anthropology, or museum studies.

ANTHR 590R

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing ANTHR 590R

Course Outcomes

Mentored Investigation of Special Topics

Under the direction of a mentoring professor, students will critically examine, investigate, and integrate the literature for a topic of interest in Anothropology studies.

Regional Specialization

Students will increase their scholastic knowledge concerning a specific archaeological region of the world through guided in-depth study mentored by a faculty member of the department. Assignments will include in-depth readings and discussion as well as methodological approaches to solving archaeological or socio-cultural research questions.

Top

Special Topics in Archaeology

ANTHR 590R

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Special Topics in Museum Studies

ANTHR 590R

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Psychological Anthropology

ANTHR
590R

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Museum Projects

One or more supervised museum projects, such as producing an exhibition, developing educational materials, conducting inventory, or accessioning collections.

ANTHR 596

Hours	3.0 Credit, 0.0 Lecture, 8.0 Lab
Prerequisites	ANTHR 524 & ANTHR 526
Taught	Contact Department

Course Outcomes

Mentored Student Experience

Through this course, students will learn all aspects of museum project planning, implementation, and reporting related to a significant hands-on museum project.

Professional Development via Mentored Experience

Through this course, each student will have a significant focused experience directly related to the museum interests of the student which results in professional level writing samples related to reprot writing and project planning.

Museum Management Skills

Students will have a hands-on experience managing a project and be able to direct its financial, personnel, and time resources.

Top

Academic Internship: Federal Agency on Museum/Collections Repository

Earning credit while employed in federal agency archaeology (BLM, U.S. Forest Service, etc.); or 320 hours in collections-holding institution (sixteen weeks half-time; eight weeks full-time).

ANTHR 599R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Prior approval; completion of all course work for certificate in museum practices (may be taken concurrently with Anthr 596).
Taught	Contact Department

Course Outcomes

Professional Development via Mentored Experience

Through course assignments, students will gain familiarity with job opportunities and responsibilities in the federal government or museums/collections-holding institutions. These assignments will include significant work experiences to enhance students' resumes and job-obtaining potential.

Museum Networking

Through course assignments, students will establish a foundational professional network for students outside of academia in the world of museums and collections.

Documentation Systems

Through course assignments, students will gain real-world experiences working with archaeological and other cultural resources documentation systems, their use and interpretation.

Museum Planning

Through course assignments, students will gain experience in participating in planned real-world work projects related to anthropology and learn the professional standards and ethics required by such projects both nationally and internationally.

Top

Introduction to Arabic

Beginning Arabic

ARAB 100R

Hours	0.5 - 1.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Offered at the Jerusalem Center for Near Eastern Studies only.

Course Outcomes

Social Interaction

Demonstrate ability to socially interact with Arabs appropriately (control basic "God wishes," gender/status sensitive).

Written and Audio/Video Texts

Comprehend simple written and audio/video texts on familiar topics.

Basic Conversation Tasks

Converse simply but successfully with native speakers of Arabic about self and family; order a meal, ask/give simple directions, and accomplish other basic tasks.

↑Top

First-Year Arabic

Basic skills of spoken and written Arabic.

ARAB
101

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Suggested first class for students learning Arabic.
Taught	Fall, Winter, Spring
Programs	Containing ARAB 101

Course Outcomes

Basic Conversation Tasks

Converse simply but successfully with native speakers of Arabic about self and family; order a meal, ask/give simple directions, and accomplish other basic tasks.

Social Interaction

Demonstrate ability to socially interact with Arabs appropriately (control basic "God wishes," gender/status sensitive).

Arabic Sounds

Distinguish and pronounce all Arabic sounds.

Written and Audio/Video Texts

Comprehend simple written and audio/video texts on familiar topics.

Composing Simple Personal Letters

Compose a simple personal letter.

Differences in Formal and Vernacular Arabic

Recognize and employ some of the differences between formal and vernacular Arabic.

Foundational Structures

Control foundational structures (iDaafa, noun/adjective phrase, basic sentence types, etc.).

Language Learning and Communicative Strategies

Employ key language learning and communicative strategies (e.g. use context and what one knows to infer themeaning of what one does not know).

↑Top

First-Year Arabic

Second-semester Arabic. Basic language skills, both spoken and written.

ARAB
102

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter, Spring, Summer
Programs	Containing ARAB 102

Course Outcomes

Conversation Tasks

Converse successfully with native speakers of Arabic about likes/dislikes, home/school, health, schedule, plans, and accomplish basic tasks such as shopping.

Social Interaction with Arabs

Demonstrate expanding ability to socially interact with Arabs appropriately.

Comprehension of Written Tasks

Comprehend simple but longer written and audio/video texts on an expanded range of familiar topics.

Writing Descriptive Prose and Narrative Events

Write descriptive prose and narrate events occuring in the past, present and future.

Formal and Vernacular Arabic

Demonstrate increasing ability to appropriately employ formal and vernacular Arabic.

Foundational Structures

Significantly increase control of foundational structures (verb conjugations, complex sentence types).

Language Learning and Communication Strategies

Employ expanded range of language learning and communication strategies (knowledge of root and pattern system, circumlocution).

Top

Second-Year Arabic

Significantly expanding proficiency in Modern Standard Arabic and increasing conversational repertoire.

ARAB 201

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Arab 102 or equivalent experience.
Taught	Fall, Spring
Programs	Containing ARAB 201

Course Outcomes

Speaking

Speak Colloquial Arabic at the ACTFL intermediate low level. Show an elementary ability to distinguish between Colloquial and Standard Arabic in word choice and pronunciation.

Reading

Read and understand simple written Standard Arabic texts at the ACTFL intermediate low level.

Listening

Understand spoken conversations and dialogues in Standard and Colloquial Arabic at the ACTFL intermediate low level.

Foundational Structures

Show a mastery of basic verb conjugations, idaafa, and other basic structures, with some familiarity with more advanced structures (passive, active and passive participles, relative clauses, diptotes and other vowelling issues).

Cultural Competency

Students will become familiar with key elements of expectations and norms of a variety of Arab societies.

↑Top

Intermediate Arabic

Continuation of Arab 201.

ARAB
202

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Arab 201 or equivalent experience.
Taught	Winter, Summer
Programs	Containing ARAB 202

Course Outcomes

Speaking

Speak Arabic at the ACTFL Intermediate Mid level. Show a developing ability to distinguish between vernacular and formal Arabic in word choice and pronunciation and emerging ability in aspects of Advanced-level speaking.

Reading

Read and understand simple written Arabic texts at the ACTFL Intermediate Mid level. Show developing ability in aspects of Advanced-level reading, such as understanding front-page news articles on familiar topics.

Listening

Understand spoken conversations, monologues, and media in vernacular and formal Arabic at the ACTFL Intermediate Mid level, demonstrating emerging ability in aspects of Advanced-level listening.

Writing

Write short essays, journal entries and notes at the ACTFL Intermediate Mid level, demonstrating emerging ability in aspects of Advanced-level writing.

Foundational Structures

Demonstrate mastery of verb conjugations (including passive) and other basic structures, as well as a developing familiarity with some high frequency constructions typically used in more formal registers. Demonstrate ability to vowel simple texts accurately and a developing ability to vowel more complicated texts.

Vocabulary Mastery

Demonstrate a mastery of basic Arabic vocabulary, both vernacular and formal (approximately 2500 words).

Cultural Competency

Students will become familiar with key elements of the expectations and norms of a variety of Arab societies and develop an expanded awareness of the complex interplay between Arabo-Islamic Civilization and the West in the past.

Top

Second-Year Conversation

Intermediate spoken Arabic.

ARAB
211R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Arab 202.
Taught	Fall
Offered	Study Abroad only.
Programs	Containing ARAB 211R

Course Outcomes

Speaking

Speak Colloquial Arabic at the ACTFL Intermediate High level. Show an ability to distinguish between Vernacular and Formal Arabic in word choice and pronunciation.

Vocabulary Mastery

Demonstrate a mastery of the vocabulary used to describe, narrate and express basic daily functions and interactions

Top

Standard Arabic Tutorial

Readings, listening and writing activities, and discussion in Arabic designed to maintain vocabulary and fluency while waiting for study abroad.

ARAB 221R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring

Course Outcomes

Language maintenance for study abroad

Maintain the level of Arabic achieved in Arabic 201/202 during the Spring/Summer terms while waiting for the intensive Arabic study abroad program, in terms of vocabulary mastery, and reading and speaking fluency.

↑Top

Spoken Arabic Tutorial

Conversation with a native speaker; movies, plays, and other written sources of colloquial Arabic.

ARAB 222R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Language Maintenance for Study Abroad

Maintain the level of spoken Arabic achieved in Arabic 201/202 during the Spring/Summer terms while waiting for the intensive Arabic study abroad program, in terms of vocabulary mastery and speaking fluency.

↑Top

Arabic Grammar Review

Tutorial review of first- and second-year Arabic grammar, with readings and other activities that illustrate the principles discussed.

ARAB 223R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Language Maintenance for Study Abroad

Maintain the level of Arabic achieved in Arabic 201/202 during the Spring/Summer terms while waiting for the intensive Arabic study abroad program, in terms of vocabulary mastery, the verbal system, and the grammatical structures of Arabic including *tamyiiz*, *haal*, *cognate accusative* and the like.

↑Top

Advanced Modern Standard Arabic

Advanced work in reading, writing, listening, speaking.

ARAB
300

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	ARAB 202
Taught	Fall
Offered	Study Abroad only.
Programs	Containing ARAB 300

Course Outcomes

Speaking

Discuss key issues in modern Arab society in a raised register at the ACTFL Advanced Low level. Demonstrate an ability to prepare and present on such issues in a formal register of Arabic.

Writing

Write short essays, journal entries and notes at the ACTFL Advanced Low level.

↑Top

Newspaper Arabic

Extensive reading of Arabic newspapers and magazines, with appropriate vocabulary building.

ARAB
302

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	ARAB 202
Taught	Fall
Offered	Study Abroad only.
Programs	Containing ARAB 302

Course Outcomes

Reading

Read and understand written media Arabic at the ACTFL Advanced Low level. Demonstrate in particular the ability to read and comprehend front page news articles fluently with little recourse to a dictionary.

Listening

Understand the essentials of straightforward news broadcasts at the ACTFL intermediate High level.

Top

Third-Year Conversation

Advanced conversation skills.

ARAB
311R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	ARAB 202
Taught	Fall
Offered	Study Abroad only.
Programs	Containing ARAB 311R

Course Outcomes

Speaking

Speak vernacular Arabic at the ACTFL Advanced Low level. Show an ability to distinguish between vernacular and formal Arabic in word choice and pronunciation.

Vocabulary Mastery

Demonstrate a mastery of the vocabulary used to describe, narrate and express opinions about current events.

Top

Spoken Arabic

Intensive study of the spoken language.

ARAB
331

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	ARAB 202
Taught	Fall
Offered	Study Abroad only.
Programs	Containing ARAB 331

Course Outcomes

Speaking

Speak vernacular Arabic at or near the ACTFL Advanced Mid level. Demonstrate significant ability to exploit the resources of both vernacular and formal Arabic in word choice and pronunciation.

Vocabulary

Demonstrate a mastery of the vocabulary necessary to narrate, describe and express opinion on a variety of topics.

Structures

Demonstrate a command of the essential structures of grammatical spoken Arabic: agreement, verb conjugation, word order, etc., and an increasing command of native-like expression, word choice and idiomatic expression.

Top

Introduction to Modern Arabic Literature in Translation

Reading and discussion of representative sample of modern Arabic short stories, novels, plays, and poetry. All readings in English.

ARAB
361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing ARAB 361

Course Outcomes

Translation

Students will deepen their understanding of modern Arab literature in translation.

Demonstrate translation knowledge

Students will demonstrate knowledge in modern Arab literature in translation.

Top

Introduction to Medieval Arabic Literature in Translation

Reading and discussion of representative sample of medieval Arabic literature. All readings in English.

ARAB 362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ARAB 362

Course Outcomes

Translation

Students will deepen their understanding of medival Arab literature in translation.

Demonstrate Knowledge

Students will demonstrate knowledge in medival Arab literature in translation.

↑Top

Arabic Language Teaching Methods

Language acquisition theories and instructional practices specific to Arabic language classrooms at various levels. Lectures, demonstrations, microteaching.

ARAB 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ARAB 377

Course Outcomes

Basic Concepts

thoughtfully articulate what it means to know, learn, and teach a foreign language

Methods Evaluation

critically evaluate methods in foreign language pedagogy

Curriculum Development

develop effective curricula, syllabi, and lesson plans

Lesson Plan Development

effectively implement lesson plans

Top

Advanced Formal Arabic Conversation and Rhetorical Skills

Advanced conversation and rhetorical skills based on point/counterpoint debates.

ARAB
411R

Hours	1.0 - 3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	ARAB 311R
Recommended	Arab 422R.
Taught	Winter, Spring, Summer
Programs	Containing ARAB 411R

Course Outcomes

Advanced Arabic Conversation and Rhetorical Skills

Through debates and other activities, students will demonstrate proficiency in advanced conversational skills and rhetorical skills appropriate in Arabic-speaking cultures.

Top

Fourth-Year Arabic Writing Tutorial

Essay and letter writing in Arabic.

ARAB 421R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ARAB 421R

Course Outcomes

Writing

Write short essays, journal entries and notes at the ACTFL intermediate high level.

Top

Advanced Spoken Arabic

Movies, plays, and other texts in spoken Arabic.

ARAB 422R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ARAB 422R

Course Outcomes

Media and rhetorical skills

Students will engage and analyze advanced point/counterpoint media events from a rhetorical viewpoint; they will participate in similar events themselves, with increasing accuracy in displaying prominent features of Arabic rhetorical style; the linguistic accuracy and fluency of their speaking performance will also improve.

Top

Current Events in Arabic

Current events from online oral and written news sources, including high-level discussions of causes and context with written analyses and oral presentations.

ARAB 423R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ARAB 423R

Course Outcomes

Speaking and Writing

Demonstrate an ability to speak and write fluently in Arabic about current events in the Middle East, expressing and supporting opinion, and giving detailed descriptions and analyses of the events.

↑Top

Modern Arabic Literature

Readings in modern Arabic literature.

ARAB 424R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ARAB 424R

Course Outcomes

Issues

Students will demonstrate their understanding of the major issues of Modern Arabic Literature.

Key Works

Students will demonstrate their knowledge and understanding of major works and genres in verbal and written forms.

Linguistic Content

Students will demonstrate an ability to understand and analyze the linguistic features of important Arabic literary texts.

Top

Classical Arabic Texts

Quran, Hadith, Sira, Adab.

ARAB 425R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ARAB 425R

Course Outcomes

Key Works

Students will demonstrate their knowledge and understanding of major works and genres.

Human Experience

Students will demonstrate their understanding of the human aspects of premodern literature.

Comparative

Students will be able to analyze and discuss the influence of the pre-modern language on present-day Arabic.

Top

Advanced Arabic Grammar

The morphology and syntax of modern Arabic, including advanced vocabulary study.

ARAB 426R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ARAB 426R

Course Outcomes

Difficult Texts

Demonstrate in increased ability to understand very difficult Arabic texts, by relying on a firm grasp of the vocabulary and grammar of the language, as well as techniques for figuring out difficult structures that present themselves.

↑Top

Independent Readings

Independent readings of Arabic materials.

ARAB 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ARAB 490R

Course Outcomes

Reading

Read selected texts at the advanced lo level.

Context

Demonstrate an understanding of the place of those texts in the world of Arabic writing.

↑Top

Directed Studies in Arabic

Individual tutorial in topic of student choice; lexical development; major oral and written report in Arabic.

ARAB
495R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	ARAB 302
Recommended	Arab 424, 425, 426.
Taught	Winter, Spring, Summer
Programs	Containing ARAB 495R

Course Outcomes

Reporting and Presenting in Advanced Arabic

Mastery of all of the vocabulary needed for superior level conversation/presentation/writing on the broad topic chosen by the student; advanced to superior level fluency and accuracy in conversation on this topic; professional level oral Arabic report presented to peers and community; accompanying written Arabic report; both reports included in program portfolio (video and paper).

Top

Advanced Topics in Arabic

Advanced studies in Arabic language and literature.

ARAB 531R

Hours	0.5 - 3.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	
Programs	Containing ARAB 531R

Course Outcomes

Demonstrate Knowledge

Students will demonstrate knowledge in advance study in Arab topics.

Top

Language Study: Armenian

Survival-level conversation, reading, listening, and culture skills in the target language.

ARMEN 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Armenian

Beginning speaking, listening, reading, and writing skills.

ARMEN 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Armenian

Second-semester speaking, listening, reading, and writing skills.

ARMEN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ARMEN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Armenian

Intermediate speaking, listening, reading, and writing skills.

ARMEN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ARMEN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Armenian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

ARMEN
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ARMEN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries
Taught	
Programs	Containing ARMEN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Armenian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

ARMEN 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Armenian

Systematic review of grammar and syntax of target language.

ARMEN
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARMEN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Armenian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

ARMEN 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Armen 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing ARMEN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Armenian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

ARMEN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARMEN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Armenian

Concentration on target-language and target-culture issues for specific careers

ARMEN 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARMEN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

↑Top

Introduction to Art and Drawing for Non-Majors

Readings, aesthetic topics, basic drawing techniques and concepts.

ART
101

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing ART 101

Course Outcomes

Skill Development

Students will exhibit fundamental knowledge and skills in drawing in a variety of media
.

Aesthetic Sensibilities

Students will develop perceptive and inventive skills using drawing media as a means to developing a personal voice

Historical and Contemporary Context

Students will become familiar with the work of artists both past and present who implement the use of drawing in art making

Top

Two-Dimensional Design for Non-Majors

Formal and conceptual consideration of design and composition using a variety of media and systems.

ART 102

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring odd years, Summer even years
Programs	Containing ART 102

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introduction to Sculpture for Non-Majors

Basic sculpture processes and concepts, including lecture, demonstrations, lab time, slide lectures, some art historical material.

ART
104

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter
Programs	Containing ART 104

Course Outcomes

Context

Students will develop an understanding of conceptual and formal trends in contemporary sculpture through lectures, images and other means.

Skill Development

Students will learn the sculptural basics of carving, casting and fabrication in relation to original art work.

Evaluate

Students will learn to evaluate their own sculptural works and that of others through regularly scheduled critiques. Work will be compared to contemporary and traditional standards of thought and practice applied to 3 dimensional art.

Top

Introduction to Ceramics for Non-Majors

Basic throwing, hand-building skills, vocabulary, and technique for non-art majors, including lecture, demonstrations, lab time, slide lectures, some art historical material.

ART
105

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ART 105

Course Outcomes

Context

- Students will explore examples of historical and contemporary ceramic art and process though lectures, images and other means.
-
-

Clay Properties, Vocabulary, and Surface

Students will demonstrate a grasp of the fundamental properties of clay and glaze process. Students will learn applicable vocabulary to discuss surface options and issues they encounter in the formation of ceramic art.

Composition and Design

Students will learn the basics of ceramic forming techniques and design considerations.

Evaluate

Students will learn to evaluate their own sculptural works and that of others through regularly scheduled critiques. Work will be compared to contemporary and traditional standards of thought and practice applied to 3 dimensional art.

Top

Painting for Non-Majors

Introduction to painting.

ART 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ART 110

Course Outcomes

Painting Production

Students will increase their confidence as painters through the production of a significant body of paintings.

History & Context

Students will gain a basic understanding of the history of painting and trends in contemporary painting.

Painting Materials

Students will gain a basic understanding of the materials, techniques and terminology of oil painting.

Color

Students will gain an understanding of color theory and color mixing as they related to painting.

Top

Drawing

Observational and conceptual drawing using a variety of media and methods.

ART 114

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Pre-studio or pre-art education status.
Taught	Fall, Winter, Summer
Programs	Containing ART 114

Course Outcomes

Elements and Principles of Design

Expand their understanding of the elements and principles of design. Students will expand their comprehension for the elements and principles of design.

Development of Drawing Skills

Students will explore various drawing methods to improve drawing skills.

Systems

Comprehend and apply complex perceptual systems for representing space and form in two-dimensional media and develop sensitivity of perception and skill in the representation of forms in space

Personal Application

Assimilate elements of these systems in the development of a personal approach towards representing form and space in a final project to be completed out of class.

↑Top

Two-Dimensional Design

Formal and conceptual elements of design, color, and composition, using a variety of media.

ART 115

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Pre-studio or pre-art education status.
Taught	Fall, Winter, Summer
Programs	Containing ART 115

Course Outcomes

Elements and Principles of Design

Students will expand their understanding of the elements and principles of design.

Systems

Students will improve their compositional skills with the ability to use a range of traditional and non-traditional ordering systems.

Personal Voice

Students will begin developing a personal and conceptually grounded approach toward composition.

Top

Watercolor for Non-Majors

Introduction to aqueous media.

ART 120

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ART 120

Course Outcomes

Painting Production

Students will increase their confidence as painters through the production of a significant body of paintings.

History & Context

Students will gain a basic understanding of the history of watercolor painting and trends in contemporary watercolor painting.

Painting Materials

Students will gain a basic understanding of the materials, techniques and terminology of watercolor painting.

Color

Students will gain an understanding of color theory and color mixing as they related to watercolor painting.

Top

Printmaking for Non-Majors

Introduction to the basic materials, techniques, process, history, and aesthetics of intaglio, lithography, and relief printmaking processes.

ART 122

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ART 101; or ART 114; or VA 114
Note	Fee.
Taught	Fall
Programs	Containing ART 122

Course Outcomes

Printmaking Concepts, Theories, and History

Students will Demonstrate an understanding of the basic concepts, theories, and history of intaglio, relief and lithographic printmaking.

Printmaking Techniques and Process

Students will demonstrate an understanding of the basic techniques and processes of intaglio, relief and lithographic printmaking as introduced in class.

Application of Skills and Techniques

Students will appropriately apply basic printmaking skills and techniques as introduced in class to make intaglio, relief and lithographic prints.

Print Evaluation

Students will be able to evaluate prints based on professional criteria and standards introduced in class.

Aesthetic Awareness and Sensibilities

Students will demonstrate increased aesthetic awareness and sensibilities, particularly as they relate to printmaking, and successfully apply these in their art making.

↑Top

Three-Dimensional Design

Three-dimensional concepts, theories, and issues using a variety of media and processes. Readings, writings, and participation in course work exhibitions required.

ART 133

Hours	1.5 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Pre-studio, pre-art education or art minor status.
Note	Fee.
Taught	Fall, Winter, Summer
Programs	Containing ART 133

Course Outcomes

Spatial Skills

Students will demonstrate ability to generate, organize and communicate ideas in full, three-dimensional space.

Technical Skills

Students will demonstrate awareness of principles of structure, function and content.

Aesthetic Sensibilties

Students will demonstrate an increased Art/Design vocabulary.

Technical Skills

Students will demonstrate heightened construction abilities and craftsmanship.

Ability to Articulate

Increased ability in the articulation of three-dimensional form, space, and visual dynamics.

Development of Awareness

- Increased visual sensitivity, creativity, and a critical awareness of 3D issues.
- Awareness of contextual issues in art & design.
- Knowledge of contemporary practice in 3 dimensional genres.

Top

Stained Glass

Methods and processes using leaded glass, copper, foil, and faceted glass.

ART
155

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter

Course Outcomes

Design

Students will expand their understanding of stained glass as it relates to the elements and principles of design.
Link to Program Outcomes: Visual Arts History, Concepts, and Processes , Aesthetic Development

Traditional process

Students will learn traditional glass forming processes.

Contemporary Art

Students will examine contemporary examples of stained glass art and methods.

Personal Voice

Students will be encouraged to make original adaptationas and contibutions to the tradition of stained glass.

↑Top

Studio Techniques for Art History

Introduction to art techniques, materials, and practices directed toward art history majors.

ART 200

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Note	Fee.
Taught	
Programs	Containing ART 200

Course Outcomes

Effective Communication

Students will become able to describe these processes and techniques, verbally and in writing.

Western Art History and Techniques

Students will become familiar with processes and techniques historically used in the Western tradition. These include drawing, oil painting, watercolor, fresco, tempera, addative and subtractive scupture, casting, ceramics and printmaking.

↑Top

New Genres and Interdisciplinary Projects

Developing an artistic voice while exploring new genres of art making including installation, digital, time-based, performance, sound, and technology-based work. Includes an introduction to hybridized, collaborative, and cross-disciplinary art projects.

ART 210

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Acceptance to a Department of Art degree program.
Taught	Fall, Winter
Programs	Containing ART 210

Course Outcomes

New Genre Art Practices

Students will develop a basic understanding of New Genre art practices and their origins, including relevant themes and concerns.

Production

Students will produce a body of work demonstrating a developing understanding and engagement with the themes and concepts explored in class.

Non-Traditional Approaches

Students will expand their art practice by engaging in a variety of non-traditional approaches to art production, while incorporating a conceptual framework in their exploration.

↑Top

Painting Fundamentals

Fundamentals in oil painting and aqueous media.

ART
215

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Acceptance to a Department of Art degree program.
Taught	Fall, Winter
Programs	Containing ART 215

Course Outcomes

Painting Production

Students will increase their confidence as painters through the production of a significant body of paintings.

Painting Materials

Students will gain a basic understanding of the materials of painting.

Contemporary Painting and Painting History

Students will expand their knowledge of contemporary painting and the history of painting.

Top

Ceramics Fundamentals

Foundation ceramics.

ART 216

Hours	1.5 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Acceptance to a Department of Art degree program.
Note	Fee.
Taught	Fall, Winter
Programs	Containing ART 216

Course Outcomes

Clay Properties, Challenges, and Glazing

Students will demonstrate a grasp of the fundamental properties of clay, explore glazing options, and encounter the challenges of the medium.

Visual Imagery and Ceramics

Students will find and explore visual imagery and gain a sense of historical and contemporary ceramics.

Craft and Creative Issues

Students will read and discuss a variety of related issues, including writings on contemporary arts and crafts and personal creative sources.

Top

Sculpture Fundamentals

Foundation sculpture.

ART 217

Hours	1.5 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Acceptance to a Department of Art degree program.
Note	Fee.
Taught	Fall, Winter
Programs	Containing ART 217

Course Outcomes

Aesthetic Understanding and Sensibility

Students will demonstrate a basic aesthetic understanding and sensibility in their work.

Sculptural Skills and Processes

Students will demonstrate basic skills in sculptural processes.

Contemporary Sculpture

Students will expand their knowledge of contemporary sculpture on a fundamental level

Top

Introduction to Drawing and Figure Drawing

Perceptive and inventive drawing and fundamental study of the figure using a variety of media and methods.

ART 220

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Acceptance to a Department of Art degree program.
Taught	Fall, Winter
Programs	Containing ART 220

Course Outcomes

Figure Drawing Skills

Students will exhibit fundamental knowledge and skills in drawing the human figure.

Figure Drawing History

Students will become familiar with the work of artists both past and present who implement the use of the human figure in art making.

Drawing Materials and Tools

Students will exhibit fundamental skills in using a variety of art making tools.

Intuition in Drawing

Students will strengthen perceptive and inventive drawing skills.

Top

Printmaking Fundamentals

Introduction to the basic materials, techniques, history, and aesthetics of intaglio, lithography, and other printmaking processes.

ART 225

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Acceptance to a Department of Art degree program.
Note	Fee.
Taught	Fall, Winter
Programs	Containing ART 225

Course Outcomes

Printmaking Concepts, Theories, and History

Students will demonstrate an understanding of the basic concepts, theories, and history of intaglio, relief, screen, and lithographic printmaking.

Printmaking Techniques and Process

Students will demonstrate an understanding of the basic techniques and processes of intaglio, relief, screen, and lithographic printmaking as introduced in class.

Application of Skills and Techniques

Students will appropriately apply basic printmaking skills and techniques as introduced in class to make intaglio, relief, screen, and lithographic prints.

Print Evaluation

Students will be able to evaluate prints based on professional criteria and standards introduced in class.

Aesthetic Awareness and Sensibilities

Students will demonstrate increased aesthetic awareness and sensibilities, particularly as they relate to printmaking, and successfully apply these in their art making.

Top

Theory, Methodology and Contemporary Practice

A broad theoretical and historical framework for the production and understanding of contemporary creative practices, including those that are interdisciplinary. Content integrated with and applied in other core and advanced studio courses.

ART 226

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Pre-studio, pre-art education or art minor status.
Recommended	Concurrent enrollment in at least one of the following: ART 114, 115, 133.
Taught	Fall, Winter
Programs	Containing ART 226

Course Outcomes

Theory & Contemporary Practices

Students will examine the relationship between theories and contemporary art practices.

Methodologies & Interdisciplinary Strategies

Students will analyze a range of methodologies, including interdisciplinary strategies within the arts.

Philosophical & Conceptual Frameworks

Students will connect their own art making within expanded notions of philosophical and conceptual frameworks.

↑Top

Photography Fundamentals

Introduction to photography in an art context. Developing fundamental camera and digital skills; developing an artistic voice. Introduction to prominent contemporary artists working in photography and related theory.

ART 260

Hours	1.5 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Acceptance into Art program
Taught	Fall Term 2, Winter Term 2
Programs	Containing ART 260

Course Outcomes

Specialization and Proficiency

Students will develop essential camera skills and a basic knowledge of editing software.

Photography in Contemporary Art

Students will gain an understanding of the role of photography within the contemporary art dialogue, including a familiarity with a range of prominent artists, key concepts, and movements related to the medium.

Personal Art Development

Students will develop new strategies for art making while addressing conceptual concerns in their work.

↑Top

Installation

Developing an artistic voice while exploring various installation art practices.

ART
310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ART 210
Taught	Fall even years
Programs	Containing ART 310

Course Outcomes

Background of New Genre

Students will develop an in-depth understanding of New Genre art practices and their origins, including a familiarity with prominent artists, key works, significant movements and relevant themes.

Develop a Body of Work

Students will produce a body of work demonstrating an active engagement with the themes and concepts explored in class, while also reflecting their personal voice.

Conceptual Articulation

Students will develop the ability to successfully discuss their ideas and artistic intentions in both academic and non-academic settings.

New Genre Fundamentals

Students will develop an in-depth understanding of New Genre art practices and their origins, including a familiarity with prominent artists, key works, significant movements and relevant themes.

Production

Students will produce a body of work demonstrating an active engagement with the themes and concepts explored in class, while also reflecting their personal voice.

Effective Writing and Communication

Students will develop the ability to successfully discuss their ideas and artistic intentions in both academic and non-academic settings.

🡅Top

20th Century Art and Theory

Survey of modernism and postmodernism with their varied theories and methodologies as related to visual culture and art.

ART 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202 & ART 226; or ARTHC 201 & ARTHC 202 & VA 111
Taught	Fall, Winter
Programs	Containing ART 320

Course Outcomes

Comprehension

Demonstrate a comprehension of modernism and postmodernism with their wide-ranging theories as related to visual culture and art.

Spiritual and Ethical

Examine the spiritual and ethical implications of the varied artistic and cultural theories of the 20th Century.

Strategies and Methodologies

Evaluate significant strategies and methodologies for art production during the 20th Century

Top

Drawing

Drawing as a graphic form of self-expression, emphasizing personal statement in response to various experiences and concepts.

ART 321

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 220
Taught	Winter
Programs	Containing ART 321

Course Outcomes

Drawing Past and Present

Students will become familiar with drawing work by artists both past and present.

Perceptive and Inventive Drawing

Students will exhibit fundamental knowledge and skill in perceptive and inventive drawing.

Research and Idea Development

Students will develop ideas and conceptual content of work through research and related art production.

↑Top

Figure Drawing

Drawing from the human figure, emphasizing structure and anatomy.

ART 322R

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 220
Taught	Winter
Programs	Containing ART 322R

Course Outcomes

Observation and Proportions

1. Create a significant body of work that demonstrate an awareness of proportion and essential skeletal/muscular landmarks of the human body as it relates to artistic expression.

Contextual and Conceptual Development

2. Engage in contextual and conceptual understanding of the aesthetics involved in figure drawing.

Self Assessment

3. Evaluate work based on traditional criteria and standards introduced in class and demonstrate the ability to present completed work in a professional manner.

Top

Materials of Painting

Introduction to the techniques and history of producing painting materials, exploring traditional supports, grounds, mediums, and paint production. Most of the course will be spent making painting materials.

ART 324

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ART 215; Acceptance into major.
Taught	Fall odd years
Programs	Containing ART 324

Course Outcomes

In-depth Understanding of Materials

Students will develop an in-depth understanding of the materials of painting.

Production of Materials

Students will produce their own supports, grounds, mediums, and paints.

Independent Research

Students will conduct independent research and experiments with painting materials.

Knowledge and History of Painting Materials

Students will expand their knowledge of the history of painting materials.

Utilizing Materials

Students will develop a significant body of independent paintings utilizing the materials made in class.

🡅Top

Art Preparation and Presentation

Introduction to the basic techniques, history, and aesthetics of art preparation and presentation, including the preparation of supports, frames, and other exhibition materials.

ART 325

Hours	1.5 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into major.
Taught	Fall
Programs	Containing ART 325

Course Outcomes

Painting Support Construction

Students will demonstrate the ability to construct basic panels, strainer bars, and stretcher bars.

Exhibition Preparation

Students will understand and produce basic frames and related exhibition materials.

Exhibition History, Preparation, and Installation

Students will show an increased awareness of and sensitivity to the process of curating and installing an exhibition.

Woodworking Shop

Students will demonstrate a basic understanding of woodworking and shop safety.

↑Top

Current Art Practice

Current issues in art.

ART 326

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ART 226 & ART 320; or VA 111 & ART 320; Acceptance to the Art program.
Taught	Winter
Programs	Containing ART 326

Course Outcomes

Awareness

Students will develop a greater awareness of significant contemporary art and exhibitions.

Contextualization

Students will contextualize their own art in relation to contemporary art and practice through research, readings, writing, and presentations.

Critical Thinking

Students will critically examine spiritual values and ethical issues relevant to contemporary art and their own artistic practice.

Top

Painting

Fundamental concepts and techniques of oil painting.

ART 327

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 215
Taught	Fall, Winter
Programs	Containing ART 327

Course Outcomes

Production

Students will produce a significant body of paintings based in personal interests and areas of focus

Past and Present Art Context

Students will gain a contextual understanding of art both past and present as related to their own artistic production

Painting Methods and Materials

Students will develop an in-depth understanding of the methods and materials of painting

Top

Figure Painting

Fundamentals of figure painting.

ART 328R

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 215 & ART 322R & ART 327
Taught	Fall
Programs	Containing ART 328R

Course Outcomes

Observation

1. Create a significant body of work that demonstrates a skill and understanding for how the human form is described in painting. This includes training in both traditional and inventive art processes.

Historical Context

2. Become familiar with the work of artists both past and present who implement the use of the human figure in art making.

Self-Assessment

3. Critically examine their artwork and its relationship to spiritual values and ethical issues relevant to art.

Self-direction

4. Create a self-guided project based on a concept that incorporates the human form through a medium of their choice.

Top

Bookbinding

Traditional approaches to hand bookbinding.

ART
330

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing ART 330

Course Outcomes

Non-Traditional Book Structures

Students will discuss and explore the construction of non-traditional book forms, using both traditional and non-traditional bookmaking materials.
Old: Through exposure to many examples of artists' books, students will discuss and identify new ideas of what constitutes a Book and how non-traditional and re-purposed materials may successfully be used to create a book structure.

Expression and Creativity

Students will incorporate self-expression and creativity in their bookbinding projects.

Bookbinding Skills & Techniques

Students will demonstrate proficiency in the use of basic bookbinding techniques, tools and equipment.

Historical Bookbinding Types

Students will be able to identify the historic roots and time periods of various book forms from both western and eastern history.

Top

Book Arts

Exploring the construction of non-traditional book forms, using both traditional and non-traditional bookmaking materials.

ART 332

Hours	1.5 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into major.
Taught	Winter odd years
Programs	Containing ART 332

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Painting-Mixed Media

Exploring multiple aqueous media and painting mediums and processes as they relate to problem solving, idea development, and art-making.

ART
333

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 215
Taught	Fall
Programs	Containing ART 333

Course Outcomes

Exploration of the Medium

Students will explore a variety of painting mediums and methods.

Development and Execution of Ideas

Students will gain proficiency in developing ideas and executing their ideas through the appropriate application of painting and 2D mediums and processes.

Production

Students will produce a significant body of paintings based in personal interests and areas of focus.

Context in History

Students will gain a contextual understanding of art both past and present as related to their own artistic production.

Top

Application of Creative and Critical Thinking

The business of being an artist, exploring career options, alternative applications, interdisciplinary/trans-disciplinary opportunities, and requisite preparation for each option.

ART
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into major.
Taught	Fall
Programs	Containing ART 340

Course Outcomes

Develop Professional Awareness

Demondtrate an awareness of and preparation for graduate studies, teaching opportunities, professional gallery work, or other art related activities connected to alternative applications, and interdisciplinary/transdisciplinary opportunities

Ethics

Critically examine spiritual values and ethical issues relevant to art as related to art practices and business

Portfolio Development

Develop materials for presentation to art venues

Top

Printmaking: Intaglio

Intaglio printmaking, based on traditional and contemporary techniques.

ART 350

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 225
Note	Fee.
Taught	Fall odd years
Programs	Containing ART 350

Course Outcomes

Personal Direction

Students will strengthen the level of personal direction in their work.

Advanced Printmaking Skills

Students will develop advanced intaglio printmaking skills.

Aesthetic Awareness and Sensibilities

Students will demonstrate an increased sensitivity to the aesthetics of intaglio printmaking and monotype.

Advanced Intaglio Theory and Process

Student will expand their knowledge and understanding of the theories, history, and processes of intaglio printmaking.

Top

Printmaking: Lithography

Lithography printmaking, based on traditional and contemporary techniques.

ART
351

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 225
Note	Fee.
Taught	Winter even years
Programs	Containing ART 351

Course Outcomes

History, Theories and Processes of Lithographic printmaking

Students will expand their knowledge and understanding of the history, theories and processes of lithographic printmaking.

Advanced Lithography Skills

Students will develop advanced lithography skills.

Printmaking Aesthetics and Personal Direction

Students will demonstrate an increased sensitivity to the aesthetics of printmaking and develop a personal direction in their work.

Top

Time-Based Art

Exploring sound-based, video and performance art practices.

ART 353

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ART 210
Taught	Winter
Programs	Containing ART 353

Course Outcomes

Digital Art History and Practices

Students will develop a working knowledge of digital art practices, including an understanding of the theoretical implications of art in a digital age.

General Practices

Students will develop a working knowledge of digital art practices, including an understanding of the theoretical implications of art in a digital age.

Production

Students will produce a body of work demonstrating a comprehension and engagement with the themes and concepts explored in class.

Development of Digital Art Practices

Students will develop the skills and resources necessary to realize a wide variety of digitally-based projects.

Project

Students will produce a body of work demonstrating a comprehension and engagement with the themes and concepts explored in class.

Skills

Students will develop the skills and resources necessary to realize a wide variety of digitally-based projects.

Top

Interdisciplinary Projects

Research-driven, interdisciplinary art projects covering relational aesthetics, social practice, and spatial thinking. Course designed to encourage innovation, interaction, and collaboration, expanding students' engagement with art and taking it beyond the private studio.

ART 355

Hours	3.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	ART 210
Taught	Fall
Programs	Containing ART 355

Course Outcomes

Please contact the individual department for outcome information.

Top

Figure Sculpture

Modeling the human figure in clay.

ART 356R

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 217
Note	Fee.
Taught	Fall
Programs	Containing ART 356R

Course Outcomes

Sculptural Skills

Students will demonstrate basic sculptural skills in rendering the human form

Aesthetic

Students will demonstrate basic aesthetic understanding and sensibility in their practice

Personal Vision

Students will demonstrate that they are forming a personal artistic vision

Top

Sculpture

Traditional and nontraditional approaches to sculpture.

ART 358

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 217
Note	Fee.
Taught	Winter
Programs	Containing ART 358

Course Outcomes

Historic and Contemporary Sculpture

Students will examine the place of sculpture both historically and in our contemporary culture and locate themselves within this larger context.

Fundamental Sculptural Skills

Students will expound upon their fundamental knowledge and skills and will develop towards proficiency in sculpture, 3D media, and new genres.

Spirituality and Ethics

Students will critically examine spiritual values and ethical issues relevant to 3 dimensional art and their own work.

Museum and Gallery Practices

Students will gain an awareness of museum and gallery practices and of professional opportunities within sculpture and 3D art.

Top

Ceramics

Designing, throwing, hand forming, decorating, glazing, and firing techniques.

ART
359R

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	ART 216
Note	Fee.
Taught	Winter
Programs	Containing ART 359R

Course Outcomes

Context

Student work will be contextualized within contemporary thought and practice.

Independent Voice

Students will begin to develop an independent voice in their relationship with ceramic methods and forms.

Directed Art Practice

Students will produce a body of work with the following criteria:

- All aspects of the work must be addressed. (No loose ends).
- The work will be archival within its intended context.
- The work will be intellectually challenging and contribute to any genre it borrows from.

Skill Development

Students will learn the essential skills involved with building, joining, drying, glazing and firing ceramic art.

Top

Advanced Photography

Exploration of contemporary art photography designed to help familiarize students with current themes and movements within the medium. Students will engage in a variety of approaches to photography, while incorporating a conceptual framework in their exploration.

ART 360

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ART 260
Taught	Fall
Programs	Containing ART 360

Course Outcomes

Specialization and Proficiency

Students will strengthen skills and proficiency in photography.

Photography in Contemporary Art

Students will further develop their understanding of contemporary art photography including an in-depth knowledge of prominent artists, key concepts, and movements related to the medium.

Personal Art Development

Students will expand their art making by engaging in a variety of approaches to photography, while incorporating a conceptual framework in their exploration.

Top

Special Problems in Art

ART 394R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	
Programs	Containing ART 394R

Course Outcomes

Please contact the individual department for outcome information.

Top

Studio Seminar

Selected contemporary issues involving visiting artists, guest lecturers, video documentaries, discussions, and program information.

ART
395R

Hours	0.5 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	ART 226; or VA 111
Taught	Fall, Winter
Programs	Containing ART 395R

Course Outcomes

Current Trends

Students will strengthen their awareness of contemporary art at a local, regional, national, and international level through lectures and discussions.

Personal Perspective

Students will expand and develop their perspectives on art and aesthetics, and strengthen their own commitments and ideas related to art. Students will broaden their understanding of art and the context in which it exists.

Career Development

Students will gain a greater awareness of the variety of studio practices and art related opportunities available upon graduation.

↑Top

Advanced Studio

Individual development of art issues in advanced studio environment. Writing a proposal accompanied by a readings list.

ART 480R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	At least two 300-level art studio courses, one of which is in the area of the proposed project.
Taught	Fall, Winter, Summer
Programs	Containing ART 480R

Course Outcomes

Self-Directed Research

Students will examine art past and present through self-directed research and critical dialogue, and form a personal awareness of their place as artists within this larger context.

Self-Directed Work

Students will create work and develop their art and ideas through readings, research, critical discourse, and hard work.

Spirituality and Ethics in Art

Students will critically examine spiritual values and ethical issues relevant to art

Top

BA Exit Portfolio

Preparation and submission of all required materials for BA exit portfolio. Perparation for continued art practice after graduation.

ART
490

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Art major status.
Taught	Fall, Winter
Programs	Containing ART 490

Course Outcomes

Selection and Organization

Students will collect artifacts from their course work and campus experience and create a digital portfolio

Assessment

Students will develop an ability to assess their portfolio both in form of over-all presentation and in content and meaning.

Top

Academic Internship: Professional Internship

ART 496R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Art major status.
Taught	
Programs	Containing ART 496R

Course Outcomes

Please contact the individual department for outcome information.

Top

BFA Final Project and Exit Portfolio

Final exhibition and project report; completed travel requirement account; submit all required materials for BFA exit portfolio.

ART 497

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Studio BFA major status.
Taught	
Programs	Containing ART 497

Course Outcomes

Materials Preparation

Students will prepare all required materials for final exhibition, including written documents, artwork, and any framing, hanging, and/or installation materials needed for final exhibition.

Final Exhibition

Students will complete and install exhibition of final project.

Exit Interview

Students will complete exit interview with advisory committee.

Exit Portfolio

Students will prepare and submit all required materials for exit portfolio.

Top

Introduction to K-12 Art and Design Education: Studio Methods, Media, and Exploration of Teaching

Art and design methods with field-based teaching experience intended to help prospective teachers understand the demands and opportunities associated with teaching K-12 students, including special education students. The course includes 45 K-12 practicum hours.

ARTED 276

Hours	1.0 - 5.0 Credit, 4.0 Lecture, 3.0 Lab
Prerequisites	ART 114 & ART 115 & ART 226; or TMA 112 & TMA 114 & TMA 185; or DES 111 & DES 114 & DES 117; FBI fingerprinting and background clearance. Pre-art education major/minor status.
Taught	Fall, Winter
Programs	Containing ARTED 276

Course Outcomes

Professional Organization Participation

Join the National Art Education Association as a student member. Participate as an active and contributing member of the BYU NAEA Student Chapter. Participate in local and regional organizations and structures, such as SWAP, Evening for Educators, Utah Art Education Association, museum and community art education events and activities.

Observe & Analyze Diverse Teaching Sites

Participate in a visit to a charter school, a school for children with physical and mental challenges, and an alternative school. Participate in visits to schools (elementary specialist, middle level, high school, and 2 schools of the student's choice), prepare observations in each setting, teach an art lesson at assigned settings, conduct peer evaluations, and complete journal entries with reflective entries.

Construct Relevant Curricular Materials

Create an instructional resource file. Create a presentation on an art education method and create a guide sheet. Create school newsletter, bulletin board display and an instructional resource aid. Generate lesson plans in relation to observations, school cultures, district and state mandates, and contemporary educational theory.

Analyze Teaching and Learning in Context

Evaluate a variety of learning styles and how those relate to your own curricular understandings and the observations obtained in school sites. Video record one lesson to view and analyze and review with peers. Conduct an interview with a child regarding their perceptions of art and create a summary analysis of the data collected. Analyze case study incidences regarding the moral dimensions of teaching.

Secondary Education Admission

Complete admission requirements to be admitted into the secondary education program.

Top

Art for Elementary Teachers

Preservice preparation designed to help elementary classroom teachers understand the visual arts and develop skills necessary for implementing a discipline-based approach for art education.

ARTED 326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing ARTED 326

Course Outcomes

Artistic Literacy: Making Artworks

Grounded in an understanding of its underlying principles of the visual arts, students will become direct participants and makers of art. Students will gain artistic confidence grounded in their own experiences working in artistic media. **Students will demonstrate an understanding of the elements, forms, aesthetic and compositional principles of at least one form of artistic expression and develop increased creative imagination and independent thought by directly engaging with the art form as a performer or maker.**

Artistic Literacy: Viewing Artworks

Through their study, description, interpretation, and aesthetic evaluations of artwork, students will develop skills in critical analysis, aesthetic judgment, and an appreciation of the importance of historical and cultural context in studying art. **Students will become acquainted with a variety of representative works in at least one art form, demonstrate analytical literacy in at least one art form, meaning the ability to invoke the vocabulary, grammar, and theoretical models of the art form for the purpose of "reading" a work of art, and develop the ability to recognize multiple possible interpretations of an art work, and identify the work's adherence to or departure from the genre's traditions and conventions.**

Artistic Literacy: The Spiritual Dimensions of Art

Students will explore the complexity of human perception and expression in the visual arts and experience the redemptive power and profound humanizing growth that accompanies engagement with art. They will have significant aesthetic experiences that will change they way they see the world and transform their teaching.

Art and Teaching: Curriculum

Art Curricula: Students will design elementary arts integrated curricula that is sensitive to diverse cultures and special needs children that are developmentally appropriate for the elementary age child. They will gain an understanding of the artistic potential of children and will gain insights into effective teaching methods that utilize a variety of different artistic methods and media.

Art and Teaching: Advocacy

Students will articulate why art education is important through clear and concise writing. They will recognize the need to teach art to children and realize they do not need to be master artists to provide students with the opportunities and direction they need to create art.

Visual Arts Resources

Students will use available arts resources, including art museums as a part of their curriculum and teaching. They will be inspired to deepen their artistic knowledge and skills and continue to study art throughout their lives.

Top

Computer Application in Art Education

Basic program applications for developing instructional materials in art education.

ARTED 339

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ARTED 276
Taught	Fall, Spring
Programs	Containing ARTED 339

Course Outcomes

Curriculum Planning with New and Social Media

Construct curricular plans to use new and social media in pedagogical sites (classrooms, online learning, communities beyond the schoolroom, etc).

New Media and Technology

Investigate artists and educators who utilize new media and technology in their practices.

New and Social Media Use

Utilize new and social media in your own artistic creation.

Course Design

Design professional and elegant course materials and learning opportunities after reviewing a variety of open source and commercial software options.

Top

K-12 Classroom Management, 3D Methods, and Community Arts Practicum

K-12 classroom management, teaching, and 3D ceramics methods within a variety of contexts, including museums, community arts sites, after school programs, and summer art workshops. The course includes 15 K-12 practicum hours.

ARTED 378

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTED 276
Taught	Winter, Summer
Programs	Containing ARTED 378

Course Outcomes

Teacher Observations

Experience observing and teaching in elementary and secondary school settings prior to the student teaching semester.

Student Teacher Preparation

Participate in BYU McKay School of Ed Secondary Education transition and student teacher preparation by using INTASC standards, PIBS self-assessment and LiveTEXT enrollment.

National, State, and Local Requirements

Consider the National Standards in Art Education and state and local core requirements in art as foundations for research content, instructional design, production and presentation.

Classroom Management

Investigate and implement a variety of classroom management practices particular to art education classes in schools (art supply management, art classroom safety and legal considerations will be included.)

Curriculum Planning

Create curricula and documents such as the two lesson plans for teaching in schools, Classroom Management Handbook and the TWS contextual factors, Professional Portfolio with Vitae and

Rationale for teaching art to use for implementation in student teaching and lifelong education service.

Diversity in Learning Environments

Respect diversity in the schools and value the establishment of learning environments where future artstudents can actively learn and create to their fullest potential.

Top

Museum Art Education

The museum as a learning environment; current exhibitions; learning and teaching strategies for collaboration with museum and classroom educator.

ARTED 380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ArtHC 111 or 201; ArtHC 202 or Hum 201 or 202.
Taught	Winter
Programs	Containing ARTED 380

Course Outcomes

Please contact the individual department for outcome information.

Top

Issues in Contemporary Art, Aesthetics, and Criticism

Overview of issues in contemporary art, aesthetics, and art criticism.

ARTED 397

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ARTED 397

Course Outcomes

Spirituality

Students will gain a deep appreciation for power of the visual arts, including contemporary art, to evoke understanding and compassion. They will be inspired as they increase their understanding of the spiritual dimensions of art.
Critically reflect on the student's own creative works in relation to various researched audiences, publics and discourses, balancing the interrelationships among the individual, others, and Deity.
They will gain insight into how to judge artwork in the context of gospel principles and develop inner richness, a sanctuary of the mind, and spiritual insight.

Literacy

Investigate a variety of practices and methodologies used by contemporary artists, pedagogues, and critics to discover multiple meanings, and to interpret, critically appreciate, and respond to works of contemporary art. They will gain an appreciation of the importance of historical and cultural contexts of art.

Lively Engagement

Students will expand their knowledge of contemporary artists, write critical responses to a number of artworks, share responses with fellow students, and discuss and defend their written work.
They will develop critical thinking and writing skills, including description, analysis, interpretation, and explication of form, meaning, and value with respect to works of art.
The student will apply contemporary practices and conversations to the student's own artistic investigations, engagements, and works in a sophisticated and professional manner, in relation to various discourses and feedback (from the teacher, literature, classmates' interpretations, etc).

Personal Appreciation Aesthetics and Artistic Practice

Both students and instructor will broaden their personal aesthetic perspectives and develop a deep appreciation of the myriad aspects of contemporary art. Students will gain artistic confidence that is grounded in their own experience working in artistic media.

Contemporary Art Critique and Writing

Students will learn about the works of many contemporary artists, write critical responses to a number of artworks, share responses with fellow students, and discuss and defend their written work. They will develop critical thinking and writing skills, including description, analysis, interpretation, and explication of form, meaning, and value with respect to works of art.

↑Top

Advanced Secondary Studio Teaching Methods for Art Educators

Advanced exploration of media, methods, and pedagogical practices for secondary art classrooms with an emphasis on painting. Includes both art making and curriculum design in preparation for student teaching.

ARTED 450

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ARTED 276
Taught	Fall, Winter
Programs	Containing ARTED 450

Course Outcomes

Curriculum Design, Standards, and Current Practices in Art Education

Students will become familiar with current issues in art education including educational standards and make decisions about how their own curriculum and teaching will work within the constraints of standards, current practices and social issues. Students will apply their study and experiences in the course to constructing art curricula that reflect current theory and practice in the field and the requirements of the *Teaching Work Sample*.

Spiritual Dimensions of Art and Education

Students will gain insight into the spiritual dimension of the artist and teacher.

Curricula and Artistry in the context of Contemporary Art

Students will become familiar with a few influential contemporary artists and determine how these artists might inform their own artistry and teaching practice.

Studio Practice and Art Education

Each student will gain greater confidence in their own artistic voice and how their personal artistry can inform their teaching and stimulate the learning of their students. They will gain experience in mediums they are not familiar with that might be required in schools or that might inform their own teaching practice.

Educator Preparation Program Outcomes

Students will fulfill licensure requirements for secondary methods of art education. This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB/801-422-3426) can answer questions you have about the licensure requirements for your teaching major or minor.

Teaching in a Variety of Contexts

Students will demonstrate sound teaching practices in various contexts.

↑Top

Art Secondary and Elementary Student Teaching

Capstone, field-based, semester-long experience in teaching elementary and secondary students; demonstrating proficiency in all program standards. Seminar required.

ARTED
476R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a major GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing ARTED 476R

Course Outcomes

EPP Requirements

Complete the requirements established by BYU's Department of Visual Arts, the Department of Teacher Education and the Utah State Office of Education including the PRAXIS Test for Art.

Mentoring Teacher

Meet the expectations of the co-operating teacher and administration of the sponsoring school.

Standards

Become familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching.

Professionalism

Exhibit professionalism in each school setting and the seminar by being consistently punctual and prepared for each assigned day of commitment.

Teacher Work Sample Professional Portfolio

Complete the Teacher Work Sample in (TWS)--exemplary in content and presentation, proofread, on time. Submit TWS on My Link. Complete Professional Teaching Portfolio

Communities of Practice

Continue to be engaged with professional literature and participate in professional organizations.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

ARTED 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing ARTED 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Art Curriculum Assessment and Methods for K-12 Educators

Art and design curriculum development and assessment methods for K-12 educators.

ARTED
478

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTED 276; a minimum C+ grade in ARTED 378 and 397.
Taught	Fall, Winter
Programs	Containing ARTED 478

Course Outcomes

Curriculum Theory and Practice

Investigate and respond to historic and contemporary definitions, theories, and practices of curriculum through reading, reflection, discussion, and development.

Social Justice and Ecological Beliefs

Scrutinize personal beliefs and practices regarding social justice and ecological concerns in art education in relation to one's mentors and peers.

Curriculum and Personal Beliefs and Practices

Analyze how these personal beliefs and practices relate to conceptualizations in contemporary curriculum discourse.

Curriculum Planning

Construct curricular materials and resources that reflect contemporary practice among artists, researchers, teacher, and learners.

Self-Evaluation

Self-evaluate behavior, in relation to art education faculty observations, using the Professional Disposition Instrument (PDI) and Professional and Interpersonal Behavior Rating Scale (PIBS).

Educator Preparation Program Outcomes

This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB/801-422-3426) can answer questions you have about the licensure requirements for your teaching major or minor. This includes becoming familiar with the UETS and TWS so as to be able to pass with at least a basic competency level in each criteria.

Top

Academic Internship: Secondary Education

Capstone, field-based, year-long experience in teaching elementary or secondary students; demonstrating proficiency in all program standards. Seminar required.

ARTED 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a major GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing ARTED 496R

Course Outcomes

EPP Requirements

Complete the requirements established by BYU's Department of Visual Arts, the Department of Teacher Education and the Utah State Office of Education including the PRAXIS Test for Art.

Mentoring Teacher

Meet the expectations of the co-operating teacher and administration of the sponsoring school.

Standards

ecome familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching.

Professionalism

Exhibit professionalism in each school setting and the seminar by being consistently punctual and prepared for each assigned day of commitment.

Teacher Work Sample

Complete the Teacher Work Sample in (TWS)--exemplary in content and presentation, proofread, on time. Submit TWS on My Link.

Communities of Practice

Continue to be engaged with professional literature and participate in professional organizations.

🡅Top

Art Education Studio

MA courses in ceramics, drawing, figure drawing, oil painting, aqueous painting, printmaking, crafts, sculpture, digital art, and conceptual art media.

ARTED 578R

🕘 **Hours**	3.0 Credit, 0.0 Lecture, 6.0 Lab
☑ **Prerequisites**	Graduate student status.
📅 **Taught**	Fall, Winter

Course Outcomes

Studio Practice

Students will gain greater confidence in their own artistic voice and how their personal artistry connects to their work as educators.

Research Methodology

Through the readings and class discussions, each student will gain a clearer idea of their personal research topic appropriate methodology, and the contexts that surround their research interests.

Studio Practice and Teaching

Students will connect their studio practice to teaching and to the studio design of art education curricula.

IRB

Students will undertstand the ethical standards for research, pass the CITI Institutional Review Board Traning, and determine whether their study requires IRB approval.

↑Top

Honors Introduction to Art History

Topical approach to art history and appreciation.

ARTHC 111

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Discuss Style, Cultural Context, and Meaning

Students will be able to discuss--verbally and in writing--the style, cultural context, and meaning of key works of art.

Familiarity with Periods and Cultures of Western Art

Students will become familiar with the periods and cultures of Western art from Prehistory through the present day.

Connoisseurship

Students will develop connoisseurship, the ability to identify the stylistic influences of a work of art or architecture.

↑Top

Introduction to Art History

Topical approach to art history and appreciation.

ARTHC 111

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Honors also.
Programs	Containing ARTHC 111

Course Outcomes

Discuss Style, Cultural Context, and Meaning

Students will be able to discuss--verbally and in writing--the style, cultural context, and meaning of key works of art.

Familiarity with Periods and Cultures of Western Art

Students will become familiar with the periods and cultures of Western art from Prehistory through the present day.

Connoisseurship

Students will develop connoisseurship, the ability to identify the stylistic influences of a work of art or architecture.

Top

World Civilization to 1500

Survey of Western civilization emphasizing the visual arts from ancient Greece to the Gothic period.

ARTHC 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ARTHC 201

Course Outcomes

Art Discussion

Students will be able to discuss--verbally and in writing--the style, cultural context, and meaning of key works of art.

Western Art: Prehistory to Medieval

Students will become familiar with the periods and cultures of Western art from Prehistory through Medieval Europe.

Stylistic Influences in Art and Architecture

Students will develop connoisseurship, the ability to identify the stylistic influences of a work of art or architecture.

Top

World Civilization Since 1500

Survey of Western civilization emphasizing the visual arts from the Renaissance to the twentieth century.

ARTHC 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ARTHC 202

Course Outcomes

Western Art: Renaissance to Present

Students will survey the terrain of western (primarily European) culture from the beginnings of the Renaissance to the present. A particular emphasis will be placed upon the visual arts as objects that are influenced by cultural values and conventions, and as forces which generate or determine future cultural practice.

Cultural Traditions in the Modern World

Students will become familiar with a broad array of the literary, philosophical, religious and aesthetic traditions that have informed the modern world.

Intellectual Periods and Movements

Students will aquire a big-picture knowledge of intellectual periods and movements that will inform their future encounters with literature, art, architecture and all other manifestations of creative expression.

↑Top

Survey of Oriental Art and Architecture

Art and architecture of China, Korea, Japan, Southeast Asia, and India, considering social, religious, and environmental context of various cultures.

ARTHC 203

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ARTHC 203

Course Outcomes

Application

Students will gain a deep understanding of Asian art and architechture.

Top

Survey of Western Art 1

Art and architecture of the Western world from primitive through medieval.

ARTHC 211

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study only.
Programs	Containing ARTHC 211

Course Outcomes

Knowledge

Students will survey topics in Western Art.

Top

Survey of Western Art 2

Art and architecture of the Western world from Renaissance to contemporary.

ARTHC 212

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study only.

Course Outcomes

Knowledge

Students will survey topics in Western Art.

↑Top

Theory, Methodology, and Historiography of Art History

Historical foundations of the discipline; key theories and approaches informing current art historical practice.

ARTHC 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202
Taught	
Programs	Containing ARTHC 300

Course Outcomes

Western Art Historiography

Students will become familiar with the historiography of western art history.

Art Theory

Students will become acquainted with the major theoretical approaches used in art history.

Critical Thinking

Students will acquire an enhanced ability to think critically about the arts.

Effective Communication

Students will become capable of refined oral expression and presentational abilities.

Writing About the Arts

Students will master several art historical modes of writing, including abstracts, practicums, and annotated bibliographies.

Art History in Contemporary Society

Students will gain an appreciation for the meaningfulness and relevancy of the discipline of art history in contemporary society.

Top

Women in Art

History of women artists, critics, and patrons, along with women in representation in Western art. Consideration of theories and methodologies of feminist art history.

ARTHC
301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202
Taught	
Programs	Containing ARTHC 301

Course Outcomes

Women as Artists, Critics, Patrons, and Viewers

Students will acquire a foundation in women's artistic production and consumption in the modern era

Feminist Art History

Students will become familiar with key scholars in the field of feminist art history and will obtain a firm grasp of the central issues and debates related to this field

Critical Reading and Writing

Students ability to read, teach, and write critically about the arts as they relate to women wil be enhanced.

Contemporary Visual Culture

Student will recognize the relevancy of gender issues as they relate to contemporary visual culture.

↑Top

Greek Art

History and appreciation of Greek art, with consideration of formative cultures.

ARTHC 304

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201
Taught	Fall
Programs	Containing ARTHC 304

Course Outcomes

Greek History of Art and Architecture

Students will gain a general understanding of the history of Greek art and architecture from its beginnings in the third millennium B.C. through the first century BC. The class will cover the evolution of ideas about art and architecture, the use of art as an expression of religious, political and social ideas, the advances in technology that made new forms possible, and key monuments. Students will demonstrate their understanding of these ideas through class discussion, examinations, and research papers.

Observation, Appreciation and Analysis

Students will develop abilities to observe, appreciate, and analyze aspects of art and architecture as cultural artifacts, including style, function, structure, historical influences, symbolism, and unity of expression.

Art Historical Research and Writing

Students will gain experience and skill in art historical research and writing.

Term Paper

Students will gain experience and skill in art historical research and writing.

Top

Roman Art

Art and architecture of the Etruscans and Romans.

ARTHC 306

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201
Taught	Winter
Programs	Containing ARTHC 306

Course Outcomes

General Understanding of History

Students will gain a general understanding of the history of Roman art and architecture from its beginnings in the early part of the first millennium BC through the collapse of the Roman Empire in AD 476. The class will cover the evolution of ideas about art and architecture, the use of art as an expression of religious, political and social ideas, the advances in technology that made new forms possible, and key monuments. Students will demonstrate their understanding of these ideas through class discussion, examinations, and research papers.

Observation, Appreciation, and Analysis

Students will develop abilities to observe, appreciate, and analyze aspects of art and architecture as cultural artifacts, including style, function, structure, historical influences, symbolism, and unity of expression.

Art Historical Research and Writing

Students will gain experience and skill in art historical research and writing.

Term Paper

Students will acquire deeper knowledge of specific topics in Roman art and architecture through research and writing a term paper.

↑Top

Early Christian and Byzantine Art

Survey of Christian art in the Roman and Byzantine Empire from ca. 200 to 1453.

ARTHC 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201
Taught	Fall
Programs	Containing ARTHC 310

Course Outcomes

Understanding of History

Students will gain a general understanding of the history of Early Christian and Byzantine art and architecture from its beginnings in the third century through the collapse of the Byzantine Empire in 1453. The class will cover the evolution of ideas about art and architecture, the use of art as an expression of religious, political and social ideas, the advances in technology that made new forms possible, and key monuments. Students will demonstrate their understanding of these ideas through class discussion, examinations, and research papers.

Art and Architecture

Students will develop abilities to observe, appreciate, and analyze aspects of art and architecture as cultural artifacts, including style, function, structure, historical influences, symbolism, and unity of expression.

Historical Research and Writing

Students will gain experience and skill in art historical research and writing.

Term Paper

Students will acquire deeper knowledge of specific topics in Early Christian and Byzantine art and architecture through research and writing a term paper.

Top

Art of the Medieval West

Art in western Europe from 400 AD to 1400.

ARTHC
316

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201
Taught	Winter
Programs	Containing ARTHC 316

Course Outcomes

Art of the Medieval West: 400 to 1500

Students will gain a general understanding of the history of medieval western Europe from the fifth century through the fifteenth. The class will cover the evolution of ideas about art and architecture; the use of art as an expression of religious, political, and social ideologies; the advances in technology that made new forms possible; and key monuments. Students will demonstrate their understanding of these ideas through class discussion, examinations, and research papers.

Art Appreciation and Analysis

Students will develop abilities to observe, appreciate, and analyze aspects of art and architecture as cultural artifacts, including style, function, structure, historical influences, symbolism, and unity of expression.

Art Historical Research and Writing

Students will gain experience and skill in art historical research and writing.

Research and Writing

Students will acquire deeper knowledge of specific topics in the art of the medieval West art and architecture through research and writing a term paper.

↑Top

Italian Renaissance

Art and architecture in Italy from 1200 to 1580.

ARTHC 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Fall
Programs	Containing ARTHC 320

Course Outcomes

Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art produced in Italy during the Renaissance period. Students will apply methodological approaches acquired in ARTHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported by the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Italian Renaissance Art: 1300 to 1600

Students will acquire a solid foundation in the historical context of Italian art from ca. 1300 to ca. 1600. They will be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key artists working in Italy during the Renaissance era. Students will become conversant with select works of art in terms of style, patronage, reception, and meaning. They will also be able to evaluate the effects of cultural, political, economic, religious, and social factors on Italian Renaissance art.

Top

Northern Renaissance Art

Fifteenth- and sixteenth-century art in northern Europe.

ARTHC
325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Fall
Programs	Containing ARTHC 325

Course Outcomes

Art Research and Writing Skills

Students will develop art historical research skills by conducting advanced research focused on a single work of art produced in the north of Europe during the Renaissance period. Students will apply methodological approaches acquired in ARTHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported by the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Northern Renaissance Art: 1400 to 1600

Students will acquire a solid foundation in the historical context of the art of northern European art from ca. 1400 to 1600. They will be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key artists working in the Low Countries, France, and Germany during the Renaissance era. Students will become conversant with select works of art in terms of style, patronage, reception, and meaning. They will also be able to evaluate the effects of cultural, political, economic, religious, and social factors on northern Renaissance art.

↑Top

Renaissance and Baroque Architecture

History of architecture in Italy, Spain, France, Germany, Austria, and England, 1400?1700.

ARTHC 329

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	
Programs	Containing ARTHC 329

Course Outcomes

Scope

Students will acquire a basic understanding of the development of Renaissance and Baroque architecture in Western Europe.

Original Research

Students will acquire a more detailed knowledge of a particular monument and/or architect and/or architectural theory of the period, through the research and writing of a term paper.

Architects

Students will become familiar with the contributions of individual architects of the period.

Research Skills

Students will improve research, writing and analytical skills in architectural history.

↑Top

Southern Baroque Art History: 1600-1700

History of baroque painting, sculpture, and architecture in Italy, Spain, and France.

ARTHC 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Winter
Programs	Containing ARTHC 330

Course Outcomes

Southern European History: 1600 to 1700

Students will acquire a solid foundation in the historical context of the art of southern Europe from ca. 1600 to ca. 1700. Students will be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key artists working in Italy, Spain, and France during the Baroque era. Students will become conversant with select works of art in terms of style, patronage, reception, and meaning. They will also be able to evaluate the effects of cultural, political, economic, religious, and social factors on southern Baroque art.

Art Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art produced in the south of Europe during the Baroque period. Students will apply methodological approaches acquired in ARTHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported by the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Top

Northern European Art: 1600-1700

This course examines Northern European Art from 1600 to 1700.

ARTHC 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Winter
Programs	Containing ARTHC 335

Course Outcomes

Northern European History: 1600 to 1700

Students will acquire a solid foundation in the historical context of the art of northern Europe from ca. 1600 to ca. 1700. Students will be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key artists working in Flanders and the Dutch Republic during the Baroque era. Students will become conversant with select works of art in terms of style, patronage, reception, and meaning. They will also be able to evaluate the effects of cultural, political, economic, religious, and social factors on northern Baroque art.

Art Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art produced in the north of Europe during the Baroque period. Students will apply methodological approaches acquired in ARTHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported by the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Top

Eighteenth-Century European Art and Architecture

An advanced survey of the culture and context of the production of art, architecture, and garden design in the European 18th century.

ARTHC 337

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	
Programs	Containing ARTHC 337

Course Outcomes

Movements

Students will be able to articulate the characteristics of the styles, processes, and ideologies and philosophies of key artists and movements, including Late Baroque, Neo-Palladianism, Rococo, Enlightenment and moralizing themes, and the naturalism that predicts the beginnings of Romanticism and Neoclassicism.

Contribution

Students will situate their informed, original ideas within the best art historical publications on their subject.

Precedent and Influence

Students will become conversant with selected works of art in terms of style, patronage, reception, and meaning of individual works of art and the artists or movements that spawned them. They will be able to trace the trajectory of future influence of key works of art from this period.

Research

Students will develop art historical research skills by conducting advanced research focused on a single work of art within eighteenth-century Europe including Britain, France, the Empire, the Low Countries, Spain, Italy, Scandinavia and Russia.

Scope: 1700-1789

1. Students will acquire a solid foundation in the historical context of the art and architecture of Europe from ca. 1700-1789.

Theory

Students will apply methodological approaches acquired in ArtHC 300 to their topic.

Research

Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

↑Top

Nineteenth-Century European Art

Nineteenth-century art in Europe.

ARTHC 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	
Programs	Containing ARTHC 340

Course Outcomes

European History: 1780 to 1900

Students will acquire a solid foundation in the historical context of the art of Europe from c.1780 until 1900. Students will be able to articulate the characteristics of the styles, processes, and ideologies and philiosophies of key artists and movements, including Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism, Symbolism, and other modernist movements in France, Italy, Britain, Switzerland, Austria, and Germany. Students will become conversant with selected works of art in terms of style, patronage, reception, and meaning of individual works of art and the artists or movements that spawned them. They will be able to trace the trajectory of future influence of key works of art from this period.

Art Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art within long nineteenth century. Students will apply methodological approaches acquired in ARTHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

↑Top

American Art to 1876

This course examines American art and architecture from the Pre-Columbian period to 1876.

ARTHC 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Fall
Programs	Containing ARTHC 345

Course Outcomes

Art Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art, artist, or historical concept within this period. Students will apply methodological approaches acquired in ArtHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

American Art History: Prehistoric to 1876

Students will acquire a solid foundation in the historical context of the art and architecture of the United States of America from the prehistoric cultures on the North American Continent (Mississippian, Anasazi . . .) to 1876. Through a socio-historical approach, students will gain an understanding of the ways in which events like the arrival of Columbus, the American Revolution, the expansion of the West, and the Civil War, shaped and were shaped by the visual arts of the new nation. Students will also be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key artists and movements, including Rococo, Neo-Classicism, and Romanticism as they pertain to American art. Students will become conversant with selected works of art in terms of style, patronage, reception, and meaning of individual works of art and the artists or movements that spawned them. They will be able to trace the trajectory of future influence of key works of art from this period.

Term Paper

Students will gain experience and skill in art historical research and writing.

Top

Modern Art

Modern European art and theory, 1900--1945.

ARTHC
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Fall, Winter
Programs	Containing ARTHC 350

Course Outcomes

Modern European Art & Architecture, 1900 to 1960

Students will acquire a solid foundation in the historical context of European art and architecture from c. 1900 until c. 1960, as well as some introduction to American modernism as influenced by European developments. Students will be able to articulate the characteristics of the styles, processes, and ideologies and philiosophies of key artists and movements, including Expressionism, Cubism, Dada, Surrealism and other modernist movements in France, Italy, Britain, Russia, the Netherlands, Germany, Switzerland, and East Europe, as well as Abstract Expressionism and the New York School in the United States. Students will become conversant with selected works of art in terms of style, patronage, reception, and meaning of individual works of art and the artists or movements that spawned them. They will be able to trace the trajectory of future influence of key works of art from this period, as well as see art of the period as building upon its antecedents.

Art Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art within the Modern period. Students will apply methodological approaches acquired in ArtHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Term Paper

Students will gain experience and skill in art historical research and writing.

↑Top

American Art 1876-1950

Survey of American painting and sculpture from 1876-1950.

ARTHC
353

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Winter
Programs	Containing ARTHC 353

Course Outcomes

Original Research

Students will acquire a more detailed knowledge of a particular monument and/or architect and/or architectural theory of the period, through the research and writing of a term paper.

American Art and Architecture: 1876 to 1960

Students will acquire a solid foundation in the historical context of the art and architecture of the United States of America from 1876 to ca. 1960. Through a socio-historical approach students will gain an understanding of the ways in which events like the growth of American industry and culture, the rise of Socialism and Communism, WWI and American Isolationism, Regionalism, and WWII shaped and were shaped by the visual arts. Students will also be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key artists and movements, including Realism, Aestheticism, Pictorialism, Dada, Regionalism (including the Harlem Renaissance), Abstract Expressionism, and Pop Art as they pertain to American art. Students will become conversant with selected works of art in terms of style, patronage, reception, and meaning of individual works of art and the artists or movements that spawned them. They will be able to trace the trajectory of future influence of key works of art from this period.

Art Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art, artist, or historical concept within this period. Students will apply methodological approaches acquired in ArtHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Architects

Students will become familiar with the contributions of individual architects of the period.

Colonial to Civil War

Students will acquire a basic understanding of the development of American architecture from the seventeenth century to the mid-nineteenth century.

Analysis

Students will improve research, writing and analytical skills in architectural history.

Top

Contemporary Art

Critical evaluation of trends in art since 1945.

ARTHC 355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	Fall, Winter
Programs	Containing ARTHC 355

Course Outcomes

Art Criticism

Students will become conversant with the criticism of Clement Greenberg, the response of the Minimalists, Pop artists and others, and the role of criticism up to the twenty-first century.

Contemporary Art, 1960 to Present

Students will acquire a solid foundation in the historical context of art and architecture from c. 1960 to the present. Students will be able to articulate the characteristics of the styles, processes, and ideologies and philiosophies of key artists and movements, including Minimalism, Earth art, body art, Neo-Pop, Neo-Expressionism, digital art, and other contemporary movements, with an emphasis on American and European art prior to c. 1990, and then global trends thereafter. Students will become conversant with selected works of art in terms of style, patronage, reception, and meaning of individual works of art and the artists or movements that spawned them. hey will be able to see how contemporary art builds upon its antecedents.

Research Paper

Students will demonstrate sophisticated research skills in an original paper addressing an artist who has come to prominence in the last twenty years.

Top

Introduction to Museum and Curatorial Studies

Duties of museum professionals while applying museum theory to the practical development of a museum exhibit.

ARTHC 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202
Taught	Fall
Programs	Containing ARTHC 360

Course Outcomes

Museum Professions

Students will engage with museum staff from various areas within the art museum including: curatorial, registration, education, design, fabrication, marketing, security and management.

Exhibition Planning

Students will work as teams to create an exhibition proposal, object list, gallery design, and educational materials.

Top

American Architecture

Major figures, monuments, and movements in American architecture from colonial period through "Gilded Age."

ARTHC
365

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	
Programs	Containing ARTHC 365

Course Outcomes

Colonial to Civil War

Students will acquire a basic understanding of the development of American architecture from the seventeenth century to the mid-nineteenth century.

Analysis

Students will improve research, writing and analytical skills in architectural history.

Original Research

Students will acquire a more detailed knowledge of a particular monument and/or architect and/or architectural theory of the period, through the research and writing of a term paper.

Architects

Students will become familiar with the contributions of individual architects of the period.

Top

Modern Architecture

Critical review of roots and evolution of modern architecture.

ARTHC 367

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	
Programs	Containing ARTHC 367

Course Outcomes

World Architecture: 1851 to Present

Students will acquire a solid foundation in the historical context of world architecture from 1851 to the present. Students will be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key architects and movements.

Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a specific building or complex. Students will apply methodological approaches acquired in ARTHC 300 to their topic. Students will situate their informed, original ideas within the best architectural history publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported by the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Top

Japanese Art and Architecture

Japanese art and architecture from its neolithic origins through the dawn of the modern age. Literary, social, and religious contexts considered.

ARTHC 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202
Taught	
Programs	Containing ARTHC 375

Course Outcomes

Scope

Students will acquire a basic understanding of the development of Japanese architecture from 1100 AD to the present.

Art and Architecture

Students will become familiar with the contributions of individual Japanese artists and architects.

Analysis

Students will improve research, writing and analytical skills of Japanese art and architecture.

Research project

Students will acquire a more detailed knowledge of a particular work of Japanese art, monument and/or architect and/or architectural theory through the research and writing of a term paper.

↑Top

History of Photography

The general history of the photographic medium from its inception to the present day. The evolution of the medium, its various uses, primary figures, basic technologies, and artistic trends.

ARTHC
379

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 202
Taught	
Programs	Containing ARTHC 379

Course Outcomes

Scope

Students will acquire a solid foundation in the historical context of the history of photography from the nineteenth-century to the present.

Style

Students will be able to articulate the characteristics of the period styles, processes, techniques, cultural uses and the philiosophies of key photographers in Europe and the Western Hemisphere. Students will become conversant with important photographs and collections in terms of style, patronage, reception, and meaning.

Research Skills

Students will develop art historical research skills by conducting advanced research on a single photographer or photograph.

Theory

Students will apply methodological approaches acquired in ArtHC 300 and other methods to their topic.

State of the Research

Students will situate their informed, original ideas within the best publications and reviews of period photography.

Sources

Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported the HBLL Art History and Photography research guides. Students will be required to correctly use style guides.

↑Top

Northern Mesoamerican Art

Survey of art and architecture of Mexico from antiquity to present.

ARTHC
380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202
Taught	
Programs	Containing ARTHC 380

Course Outcomes

Scope

Students will acquire a foundation in Northern Mesoamerican art, culture, production and consumption.

Scholarship

Student will become familiar with the key scholars in the field.

Top

Southern Mesoamerican Art

Survey of art and architecture of southern Mexico and central America from antiquity to present.

ARTHC 382

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202
Taught	
Programs	Containing ARTHC 382

Course Outcomes

Research and Writing

Students will develop art historical research skills by conducting advanced research focused on a single work of art produced in southern Mexico and Central America. Students will apply methodological approaches acquired in ARTHC 300 to their topic. Students will situate their informed, original ideas within the best art historical publications on their subject. Students will demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported by the HBLL Art History research guides. Students will apply the formatting of an acceptable style guide with exactness to the completed research paper.

Mexican and Central American Art: Antiquity to Present

Students will acquire a solid foundation in the historical context of the art of southern Mexico and Central America from antiquity to present. Students will be able to articulate the characteristics of the styles, processes, ideologies, and philosophies of key monuments.

↑Top

Special Topics and Readings in Art History

Topics of specific student interest, centered on strengths of visiting faculty, BYU Study Abroad Program, or other significant art history projects.

ARTHC 490R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	
Programs	Containing ARTHC 490R

Course Outcomes

Art in Cultural Context

This course will study northern print culture during the sixteenth and seventeenth centuries with special focus on the BYU Museum of Art's copoy of Jerónimo Nadal's richly illustrated book of meditations and prayers, the *Adnotationes et meditationes in Evangelia*.

↑Top

Special Art History Studies On Site

Considering works of art and monuments of significance in major collections throughout the world and in original locations, emphasizing cultural context and site specificity.

ARTHC 492R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 201 & ARTHC 202
Taught	
Programs	Containing ARTHC 492R

Course Outcomes

Application

Students will use knowledge and skills from their program in a professional session.

↑Top

Academic Internship: Museum Internship

On-the-job experience.

ARTHC 496R

Hours	3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 300; 9 hours minimum upper-division art history courses, project approval.
Taught	Contact Department

Course Outcomes

Experience in the Field

Internships will provide students experience and training in the art world (museum, gallery, art organization, auction house, library/archive, etc.). Students are expected to complete at least 140 hours of employment.

Reporting

Student will deliver biweekly reflections to the internship coordinator, in which they record hours of employment, report their activities, and reflect on their experience according to prearranged prompts.
At the end of their internship students are also required to submit a final report of their internship to the coordinator, detailing their experience, skills acquired, advice for future interns, and the challenges they encountered and overcame.

Off Campus Experience

Completed internships fulfill the Art History "Off-Campus Requirement" (ARTHC 496R) required for graduation.

↑Top

BYU Museum of Art Internship

Professional training in curatorial practices within the BYU Museum of Art.

ARTHC 496R

Hours	3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Experience

Students will fulfill contact of internship with the sponsoring museum, gallery, archive, or auction house.

Reporting

Student will deliver a written report and a public presentation on the experience.

↑Top

Off-Campus Museum/Auction House Internship

An art museum or auction house internship at a national or international institution providing training in administrative practice, curatorship, and connoisseurship. Establishing a network of connections to future employment and professional opportunities.

ARTHC 496R

Hours	3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ARTHC 496R

Course Outcomes

Reporting

Student will deliver a writen report and a public presentation on the experience.

↑Top

Art History Business Capstone

Professional fields associated with Art History. Topics include the museum, the commercial gallery, conservation and technical art history, art law, ethics, connoisseurship, government organizations, art organizations and auction houses, and challenges and opportunities within the field. Requires at least one intensive learning experience beyond the classroom.

ARTHC
497

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 300; Senior standing.
Recommended	ArtHC 350, ArtHC 355.
Taught	Fall
Programs	Containing ARTHC 497

Course Outcomes

Art History Business Capstone

The purpose of this course will be to provide a firm understanding of the various professional fields associated with the discipline of Art History. Topics of discussion will include, but are not limited to, the museum, the commercial gallery, conservation and technical art history, art law, ethics, connoisseurship, government organizations, auction houses, etc.
This course serves the Art History Business Track (Professional Track) along with ACC 200, BUS M 201, and BUS M 241. To complete the Track students need to take three of the four courses listed above.

Top

Senior Thesis/Capstone Experiences

Capstone project including a professional quality research paper and a public presentation of this paper. Participation in at least one intensive learning environment beyond the classroom, i.e., a BYU Art History Study Abroad program; an art museum, auction house or gallery internship; or two art history field trips.

ARTHC
498

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARTHC 300; senior standing.
Note	Internships at major art institutions usually require an internship at a regional or university art museum as a prerequisite.
Taught	Fall, Winter
Programs	Containing ARTHC 498

Course Outcomes

Preparing Research Papers for Publication

Student will refine a previously researched paper according to the publication standards of a specific art history journal.

Art History Theory

Students will be able to articulate and employ sophisticated theoretical models used by art historians.

Professional Presentation

Students will develop a professional style of public presentation.

Top

Honors Thesis

Completion of an honors thesis that reflects the student's studies and training in art history, as well as their ability to research, write, and defend a publishable paper that contributes in some way to the field and/or community.

ARTHC 499R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ARTHC 499R

Course Outcomes

Additional Honors Requirements

Students will achieve the same learning outcomes listed in ArtHC 498 in addition to the requirements of the Honors Program.

Preparing Research Papers for Publication

Student will refine a previously researched paper according to the publication standards of a specific art history journal.

Art History Theory

Students will be able to articulate and employ sophisticated theoretical models used by art historians.

Direct Mentorship

Students will work closely with a full-time Art History faculty member and the Honor's coordinator to complete an complete, competent, and cogent Honors thesis. They will be mentored at each stage of the process from the research and planning phase through to the oral defense.

↑Top

Art in Theory: Spectatorship

Review and critique of major theoretical approaches in art history, emphasizing the philosophical relationship between viewer and object.

ARTHC
500

Hours	3.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Graduate status.
Taught	Fall

Course Outcomes

Historical Research

Students will develop art historical research skills by conducting advanced research focused on theoretical approaches to a single work of art. They will develop an enhanced ability to think and write critically about theoretical applications in art history. Students will acquire professional presentation skills as they learn to clearly organize information, draw meaningful conclusions, and effectively use visual materials. Students will also develop persuasive oral skills through the practice of classroom presentations.

Art Criticism

ARTHC 500
Students will acquire a solid grasp of the major writers and theories on spectatorship in the arts, and they will gain an increased awareness of the complexities of visual representation. Students will develop an expanded confidence in their ability to identify issues related to spectatorship when confronting a work of art. They will also develop an appreciation for the meaningfulness and relevancy of the arts and art criticism in contemporary society.

Top

Art in Theory: Language

Review and critique of major theoretical approaches in art history, emphasizing the recent interest in language and semiotics.

ARTHC 505

Hours	3.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Graduate status.
Taught	Winter

Course Outcomes

Theoretical Applications

Students develop an enhanced ability to think and write critically about theoretical applications in art history. This will be accomplished in part by the students studying the intellectual career of a single theory-driven art historian.

Application of Literary Theory

Students will acquire a solid grasp of application of literary theory to art history beginning the Semiotics of de Saussure and concluding with Derrida's Deconstruction. Students will also develop an appreciation for the relevance of the arts and art criticism in contemporary society.

Top

Studies in Ancient Art

Selected topics in Egyptian, Greek, and Roman art.

ARTHC 520R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Advanced knowledge

Students will be able to demonstrate an advanced level of knowledge about specialized topics in Greek or Roman art through lectures, presentations and readings.

Research

Students will acquire a familiarity with, and employ, advanced research resources, strategies and techniques in the area of ancient art.

Presentation

Students will demonstrate the ability to analyze works of art, formulate thesis statements, organize and present their research in both an oral presentation and a written paper.

Top

Studies in Medieval Art

Selected topics in early Christian, Byzantine, Romanesque, and Gothic art.

ARTHC 530R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Advanced knowledge

Students will be able to demonstrate an advanced level of knowledge about specialized topics in medieval art through lectures, presentations and readings.

Research

Students will acquire a familiarity with, and employ, advanced research resources, strategies and techniques in the area of ancient art.

Presentation

Students will demonstrate the ability to analyze works of art, formulate thesis statements, organize and present their research in both an oral presentation and a written paper.

Top

Studies in Renaissance Art

Selected topics in Northern and Southern Renaissance art.

ARTHC 540R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Advanced knowledge

Students will be able to demonstrate an advanced level of knowledge about specialized topics in Renaissance art through lectures, presentations, and readings.

Original research

Students will acquire a familiarity with, and employ, advanced research resources, strategies, and techniques in the area of Renaissance art.

Presentation

Students will demonstrate the ability to analyze works of art, formulate thesis statements, organize and present their research in both oral and written form.

Top

Studies in Baroque Art

Selected topics in northern and southern baroque art.

ARTHC 550R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Advanced Knowledge

Students will be able to demonstrate an advanced level of knowledge about specialized topics in Baroque art through lectures, presentations, and readings.

Original research

Students will acquire a familiarity with, and employ, advanced research resources, strategies, and techniques in the area of Baroque art.

Presentation

Students will demonstrate the ability to analyze works of art, formulate thesis statements, organize and present their research in both oral and written form.

↑Top

Studies in Eighteenth- and Nineteenth-Century Art

Selected topics in eighteenth- and nineteenth-century art of Europe and America.

ARTHC
560R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

State of the Research

Students will acquire a state-of-the research knowledge of an artist, art movement or related movements, genre, thematic topic, culture, theory or practice from the designated period of the seminar (18th and 19th centuries).

Original Research

Students will develop their own original research project related to the umbrella topic of the seminar.

Presentation

Students will demonstrate the ability to analyze works of art, formulate thesis statements, organize and present their research in both an oral presentation and a written paper.

Top

Studies in Modern and Contemporary Art

Selected topics in modern and contemporary art of Europe and America.

ARTHC 570R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

State of the Research

Students will acquire a state-of-the-research overview of an artist, art movement or related movements, genre of subject matter, thematic topic, culture, or practice from the designated period of the seminar (19th through 21st centuries).

Original Research

Students will develop their own original research project related to the umbrella topic of the seminar.

Presentation

Students will become increasingly articulate through intense discussions of readings, theoretical models, lectures, and peer research presentations.

Top

Studies in Architecture

Selected topics in architecture of Europe and America.

ARTHC 580R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Scope

Students will acquire a state-of-the-research overview of an architect, school or movement, culture, or practice in the history of Western architecture.

Research

Students will develop their own original research project related to the umbrella topic of the seminar.

Presentation

Students will become increasingly articulate through intense discussions of readings, theoretical models, lectures, and peer research presentations.

↑Top

Studies in Curatorship

Selected topics in curation and the museum.

ARTHC 590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Scope

tudents will achieve state-of-the-research conversancy with scholarship related to the curatorial topic of the seminar.

Exhibition

Students will develop a thesis for, and multi-stage plan to execute, an exhibition.

↑Top

Foreign Language Readings for Art Historians

Special instruction in reading French or German scholarly texts.

ARTHC 595R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring, Summer
Programs	Containing ARTHC 595R

Course Outcomes

Research skills

Students will learn the basic grammar and art history-specific vocabulary of the target language sufficient to comprehend or translate exhibition catalogue entries and other publications or archival sources.

Application

Students will translate (from target language to English) a scholarly article of their own choice.

Top

French Readings for Art Historians

Special instruction in reading French scholarly texts.

ARTHC 595R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

German Readings for Art Historians

Special instruction in reading German scholarly texts.

ARTHC 595R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Academic Internship

Professional museum experience with a curatorial mentor.

ARTHC 599R

Hours	1.0 - 8.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	ArtHC graduate student status.
Taught	Contact Department

Course Outcomes

Experience

Students will fulfill the contact of a graduate-level internship with the sponsoring museum, gallery, archive, or auction house.

Reporting

Students will deliver a written report and a public presentation on the experience.

↑Top

Introduction to Asian Studies: Methods and Materials

Sources, materials, and methods of research and writing; critical analysis of research project.

ASIAN
200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required of all Asian Studies majors early in the program.
Taught	Fall, Winter
Programs	Containing ASIAN 200

Course Outcomes

Factual Knowledge

The student can identify countries and major geographic features of Asia on a map. The student can relate basic facts about the history, economics, politics, society and cultures of the countries of Asia.

Effective Research and Writing

The student will be able to apply effective search strategies to locate and to evaluate information on Asia in all formats (print, electronic, microform, video, DVD) and of all types (books, articles, reference materials, etc.). The student will be able to employ proper research skills to carry out research on a topic related to Asia and present results in oral and written academic reports.

Top

Asian Studies Abroad

Preparatory course approved for Asian Seminar (Study Abroad).

ASIAN 330R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Area Knowledge

Students will enhance their knowledge of the language, culture, and society through a study abroad experience.

↑Top

Asian Literary Traditions

Comparative analysis of Asian literary works spanning several traditions.

ASIAN 342

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ASIAN 342

Course Outcomes

Comparative Literary Analysis

Apply basic concepts of comparative literary analysis to course texts.

Asian Literary Traditions

Gain familiarity with Asian literary traditions, particularly India, China, and Japan.

Critical Analysis and Writing

Demonstrate strong critical reading, writing, and analytical skills across linguistic and national traditions.

↑Top

Directed Readings in Chinese, Japanese, or Korean

Designed to improve students' reading ability and foster lifelong learning of developing students' habits of independent, self-directed learning. Extensive reading in the target language is required.

ASIAN
490

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Recommended	Chin 302 or Japan 321 or Korea 302.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Senior Seminar

Learning research and writing skills necessary to prepare and present major senior research paper.

ASIAN 495

Hours	1.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Senior status or program coordinator's consent.
Note	Most all major requirements should be completed before registering for this course.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ASIAN 495

Course Outcomes

Effective Research, Analysis and Writing

In this course, you will learn how to complete a significant research project using appropriate methods of research, analysis, and a professional standard of writing. In doing so, you will draw heavily from your knowledge from previous courses.

Factual Knowledge

You will do this by studying a specialized topic in Asian Studies under the guidance of a professor. Thus, you will deepen your familiarity with a sub-field within Asian Studies and Asian Studies more broadly.

Effective Oral Communication

You will also learn how to present your findings in a high-quality oral presentation, and how to give and receive appropriate feedback within a community of scholars.

Top

Intensive Introduction to Asian Studies for Teachers and Prospective Teachers

Readings, lectures, individual study, and curriculum development; integration for school teachers of Asian Studies into the curriculum of social studies, world history, and geography.

ASIAN 501R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Area Knowledge

Students will enhance their knowledge of Asia with an emphasis on knowledge direclty applicable to classroom situations.

↑Top

First-Year American Sign Language, Part 1

First in a series of courses which focuses on acquiring basic ASL skills, both receptive and expressive. An introduction to the Deaf community and culture will be provided.

ASL
101

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Intended for students with little or no experience in ASL.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ASL 101

Course Outcomes

Exchange Information

Exchange information about self and family with others.

Describe

Describe basic daily activities and preferences.

ASL Storytelling

Introduce basic aspects of ASL storytelling.

Deaf culture

Identify general characteristics of Deaf culture.

Deaf history

Recall important events in American Deaf history.

Top

First-Year American Sign Language, Part 2

Second in a series of courses which focuses on acquiring basic ASL skills, both receptive and expressive. An introduction to the Deaf community and culture will be provided.

ASL 102

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	ASL 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ASL 102

Course Outcomes

Converse

Be able to converse naturally using selected vocabulary.

Daily routines

Explain daily routines and time concepts.

Describe appearance

Describe appearance of others using classifiers.

Classifiers

Be able to develop and use appropriate classifiers.

Requests

Make basic person requests.

Structure

Be able to develop and use appropriate ASL structure.

Occupations

Discusss various occupations of family members.

Culture Rules

Be able to identify and explain selected culture rules.

Films

able to answer questions about selected films.

Deaf culture

Compare and contrast Deaf and hearing cultures.

Top

American Sign Language Fingerspelling

Improve ability to comprehend and communicate using various ASL fingerspelling styles.

ASL 111

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	ASL 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	Fall, Winter

Course Outcomes

Smoothness

Fingerspell smoothly.

Use styles

Identify and use various fingerspelling styles.

Read styles

Read fingerspelling of various styles.

Lexicalization

Identify the characteristics of lexicalization.

Top

American Sign Language Numbering

Improve ability to comprehend and communicate using various ASL numbering styles.

ASL 112

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	ASL 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	Fall, Winter

Course Outcomes

Smoothness

Sign numbers smoothly.

Use styles

Identify and use various numbering styles.

Read styles

Read fingerspelling of various styles.

Parameters

Sign numbers with correct sign parameters.

↑Top

Second-Year American Sign Language, Part 1

Third in a series of courses which focuses on developing intermediate ASL skills, both receptive and expressive. Increased focus on the role that ASL plays in the lives of the Deaf community.

ASL
201

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	ASL 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Narration

Narrate various life experiences and events.

Classifiers

Increase use and understanding of classifiers.

Suggestions and requests

Make suggestions and requests.

Deaf history and culture

Discuss several aspects of Deaf history and culture.

Top

Second-Year American Sign Language, Part 2

Fourth in a series of courses which focuses on developing intermediate ASL skills, both receptive and expressive. Increased focus on the role that ASL plays in the lives of the Deaf community.

ASL 202

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	ASL 201; Teacher may waive prerequisite based on prior experience.
Note	Culminating course for GE Languages of Learning requirement. Required course for obtaining language credit by examination.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ASL 202

Course Outcomes

Narrate

Narrate unforgettable moments.

Illustrate

Illustrate interesting facts.

Rules and customes

Explain rules and cultural customs.

Describe

Describe accidents and embarrassing situations.

History and culture

Discuss in American Sign Language selected aspects of Deaf history and culture.

↑Top

Advanced American Sign Language and Culture

Fifth in a series of five courses which aims to increase interpersonal, receptive, and presentational ASL skills in the context of society and culture of the Deaf community.

ASL 301

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	ASL 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	Fall, Winter
Programs	Containing ASL 301

Course Outcomes

Define

Be able to discuss the nature of culture and definitions of Deaf culture, Deaf community, and Deaf-World.

Values

Be able to identify the basic values and beliefs of the Deaf culture.

Issues

Be able to discuss various educational and social issues affecting the Deaf community.

Characteristics

Be able to identify general characteristics of Deaf culture.

Practices

Be able to identify specific practices of Deaf people.

Roles of ASL and English

Be able to discuss the role of ASL and English in the community and in individual's identity development.

Impact of Deafness

Begin to understand the impact of deafness on various lives.

Deaf History

Become familiar with the basics of American Deaf history.

Top

Deaf Literature

Various genres of Deaf literature. Introduction to analysis of ASL literary works.

ASL
302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ASL 301
Note	Teacher may waive prerequisite based on prior experience.
Taught	Winter

Course Outcomes

Literature

Be able to discuss the literature of the Deaf community including both original ASL works and those translated from English.

Forms

Be able to discuss the number of literary forms including sign play, poems, stories, short stories, plays and Deaf folklore.

Transition

Be able to discuss the transition of ASL literary forms as well as selected creators and performers.

Literary Works

Become familiar with and be able to discuss in ASL specific literary works.

Values

Be able to accurately discuss how Deaf literature reflects and reinforces Deaf-World values, beliefs and traditions.

↑Top

Interpreting 1

Building basic interpreting skills. Code of Ethics, interpreting protocol, and interpreting issues.

ASL
431

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	ASL 301
Recommended	ASL 302 or concurrent enrollment.
Note	Teacher may waive prerequisite based on prior experience.
Taught	Fall Contact Department

Course Outcomes

History

Be able to summarize the history of the interpreting profession in the U.S.

Contact Varieties

Be able to name and identify the different contact varieties in Sign Language Communication.

Role of Interpreter

Be able to explain the role of the interpreter in a variety of settings.

Code of Conduct

Be able to recite the Code of Professional Conduct apply it to make appropriate ethical decisions.

Laws

Be able to identify and explain the impact of certain major federal and state laws on the field of ASL interpreting.

Process and Register

Be able to explain the communication process and different registers in communication, and how they affect the work of an interpreter.

Top

Introduction to American Sign Language Linguistics

Designed for students who have acquired a good mastery of ASL. This course explores the dynamics of ASL linguistics, including basic simillarities between ASL and other languages.

ASL 431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ASL 301 or equivalent.
Recommended	ASL 302 or concurrent enrollment.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

History

Be able to summarize the history of the interpreting profession in the U.S.

Contact Varieties

Be able to name and identify the different contact varieties in Sign Language Communication.

Role of Interpreter

Be able to explain the role of the interpreter in a variety of settings.

Code of Conduct

Be able to recite the Code of Professional Conduct apply it to make appropriate ethical decisions.

Laws

Be able to identify and explain the impact of certain major federal and state laws on the field of ASL interpreting.

Process and Register

Be able to explain the communication process and different registers in communication, and how they affect the work of an interpreter.

↑Top

Exploration of American Sign Language Interpreting

Students investigate ASL interpreting profession and related issues to include Code of Professional Conduct and interpreting protocol.

ASL 432

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ASL 301
Note	Teacher may waive prerequisite based on prior experience.
Taught	Winter

Course Outcomes

Decision

Students will be able to make a decision about continuing in the interpreting profession.

Code

Students will be able to use the Code of Professional Conduct to make ethical decisions related to interpreting.

Skills

Students will develop novice-level skills in a variety of interpreting settings: educational, medical, governmental, legal, corporate, etc.

Protocol

Students will demonstrate understanding of various interpreting models and processes.

↑Top

Language Study: Aymara

Survival-level conversation, reading, listening, and culture skills in the target language.

AYMRA
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Aymara

Beginning speaking, listening, reading, and writing skills.

AYMRA 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

First-Year Language Study: Aymara

Second-semester speaking, listening, reading, and writing skills.

AYMRA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AYMRA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Second-Year Language Study: Aymara

Intermediate speaking, listening, reading, and writing skills.

AYMRA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AYMRA 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Second-Year Language Study: Aymara

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

AYMRA 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	AYMRA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing AYMRA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Aymara

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

AYMRA 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Aymara

Systematic review of grammar and syntax of target language.

AYMRA 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AYMRA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Aymara

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

AYMRA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Aymra 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing AYMRA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Aymara

Advanced study of literature of target language. Continued emphasis on communication skills and culture

AYMRA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AYMRA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Aymara

Concentration on target-language and target-culture issues for specific careers.

AYMRA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	AYMRA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Basque

Survival-level conversation, reading, listening, and culture skills in the target language.

BASQ 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Basque

Beginning speaking, listening, reading, and writing skills.

BASQ 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Basque

Second-semester speaking, listening, reading, and writing skills.

BASQ 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BASQ 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Basque

Intermediate speaking, listening, reading, and writing skills.

BASQ
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BASQ 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Basque

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

BASQ 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BASQ 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries
Taught	
Programs	Containing BASQ 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Basque

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

BASQ 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Basque

Systematic review of grammar and syntax of target language.

BASQ 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BASQ 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Basque

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

BASQ 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Basq 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing BASQ 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Basque

Advanced study of literature of target language. Continued emphasis on communication skills and culture

BASQ 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BASQ 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Basque

Concentration on target-language and target-culture issues for specific careers.

BASQ
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BASQ 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Bicolano

Survival-level conversation, reading, listening, and culture skills in the target language.

BCLNO 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Bicolano

Beginning speaking, listening, reading, and writing skills.

BCLNO 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Bicolano

Second-semester speaking, listening, reading, and writing skills.

BCLNO 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BCLNO 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Bicolano

Intermediate speaking, listening, reading, and writing skills.

BCLNO 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BCLNO 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Bicolano

Continued emphasis on communication skills, vocabulary building, and cultural awareness

BCLNO 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BCLNO 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries
Taught	
Programs	Containing BCLNO 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Bicolano

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

BCLNO 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Bicolano

Systematic review of grammar and syntax of target language.

BCLNO
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BCLNO 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Bicolano

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

BCLNO 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bclno 202 of equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing BCLNO 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Bicolano

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

BCLNO 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BCLNO 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Bicolano

Concentration on target-language and target-culture issues for specific careers.

BCLNO 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BCLNO 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Honors Principles of Biology

Introductory course for general education students.

BIO
100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing BIO 100

Course Outcomes

Biology Literacy

Students will acquire basic literacy in the language of science and biology as evidenced by their ability to: Explain the foundational assumptions underlying science and evaluate the strengths and limitations of science as a human endeavor. Describe basic principles and concepts of biology using appropriate vocabulary. Describe data represented textually, numerically, and graphically, and infer a conclusion from the data. Plan and perform a simple experiment, actual or simulated; draw conclusions, and; communicate the results.

Scientific Reasoning

Students will exercise sound scientific reasoning as evidenced by their ability to: Evaluate scientific evidence and claims at the level of a well-informed layperson in order to make rational decisions on public-policy science issues. Develop intellectual abilities and character traits of sound judgment and effective communication.

Personal Responsibility

Students will accept responsibility for personal and public stewardship as evidenced by their ability to: Integrate sound scientific reasoning with reasoning and methods from other disciplines to address real-world biology-related issues and concerns. Reflect on how literacy in biology and sound scientific reasoning combine with reasoning and methods from other disciplines to increase their ability to act responsibly as stewards and citizens in their own families, communities and the world.

↑Top

Principles of Biology

Introductory course for general education students.

BIO
100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing BIO 100

Course Outcomes

Biology Literacy

Students will acquire basic literacy in the language of science and biology as evidenced by their ability to: Explain the foundational assumptions underlying science and evaluate the strengths and limitations of science as a human endeavor. Describe basic principles and concepts of biology using appropriate vocabulary. Describe data represented textually, numerically, and graphically, and infer a conclusion from the data. Plan and perform a simple experiment, actual or simulated; draw conclusions, and; communicate the results.

Scientific Reasoning

Students will exercise sound scientific reasoning as evidenced by their ability to: Evaluate scientific evidence and claims at the level of a well-informed layperson in order to make rational decisions on public-policy science issues. Develop intellectual abilities and character traits of sound judgment and effective communication.

Personal Responsibility

Students will accept responsibility for personal and public stewardship as evidenced by their ability to: Integrate sound scientific reasoning with reasoning and methods from other disciplines to address real-world biology-related issues and concerns. Reflect on how literacy in biology and sound scientific reasoning combine with reasoning and methods from other disciplines to increase their ability to act responsibly as stewards and citizens in their own families, communities and the world.

Top

Biology

General biology course with laboratory for biology majors. Introduction to disciplines in the life sciences including methods for scientific inquiry, biochemical dynamics, cell structure and function, evolutionary theory, bioenergetics, and ecological interactions.

BIO
130

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BIO 130

Course Outcomes

Scientific Literacy

Students will demonstrate basic literacy in the language of science and an understanding of the foundational theories of biology (i.e., be able to formulate appropriate hypotheses and predictions to test specific biological phenomena and use appropriate vocabulary to do so)
o Atomic Molecular Theory
o Cell Theory
o Theories of Photosynthesis, Fermentation, and Cellular Respiration
o Cell Division and Meiotic Theories
o Chromosomal and Mendelian Theories of Inheritance
o Watson and Crick's Theory of DNA Structure and Replication
o Protein Synthesis Theory
o Darwin's Theory of Natural Selection
o Hardy-Weinberg Theory
o Ecosystem Theory
o Population Growth Theory
o Competitive Exclusion and Behavioral Theory

Scientific Process Skills

Students will demonstrate an understanding of the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process.

Scientific Discovery

Students will appreciate the excitement of discovery that has accompanied important scientific developments.

Scientific Applicability

Students will demonstrate how scientific methodology can be used to analyze real-world science-related problems.

Data Evaluation

Students will be able to evaluate scientific data and claims in order to make rational decisions on public-policy science issues that affect their community.

Scientific Expression

Students will be able to express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data.

Science and Religion

Students will be able to reflect rationally upon the interface between science and religion.

Scientific Reasoning

Students will demonstrate sound scientific reasoning ability.

↑Top

Introduction to Bioinformatics

Introduction to basic concepts in bioinformatics. Standard bioinformatic applications.

BIO 165

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bio 100 or PDBio 120 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing BIO 165

Course Outcomes

Outcome 1: Introduction to Linux and Programming

Students will learn the basics of the Linux operating system and feel comfortable working in a command line terminal. Additionally, students will be introduced to the Python programming language and write simple scripts to manipulate DNA sequence data.

Outcome 2: Survey of the Field of Bioinformatics

Students will gain an understanding of the field of bioinformatics, including career options in bioinformatics, how bioinformatics facilitates discovery in a variety of research areas, an overview to commonly used databases, and an overview of file formats frequently used in bioinformatics.

↑Top

Introduction to Mentored Research

Introduction to mentored research experiences under faculty supervision.

BIO 194

Hours	0.5 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Biological Diversity: Animals

Comparative organization and evolutionary significance of morphological, physiological, reproductive, and ecological differences in invertebrates and vertebrates. Laboratory included.

BIO 220

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	PDBIO 120; or BIO 130
Taught	Fall, Winter
Programs	Containing BIO 220

Course Outcomes

Clade Animalia Evolution

Students will be able to discuss the broad patterns of the evolution of the clade Animalia, emphasizing the relationships among major sub-clades (phyla), the unique biological attributes that define these clades, and the novel changes in morphology over major transitions (unicellular to multicellular; acoelomate to pseudocoelomate to coelomate body plans, bilaterial vs radial symmetry, origins of exoskeletons, gill slits, notochord, crania & vertebral columns, etc.).

Phylogenetic Systematics

Students will develop the skills necessary to understand the terminology of phylogenetic systematics and methods used to recover the "tree of life", the logic behind the hierarchy (i.e., the only possible outcome of the process of "descent with modification"), and critically apply evolutionary reasoning, including the use of phylogeny and tree-thinking, to formulate and test hypotheses that explain biological diversity.

Intellectual Tools

Students will have the intellectual tools to continue to explore related topics with confidence and understanding throughout their lives, and a deeper appreciation for the diversity of life on earth.

↑Top

Biological Diversity: Plants

Comparative organization and evolutionary significance of morphological, physiological, reproductive, and ecological differences in fungi, algae, and principal groups of land plants. Laboratory included.

BIO
230

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	PDBIO 120; or BIO 130
Taught	Fall, Winter
Programs	Containing BIO 230

Course Outcomes

Discuss Differences

Students will be able to discuss differences between cyanobacteria, algae, bryophytes, non-seed vascular plants, gymnosperms, flowering plants, and fungi with repsect to their lifecycles, characteristic morphologies, and biological roles.

Evolutionary Logic

Students will develop the skills necessary to understand and critically apply evolutionary logic including the use of phylogeny and tree-thinking to formulate and test hypotheses that explain biological diversity

Explore Related Topics

Students will be able to continue to explore related topics with confidence and understanding throughout their lives.

Top

Field Botany

Recognition, characteristics, and uses of common trees and shrubs.

BIO
235

Hours	3.0 Credit, 3.0 Lecture, 6.0 Lab
Prerequisites	None
Taught	Fall, Spring
Programs	Containing BIO 235

Course Outcomes

Knowledge of Biology

Students will demonstrate a fundamental knowledge of biology

Discover Skills and Tools

Students will develop the discovery skills and tools used by biologists

Use Biological Knowledge

Students will use biological knowledge to enhance their personal lives

Secure Employement

Students will use their skills and knowledge in biology to secure employment or to advance in higher education in biology-related disciplines

Top

Animal Restraint

Restraint and first aid techniques for pet, laboratory, domestic, and wild animals.

BIO
270

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing BIO 270

Course Outcomes

Safe Restrainment

Know how to safely restrain domestic animals and wildlife species

Basic Animal Restraint Techniques

Understand basic animal restraint techniques for a number of domestic and wildlife species

Certain Restraint Techniques

Understand why certain restraint techniques work with only certain animals and not others

Animal Chemical Restraint Methods

Develop a basic knowledge of animal chemical restraint methods and their indications

Pharmaceutical Agents

Understand why the use of pharmaceutical agents by lay persons is not advocated without a veterinarian's prescription or special knowledge and training of non-veterinarian personnel, such as wildlife biologists

↑Top

Exploration of Teaching in Biological Sciences

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

BIO
276

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BIO 220 & BIO 230 & CHEM 105; major GPA of 2.85 or higher, FBI fingerprint and background clearance; previous application required.
Taught	Fall
Programs	Containing BIO 276

Course Outcomes

Lesson Development

Design and develop simple lessons containing the essential components; objectives, procedures, and evaluation.

Effective Teacher Characteristics

Identify and demonstrate the characteristics of effective teachers.

Effective Teaching and Planning

Model both effecive teaching and lesson planning by teaching lessons that exhibit your abilities to use inquiry-based lessons and demonstrate both the hierarchy of learning and strategies for teaching students with diverse learning styles.

Top

Veterinary Medicine Seminar

Preview into veterinary medicine as a profession. Application procedure and preparation for veterinary school.

BIO 291R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Educational Requirements and Preveterinary Medicine Prerequi

Develop a working knowledge of the educational requirements and preveterinary medicine prerequisite coursework required by the majority of USA colleges of veterinary medicine (CVM)

Veterinary Medicine Admission Application Process

Learn how to navigate the application process for admission to colleges of veterinary medicine, understand the different sections of the online veterinary medicine college application service (VMCAS) form, and know what information is needed for supplemental application forms required by individual CVMs

WICHE, State Contract, and Residency Requirements

Knowledge of state contracts, the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP), state residency requirements

Cost of a Veterinary Medicine Education

Understand the cost of a veterinary medicine education, and learn how to minimize educational debt with scholarships, grants, research stipends, and military or government programs

Career Alternatives

Career alternatives, general or specialty practices in veterinary medicine

Animal Welfare, Animal Research, and Responsibilities

Understand the issues concerning animal welfare, animal research, and responsibilities as a member of the veterinary profession

Opportunities in Veterinary Medicine

Statistics with data on need (based on demographic or other data), employment placement, salary, employer requirements, market research information, and advanced degrees to enhance employment opportunities in veterinary medicine

Top

Ecology

Distribution and abundance of organisms and their interactions with the physical and biotic components of the earth.

BIO 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 120; or BIO 130
Taught	Fall, Winter, Spring
Programs	Containing BIO 350

Course Outcomes

Physical Processes

Understand the major physical processes that form and characterize the biosphere, including global scale energy flow, the carbon cycle, climate, and soil formation.

Organizational Processes

Understand the processes that drive major levels of organization of the biotic world, including energetics in the ecosystem, population dynamics, and species interactions.

Writing

Understand the importance of writing as a way of synthesizing and solidifying critical thought.

Environmental Stewardship

Foster and promote environmental stewardship within your realm of influence and your community.

Human Well-Being

Understand the importance of ecology to issues regarding human well-being

Ecology Connectivity

See the connectivity and relevance of ecology to other fields of study

↑Top

Computational Biology

Computational analysis of DNA data; introduction to bioinformatics databasing using Perl and SQL; configuration of UNIX workstations for bioinformatics analyses.

BIO
365

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	C S 240
Taught	Fall
Programs	Containing BIO 365

Course Outcomes

Outcome 1: Prepare diverse types of biological research data for analysis.

Students will be able to classify and describe diverse types of biological research data including genomic, transcriptomic, phenotypic and environmental data. They will recognize data formats that are used to store such data, will be able to identify appropriate computational tools for preparing the data for analysis, and will be able to execute those tools effectively.

Outcome 2: Become proficient with quantitative methods for analyzing biological data.

Students will understand concepts and techniques for quantitatively evaluating biological data and discriminating which statistical test(s) and algorithms are most appropriate for analyzing the data. Using software that is widely used in biological research, they will be able to execute statistical tests and algorithms, create publication-quality graphics based on the data, and enable others to reproduce their analyses.

Outcome 3: Be able to critically evaluate prior biological research studies effectively.

Students will demonstrate proficiency in reading, interpreting, and discussing research studies that use bioinformatics techniques.

Top

Bioethics

In-depth lecture and small group discussion of varied bioethical issues. LDS Church positions emphasized when appropriate.

BIO 370

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	Introductory biology course.
Taught	Fall, Winter
Programs	Containing BIO 370

Course Outcomes

Philosophical Underpinnings of Bioethics and Bioethical Issues

Students will understand the ethical and philosophical underpinnings of bioethics and to develop ethical intuitions on bioethical issues.

Terminology, Vocabulary, and Objectives

Students will learn the terminology, vocabulary, and objectives of bioethics.

Bioethical Decisions

Students will understand the tools and approaches needed to make a bioethical decision and to communicate that decision in rationally informed way

Bioethical Primary Literature

Students will understand the bioethical primary literature, to understand how to read case studies, and familiarity with the major issues being discussed in bioethics today.

Top

Teaching Methods and Instruction in Biology

Developing meaningful and engaging instruction for secondary students in biological sciences; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

BIO 377

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BIO 276; concurrent enrollment in Bio 378, 379, Sc Ed 380; major GPA of 2.85 or higher.
Taught	Fall
Programs	Containing BIO 377

Course Outcomes

Learning Theories

Students will demonstrate an understanding of key learning theories by explaining how students learn.

Pedagogical Practices

Students will demonstrate proper pedagogical practices in a biological teaching setting.

Lesson Development

Students will develop effective unit and lesson plans to promote science learning.

↑Top

Practicum in Biology Teaching

Implementing meaningful and engaging instruction for secondary students in biology; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

BIO
378

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Concurrent enrollment in Bio 377, 379, Sc Ed 380.
Taught	Fall
Programs	Containing BIO 378

Course Outcomes

Best Teaching Practices

Students will be able to identify best practices in teaching.

Mentoring Involvement

Students will show active involvement with mentor teacher in creating and teaching lessons, grading papers, or any other classroom work.

Teaching Practices

Students will be able to identify practices that they can incorporate into their own teaching.

Top

Classroom Management and Laboratory Safety

Current theory, research, and application in classroom management; creating positive teacher-student and peer relationships; developing optimal learning environments.

BIO 379

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Bio 377, 378, Sc Ed 380.
Taught	Fall
Programs	Containing BIO 379

Course Outcomes

Optimal Learning Environment

Students will integrate current theory, research, and application in classroom management to create an optimal learning environment.

Classroom Management

Students will demonstrate appropriate and effective classroom management strategies.

Laboratory Safety

Students will demonstrate an understanding of proper laboratory safety protocols.

Top

Comparative Animal Physiology and Anatomy

Structure and function of animal organ systems; structural and physiological responses to demands of and changes in environment; evolutionary constraints on anatomy and physiology.

BIO 380

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Bio 220A or instructor's consent.
Taught	Fall
Programs	Containing BIO 380

Course Outcomes

Vertebrate Physiology/Anatomy

Students will demonstrate a fundamental knowledge of comparative vertebrate animal physiology and anatomy.

Critical Thinking

Students will develop critical thinking skills while learning concepts and understanding the tools used by comparative vertebrate animal physiologists and anatomists to study function and structure.

Life Enhancement

Students will use physiological and anatomical knowledge to enhance their personal lives.

Secure Employment

Students will use their skills and knowledge in comparative vertebrate animal physiology and anatomy to secure employment or to advance in higher education in biology-related disciplines.

Isotopic Techniques

Students will develop an understanding of physiologic isotopic techniques utilized to indicate energy sources, trophic levels, body water, and latitudinal and altitudinal animal migration reflected by stable isotopes of carbon, nitrogen, hydrogen and oxygen.

Top

Preveterinary Preceptorship

Supervised on-the-job exposure to veterinary medicine under a clinical setting, supplemented with academic assignments.

BIO 392R

Hours	3.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Preceptorship Skill Mastery

Skills student should master during the preveterinary medicine preceptorship experience:
Husbandry: feeding, sanitation, handling, breed recognition
Restraint of animals for examination, treatment and radiography
Logging medical data and recording information in patient charts
Grooming for medical reasons
Observe and recognize normal and abnormal body functions and vital signs
Concepts of animal welfare and humane treatment of animals
Introduce methods and explain necessity of animal population control
Obtain knowledge of and competency with routine preventive medicine including vaccination protocols, parasite identification-treatment-prevention, routine physical examination, geriatric health care

Activity Observation and Participation

The student should observe and participate in these activities:
Client-doctor relations and dialogue; demonstration of veterinary ethics and integrity; diagnostic thought process and rationale
Patent examination; administration of medication and therapy; collection of body fluids and specimens
Medical record information entry
Clinical diagnostic laboratory techniques
Developing and interpreting radiographs
Surgical suite protocols:
preparation of instrument packs, drapes, surgical gowns
aseptic technique
anesthesia administration and monitoring
surgical preparation of patient
surgery protocols and surgical assistance
intensive and post-operative nursing care
Euthanasia

Hospital Areas

Areas of hospital student should receive exposure to:
Kennel and quarantine wards
Treatment areas
Surgery and examination rooms
Office procedures
Telephone etiquette
Laboratory and pharmacy
Library search and literature review of clinical case information and current treatments based on veterinary research

Top

Evolutionary Biology

Intensive examination of evolution as the conceptual cornerstone of biology.

BIO 420

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & PWS 340
Recommended	Concurrent enrollment in Bio 421.
Taught	Fall, Winter, Spring
Programs	Containing BIO 420

Course Outcomes

History and Development

Students will be able to describe the history and development of evolutionary thought.

Evidence for Evolution

Students will be able to list and describe the evidence for evolution and its required corollaries.

Processes of Evolution

Students will be able to describe the mechanisms by which evolution occurs. Provide detailed explanations of the the processes of evolution by mutation, migration, genetic drift, non-random mating, and natural selection.

Adaptation

Students will be able to explain adaptation, providing examples from several different fields of biology (e.g., cell biology, physiology, conservation biology, bioinformatics, medicine, behavior, etc.).

Life on Earth

Students will be able to describe the history of life on earth. Identify major evolutionary transitions over time, and explain the tools and evidence that support current hypotheses of the history of life.

↑Top

Evolutionary Biology Laboratory

Hands-on applications and analytical tools of evolutionary biology; emphasizing inference methodology and evidence complementing the theoretical constructs introduced in Bio 520, including comparative anatomy, phylogenetic inference, population genetics, species concepts, and human evolution.

BIO
421

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MMBIO 240
Note	Concurrent enrollment with Bio 420 is strongly recommended.
Taught	Fall, Winter, Spring
Programs	Containing BIO 421

Course Outcomes

Basic Principles

Students will gain a better understanding of the basic principles of evolution within a population including selection, drift, and founder effects by using computer simulations.

Faith and Evolution

Students will have a deeper understanding of the LDS position on evolution.

Patterns of Evolution

Students will learn the details of phylogenetic reconstruction, tree searching, DNA sequence alignment, and other bioinformatics tools for deciphering patterns of evolution.

Species Concepts

Students will learn the details of species concepts and the criteria used for identifying and diagnosing species.

Hands-on Experience

Students will gain hands-on experience with hominid fossils and gain an understanding of the evidence that elucidates the biological history of humans.

↑Top

Plant Classification and Identification

Principles of plant systematics, taxonomy, and classification, emphasizing family recognition by sight, terminology, and use of identification keys to the temperate flora.

BIO 430

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Bio 100 or Bio 130 or PDBio 120 or PWS 100 or instructor's consent.
Taught	Fall
Programs	Containing BIO 430

Course Outcomes

Vocabulary

Students will apply correct vocabulary for describing plant parts and be able to deduce the meaning of new terms based on knowledge of common roots, prefixes, and suffixes.

Groups of Plants

Students will recognize the major groups of vascular plants, be able to differentiate them by their principal characters, and understand their phylogenetic relationships.

Identify by Sight

Students will identify by sight 40 families of flower plants as well as common families of ferns and gymnosperms, by recognizing differentiating features of each family.

Identifying Unknown Plants

Students will gain proficiency in the use of keys and identification manuals for identifying any unknown plant to species.

Top

Entomology

External morphology, natural history, evolution, distribution, and phylogeny of insects. Insect collection required.

BIO 441

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Bio 220A or equivalent.
Taught	Fall
Programs	Containing BIO 441

Course Outcomes

Application of Basic Principles

Understand basic principles of morphology and systematics and apply these principles to your own knowledge of insects.

Understand Phylogeny

Judge genetic relationships. Be able to recall current hypotheses of insect phylogeny at the ordinal level and have the tools needed to judge validity of new hypotheses of phylogeny that might be proposed. You will also study carefully the modifications associated with phylogenies that led to insect diversification and success.

Knowledge of Morphology and Anatomy

Understand details of insect morphology, and be well versed in both internal and external body structures.

Identify by Sight

Recognize common insect families and be able to quickly identify them on sight.

Wonder, Perspective, and Appreciation

Gain or regain a sense of wonder for the natural world, especially as it relates to insects and other arthropods. Gain perspectives of the diversity and complexity in the insect world. Enhance your appreciation for the natural world we share with them.

Functional relationships

Learn life histories and specific collecting techniques for insects in their own habitats. You will learn how they fit in the natural world.

Identify using keys

Learn the protocols for detailed identificiations. Many insects will be totally new in appearance to you. You will use identification guides and illustrations to help you decide what the name of an insect is at the Order and Family levels.

Develop personal identification skills

Use a variety of identification techniques to correctly identify insects and other arthropods. Throughout your life you will be asked by employers, friends, and family to answer the question, "What is this?" This course will give you these exact skills. A correct identification is a beginning step to learning more about a species and its relationships to the natural world and its pragmatic relationship to humans.

Top

Ichthyology

Fish systematics, evolution, morphology, distribution, and natural history.

BIO 443

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	BIO 220
Taught	Fall odd years
Programs	Containing BIO 443

Course Outcomes

Respiration

Students will have a general understanding of fish respiration.

Body Structure

Students will have a general understanding of fish body structure.

Food Processing

Students will have a general understanding of fish food processing.

Behavior and Communication

Students will have a general understanding of fish behavior and communication.

↑Top

Herpetology

Reptile and amphibian evolution, systematics, morphology, distribution, and natural history. Lab emphasizes taxonomy, classification, and distribution of western U.S. species.

BIO 445

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	BIO 220
Taught	Winter even years
Programs	Containing BIO 445

Course Outcomes

Origins

Each student will gain a deeper understanding of some details of the origin of tetrapods, and the origin of the amniotes.

Phylogenetic Position

Each student will gain a deeper understanding of the phylogenetic position of extinct and extant clades of amphibians & reptiles within the clade Vertebrate.

Evolution and Natural History

Each student will acquire a detailed knowledge of the evolution and natural history (natural history, behavior, etc.) of the major clades of extant amphibians and reptiles .

Lab and Field Experiences

Through lab and field experiences, each student will acquire a detailed knowledge of diagnostic characters, taxonomy & distributions, and some aspects of ecology of native western species.

Species Conservation Status

Each student will acquire some knowledge of the conservation status of selected species in the US and abroad.

Top

(Bio - PWS) Ornithology

Avian systematics, evolution, distribution, identification, and natural history.

BIO
446

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Bio 100 or Bio 130 or PDBio 120 or PWS 100 or equivalent or instructor's consent.
Note	One three-day field trip required.
Taught	Winter
Programs	Containing BIO 446

Course Outcomes

Ornithology

Define ornithology and what it encompasses.

Global Diversity

Discuss the global diversity of birds in both form and function

Bird Evolution

Articulate the current thinking regarding the evolution of birds.

North American Birds

Identify 200 birds common to western North America.

↑Top

Mammalogy

Mammalian diversity, evolution, distribution, and natural history. Two three-day field trips required.

BIO
447

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	BIO 220; or PWS 344
Taught	Fall
Programs	Containing BIO 447

Course Outcomes

Utah Mammals

Be able to recognize the more common species of Utah mammals based on external and skull features

Identify Mammal Orders

Be able to recognize and identify most orders of mammals based on features of the skull

Evolutionary History

Understand the evolutionary history of mammals and the modern diversity of mammalian orders

Original Scientific Literature

Enhance skills directed toward understanding and interpreting original scientific literature dealing with mammalian biology

Top

Conservation Biology

Scientific principles of conservation: applying population genetics, and phylogenetic and ecological theory to preservation of biological diversity; developing sustainable ecological systems compatible with human resource use.

BIO 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BIO 220 & BIO 350; or BIO 230 & BIO 350
Taught	Fall
Programs	Containing BIO 450

Course Outcomes

Conservation in Ecological Processes

Apply an understanding of ecological processes to conservation of populations, species, and ecosystems.

Environmental Stewardship

Foster and promote environmental stewardship within your realm of influence and your community.

Scientific Method and Analytical Thinking

Demonstrate the ability to apply the scientific method and analytical thinking to ecological and conservation issues.

Synthesizing Literature for Conservation Biology

Demonstrate the ability to synthesize literature relevant to a topic in conservation biology

Scientific Term Paper

Demonstrate the ability to write a scientific term paper

↑Top

Marine Biology

Principles of physical and biological oceanography, biodiversity, and ecology of numerous ocean habitats. Extensive field trips.

BIO
452

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Spring even years
Programs	Containing BIO 452

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Plant Ecology

Fundamental principles governing interactions among plants and their environments with respect to their success. Students will be able to apply their knowledge to land management, conservation and agriculture.

BIO
455

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BIO 230 & BIO 350
Taught	Winter even years
Programs	Containing BIO 455

Course Outcomes

Physiological Ecology of Plants

Students will demonstrate mastery of topics including plant water relations, photosynthesis, energy balance, nutrient uptake strategies, cold tolerance, ecotypic differentiation as they relate to important processes including seed germination, competition, allelopathy, herbivory, symbioses, etc.

Population biology of plants

Students will apply principles of self-thinning, reproduction, female investment, intraspecific competition to explain population regulation in plants.

Community ecology

Students will apply principles of symbiotic nutrient uptake strategies, other symbioses, pollination, inter-specific competition, herbivory, succession to describe community assembly and regulation in plant communities.

Global change biology

Students will apply principles of physics and chemistry to explain the underlying theory of climate change. They will also describe the interactions between plant ecology and climate change.

Agricultural ecology

Students will apply principles of nutrient fluxes, carbon cycling, and energy use to illustrate the ecology of food production.

↑Top

Genetics of Human Disease

Examining the application of genetics to understanding and treatment of human disease. Functional consequences of mutations; use of model organisms; linkage and association analysis of complex traits; pharmacogenetics; ethical considerations.

BIO 463

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 340
Taught	Winter
Programs	Containing BIO 463

Course Outcomes

Genetic Variants

Understand and explain the different types of genetic variants, how they can be typed and how they can be used to understand the genetic architecture of human disease.

Linkage Disequilibrium

Understand linkage disequilibrium in the human genome and the role it plays in the search for genetic risk factors for human disease

Basic Statistics and Software

Understand and use basic statistics and software for analyzing the correlation between genetic markers and risk for disease.

Model Organisms and the Genetics of Human Disease

Understand and explain how model organisms contribute to our understanding of the genetics of human disease.

Acquiring and Presenting Information about Genetics of a Human

Demonstrate the ability to obtain, aggregate and present information about the current knowledge of the genetics of a human disease.

↑Top

Bioinformatics

Analyze and interpret large biological data sets. Genome- and transcriptome-based quantitative methods. Data management techniques. Exercises in evaluating research studies and in developing computational methods for research. Semester project.

BIO 465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BIO 365; or C S 418
Taught	Winter
Programs	Containing BIO 465

Course Outcomes

Overall purpose

The overall purpose of this course is to help students develop skills in bioinformatics research techniques, apply these techniques to primary-research questions, and make well-supported scientific conclusions that link basic biology and computational techniques.

Apply bioinformatics tools and techniques

Students will apply modern computational tools and techniques to biological data sets, consisting of genomic, transcriptomic, and ecological data.

Evaluate research

Students will demonstrate proficiency in reading, interpreting, and discussing research studies that use bioinformatics techniques.

Perform research

Students will design and execute an original research study using bioinformatics techniques and place the study in context with previous studies described in the primary literature.

Present research

Students will demonstrate mastery of elementary scientific communication by describing research results and conclusions in written and oral form at a level that would be acceptable for presentation at an academic conference.

↑Top

(Bio-MMBio-PWS) Genomics

Current analysis of genes and genomes; computational approaches for interpreting genomic data, including genome sequencing and annotation, gene expression and the transcriptome, functional genomics, metagenomics, and genetic variation and SNPs.

BIO 468

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & PWS 340
Taught	Fall, Winter
Programs	Containing BIO 468

Course Outcomes

Genomic Experiments

Students will complete a series of exercises with data representing genomic experiments (analysis and interpret).

Genome Sequences

Students will describe how genomes are sequenced.

Genomic Features

Students will understand techniques and concepts to assess genomic features such as methylation, gene expression, etc.

Top

History and Philosophy of Biology

Development of fundamental generalizations of biology; nature of science; applications to major philosophical issues of current science.

BIO
470

Hours	3.0 Credit, 1.5 Lecture, 1.5 Lab
Prerequisites	BIO 350
Taught	Fall
Programs	Containing BIO 470

Course Outcomes

History of Biology

Students will demonstrate an understanding of the history of biology. This will include an understanding of the major figures and the historical development of modern biology. This will include having read original texts from the periods covered (Aristotle to Current Biology).

Philosophical Issues

Students will also have an understanding of principal philosophical issues confronting modern biology, including major research trends in philosophy of biology. The students will also have a grasp of what 'science' is, how it is practiced, and what expectations for knowledge can be justified using science.

Primary Literature

Students will have the ability to read and write about the primary literature both on the history, and the philosophy, of science. They will have a grasp of the terminology used in philosophy, and how philosophy of biology is currently practiced. Writing will be emphasized.

↑Top

Plant Developmental Biology

Developmental mechanisms controlling plant development, with particular emphasis on genetic and molecular regulation.

BIO 475

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 340
Recommended	Bio 220B.
Taught	Fall odd years
Programs	Containing BIO 475

Course Outcomes

Basic Understanding of Plant Morphology

Students will be able to demonstrate and understanding of both classic morphological and modern molecular approaches to understanding plant development

Evaluate Primary Literature

Students will be able to read and evaluate primary scientific literature

Literature Review

Students will be able to prepare a literature review

Top

Biology Student Teaching

Field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar (Sc Ed 490R) required.

BIO 476

Hours	12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Completion of all course work or departmental approval; major GPA of 2.85; at least a C in Sc Ed 377.
Taught	Winter
Programs	Containing BIO 476

Course Outcomes

INTASC Principles

Students will integrate all ten principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) in the design of an instructional unit.

INTASC Goals

Students will demonstrate the ten goals and standards of the Interstate New Teacher Assessment and Support consortium.

Confidence in Teaching

Students will demonstrate increased competence and confidence in their teaching abilities.

Classroom Management

Students will demonstrate appropriate classroom management techniques in a public school setting.

Top

Aquatic Biology

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Bioinformatics

Independent student research under faculty supervision.

BIO
494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Ecology

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Electron Microscopy

Independent student research under faculty supervision.

BIO
494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Entomology

Independent student research under faculty supervision.

BIO
494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

↑Top

Evolution

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Fungal Biology

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Ability to Design and Implement Research

Students will demonstrate an ability to design and implement a research project in a specialized area.

Ability to Interpret, Analyze, and Present Results

Students will effectively interpret, analyze, and present results of experimentation to others.

Top

Marine Biology

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Medicinal Botany

Independent student research under faculty supervision.

BIO
494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Mentored Research

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing BIO 494R

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Plant Biochemistry

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

↑Top

Plant Biology

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing BIO 494R

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

↑Top

Systematics

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

↑Top

Veterinary Science

Independent student research under faculty supervision.

BIO 494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of aquatic biology.

Top

Research Orientation

Introduction to graduate school and research techniques.

BIO 503

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Literature Databases

Create personalized literature databases and use these to correctly cite and format bibliographic information.

Effective CV

Generate an effective CV that targets their next level of employment.

Collaboration

Optimize opportunities available to them at scientific meetings to establish collaborative networks with other students, postdocs and faculty.

Poster and Presentation

Prepare an effective poster and oral presentation.

Grant Proposal

Prepare and submit a competitive grant proposal.

Publication Preperation

Prepare publication quality illustrations, figures, charts & graphs and eventually a manuscript for publication.

Media Communcation

Communicate their ideas effectively and appropriately through electronic media.

Lesson Plans

Devise an active learning lesson plan for effectively teaching a biological principle.

Top

Biological Systematics and Curation

Principles, methods, and tools of taxonomy and systematics as applied to species delimitation, specimen-based research, nomenclatural codes, and the curation of biological specimens.

BIO
510

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing BIO 510

Course Outcomes

Species

Students will be able to discuss species as the fundamental unit of biodiversity and the difference between species definitions and criteria used to delimit species.

Classification

Students will be able to discuss basic philosophies of classification and the relationship between classification, phylogeny, and nomenclature.

Nomenclatural Codes

Students will gain proficiency with nomenclatural codes and their relationship to specimen-based research products such new species descriptions, monographs, floras, and faunas.

Research Tools

Students will gain experience with a variety of specimen-based research tools.

Curation

Students will understand responsibilities of biological collections management and curation.

Top

Lichenology

Classification, morphology, and ecology on lichens. Field trip required.

BIO
511

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing BIO 511

Course Outcomes

Research

Research and characterize the nature of the lichen symbiosis.

Working Knowledge

Develop a working knowledge of lichen biology.

Air Quality

Demonstrate an understanding of the role of lichens as biomonitors of air quality.

Basic Skills

Develop basic skills for collecting, processing, and identifying lichens.

Genetic Patterns

Develop basic skills with:
- Thin-layer chromatography – lichen secondary chemistry.
- Molecular techniques – to characterize genetic patterns and relationships at the population level.

Publication Preparation

Prepare research manuscripts for review and publication consideration.

Research Proposal

Present a research proposal for a project using lichens as air quality biomonitors.

↑Top

Angiosperm Phylogeny

Description, classification, phylogeny, and geographic distribution of flowering plant families.

BIO
512

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Bio 430 or equivalent.
Taught	Contact Department
Programs	Containing BIO 512

Course Outcomes

Relationships Among Plants

Students will be able to discuss the primary pattern of relationships among flowering plants as supported by contemporary research.

Application

Students will demonstrate proficiency in tree-thinking and the application of phylogenetic terminology in discussing angiosperm relationships.

Knowledge of Diversity

Students will demonstrate knowledge of world-wide flowering plant diversity, including examples of model organisms, convergence, and evolutionary novelties.

Research

Students will be able to discuss contemporary research in flowering plant diversity, including outstanding problems where additional research is needed.

Top

Publishing in Peer-Reviewed Journals

Each student enrolled in this course will be guided through the processes of writing a scientific manuscript and submitting it for publication in a peer-reviewed journal.

BIO
517

Hours	2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	BIO 494R; or BIO 699R; or BIO 799R
Taught	Fall Contact Department, Winter odd years

Course Outcomes

Please contact the individual department for outcome information.

Top

Animal Disease, Biosecurity, and Zoonoses

Animal disease emphasizing prevention, organ systems affected, biosecurity, and zoonotic potential.

BIO
525

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bio 380 or instructor's consent.
Taught	Winter
Programs	Containing BIO 525

Course Outcomes

Comparative Pathophysiology

Comparative pathophysiology will be taught using canine, feline, bovine, ovine, caprine, equine, lab animals, and wildlife examples

Animal Pathophysiology

Understand basic animal pathophysiology of disease on an organ system basis and preventive measures to maintain animal health

Biosecurity Practices

Identify biosecurity practices to prevent animal disease

Avert Health Problems

Differentiate between zoonoses, sapronoses and anthroponoses and understand how to institute preventive measures and management practices to avert these health problems

Design Health Program

Design a herd health program with preventive measures that addresses nutrition, sanitation, housing, ventilation, lighting, and other components for a particular species the student wants to work with as a producer

Management Procedures

Understand how to institute good management procedures that can prevent the occurrence of animal disease

Animal Immunology

Develop a basic knowledge of animal immunology as it pertains to disease induction and prevention, with natural and artificial immunity practices that should be implemented to enhance disease prevention, and nutritional practices to optimize animal immunity

Top

Aquatic Entomology

Morphology, classification, biology, and functional ecology of aquatic insects. Field trips required.

BIO 541

Hours	4.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Bio 441 or equivalent.
Taught	Fall even years
Programs	Containing BIO 541

Course Outcomes

Appreciation for Diversity

Develop an apprecitation for the diversity of the living aquatic insect world.

Becoming Better Stewards

Learn to become better stewards of the earth and its living inhabitants.

Understanding

Understanding of all aquatic biology.

↑Top

Evolutionary and Ecological Modeling

Using models in ecology. Practical experience in analytical, simulation, and agent-based models.

BIO 555

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Senior status in bioinformatics program or graduate status; Stat 511, 512, or equivalent; instructor's consent.
Taught	Winter even years
Programs	Containing BIO 555

Course Outcomes

Theoretical Understanding of Modeling

Stuents will gain a theoretical understanding of the role of modeling.

Modeling in Evolution and Ecology

Students will understand the role that modeling plays in evolution and ecology

Building Models

Students will be able to build, test, and run models based on their area of research and interest.

Top

Limnology

Lakes, reservoirs; their biota and physical/chemical properties.

BIO
556

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Bio 350, Chem 106; or equivalents.
Taught	Contact Department
Programs	Containing BIO 556

Course Outcomes

Physical Processes

Understand the major physical processes that form and characterize lentic habitats.

Chemical Processes

Understand the dominant chemical processes that occur in lake systems.

Adaptation

Understand how organisms adapt to the above physical and chemical constraints.

Teaching Experience

Gain teaching experience through preparing a Powerpoint presenting your study presentation to the class.

Research Topic

Experience pursuing a focused research topic from the initial question to a competed report.

↑Top

Stream and Wetland Ecology

Stream and wetland ecology; their biota and their physical/chemical properties.

BIO
557

Hours	4.0 Credit, 3.0 Lecture, 4.0 Lab
Prerequisites	Bio 350, Chem 106; or equivalent.
Taught	Fall odd years
Programs	Containing BIO 557

Course Outcomes

Streams and Wetlands

Develop an understanding of streams and wetlands within the broader context of ecology and conservation.

Conservation Issues

Become familiar with the major conservation issue in streams and wetlands and the underlying ecological concepts.

Current Literature

Initial exposure to the current literature.

Critical Thinking

Develop skills related to critical thinking. That is, learn how to: a) read critically and summarize information, b) draw conclusions and synthesize information to develop new questions and hypotheses, and c) design experiments or comparative studies. It is important to start early to learn how to think, read, and write critically.

↑Top

Advanced Ecology

BIO 559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Ability to Interpret, Analyze, and Present Results

Students will effectively interpret, analyze, and present results of experimentation to others.

Top

Advanced Systematics

BIO 559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Ability to Interpret, Analyze, and Present Results

Students will effectively interpret, analyze, and present results of experimentation to others.

Top

Advanced Topics in Ecology and Evolution

Current topics in ecology, evolution, and systematics.

BIO
559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Ability to Interpret, Analyze, and Present Results

Students will effectively interpret, analyze, and present results of experimentation to others.

Top

Biogeography

BIO
559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Ability to Interpret, Analyze, and Present Results

Students will effectively interpret, analyze, and present results of experimentation to others.

↑Top

Biological Science Education

Topics include epistemology, pedagogy, innovative curriculum, and scientific education research.

BIO 559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Ability to Design and Implement Research

Students will demonstrate an ability to design and implement a research project physiological ecology.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of physiological ecology.

Top

Evolutionary Biology

BIO
559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Understanding of Scientific Inquiry

Students will demonstrate an understanding of the methods of scientific inquiry.

Ability to Interpret, Analyze, and Present Results

Students will effectively interpret, analyze, and present results of experimentation to others.

Top

Field Biology

BIO 559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Ability to Design and Implement Research

Students will demonstrate an ability to design and implement a research project physiological ecology.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of physiological ecology.

Top

Physiological Ecology

BIO 559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Ability to Design and Implement Research

Students will demonstrate an ability to design and implement a research project physiological ecology.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of physiological ecology.

↑Top

Tropical Biology

BIO
559R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Ability to Design and Implement Research

Students will demonstrate an ability to design and implement a research project physiological ecology.

Appreciation and Understanding of Content

Students will show an appreciation for and understanding of physiological ecology.

Top

Population Genetics

Basic principles of population genetics applied to natural populations; drift, selection, and nonrandom mating; inferring population subdivision, migration, and gene flow.

BIO 560

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Bio 420 or equivalent.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing BIO 560

Course Outcomes

Introduction

Students will gain a general introduction to the field a population genetics.

Application

Students will experience the broad application of population genetics to diverse fields from ecology to medicine.

Analyze Data

Students will manipulate and analyze population genetic data, especially molecular data.

↑Top

Scanning Electron Microscopy

Theoretical and practical scanning electron microscopy of biological, physical science, and engineering samples, emphasizing practical applications.

BIO
580

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department
Programs	Containing BIO 580

Course Outcomes

Prepare Specimens

Students will be able to prepare specimens for the ESEM.

Collect Data

Students will be able to collect publishable data from the ESEM.

Research Presentation

Students will make a presentation of the research they conducted on the ESEM.

Top

Biological Applications in Electron Microscopy

Theoretical and practical aspects of transmission and scanning electron microscopy of biological samples.

BIO 581

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing BIO 581

Course Outcomes

Perform Specimen Preparation

Students will be able to perform routine biological specimen preparation.

Operate the TEM

Students will be able to operate the Transmission Electron Microscope to acquire images.

Interpret and Present Data

Students will be able to appropriately interpret and present TEM data.

Understanding of Transmission Electron Microscopy

Students will understand the reasons for various techniques that are used, the major components of the microscope, and the several applications of the technology.

Top

Advanced Science In-Service

In-service course for science teachers. Topics vary.

BIO 589R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Application

Students will use the skill and knowledge they have learning in their program in an Advanced Science In-service project.

↑Top

Botany Science In-Service

In-service course for science teachers.

BIO 589R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Understanding and Skills

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

Advanced Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Focused Knowledge

Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activity

Top

Ecology Science In-Service

In-service course for science teachers.

BIO
589R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Understanding and Skills

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

Specialty Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Focused Topic Knowledge

Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activity

Top

Evolution Science In-Service

In-service course for science teachers.

BIO 589R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Understanding and Skills

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

Advanced Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Focused Knowledge

Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activity

Top

Genetics Science In-Service

In-service course for science teachers.

BIO 589R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Understanding and Skills

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

Advanced Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Focused Knowledge

Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activity

Top

Meterology Science In-Service

In-service course for science teachers.

BIO
589R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Understanding and Skills

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

Advanced Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Focused Knowledge

Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activity

Top

Language Study: Bulgarian

Survival-level conversation, reading, listening, and culture skills in the target language.

BULGN 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Bulgarian

Basic language skills.

BULGN
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Bulgarian

Basic language skills.

BULGN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BULGN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Bulgarian

Grammar review and conversation.

BULGN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BULGN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

BULGN
211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BULGN 201
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversation

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

Top

Language Skills Development: Bulgarian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

BULGN 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Bulgarian

Systematic review of grammar and syntax of target language.

BULGN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Cultural History of Bulgaria

Entry course for returned missionaries or others with extensive Bulgarian language experience.

BULGN 330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Bulgn 201 or foreign residence experience.
Note	Required course for obtaining language credit by examination (Bulgn 101, 102, 201, 211R). Culminating course for Languages of Learning requirement.
Taught	
Programs	Containing BULGN 330

Course Outcomes

Communication skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cutlural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete language and cultural aspects of General Education "Languages of Learning" and "Global & Cultural Awarness" requirements.

Top

Introduction to Literature: Bulgarian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

BULGN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BULGN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Bulgarian

Concentration on target-language and target-culture issues for specific careers.

BULGN 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BULGN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Burmese

Survival-level conversation, reading, listening, and culture skills in the target language.

BURMS 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

First-Year Language Study: Burmese

Beginning speaking, listening, reading, and writing skills.

BURMS 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Burmese

Second-semester speaking, listening, reading, and writing skills.

BURMS 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BURMS 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Burmese

Intermediate speaking, listening, reading, and writing skills.

BURMS 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BURMS 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Burmese

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

BURMS 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	BURMS 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing BURMS 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Burmese

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

BURMS 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Burmese

Systematic review of grammar and syntax of target language.

BURMS 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BURMS 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Burmese

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

BURMS
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Burms 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing BURMS 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Burmese

Advanced study of literature of target language. Continued emphasis on communication skills and culture

BURMS 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BURMS 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Burmese

Concentration on target-language and target-culture issues for specific careers.

BURMS 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BURMS 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Introduction to Entrepreneurship

Is entrepreneurship for you? Basics of entrepreneurship, its importance to society, opportunities to pursue a startup company, and impact on future careers.

BUS M 170

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Business Career Lecture Series

Lecture series exploring various business career alternatives.

BUS M 180

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Ethical challenges and choices

Recognize and resolve ethical challenges and choices in specific organizational contexts.

Commitment to living principles of gospel

Be committed to living the principles of the restored gospel in all circumstances, personal and professional.

Leadership

Understand how leadership can be practiced at every level in an organization and at every stage of one’s life.

Career Alternatives

Understand the important relationship between lifestyle decisions and career decisions.

Top

Academic Internship

Supervised experience for nonbusiness students either in service or business-related work.

BUS M 199R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Consent of internship coordinator.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Analyze management problems, develop solutions, and implement recommendations as assigned by the sponsoring organization.

Professionalism

Be a professional manager through responsible actions, thorough analysis, and meeting deadlines.

Ethics

Behave ethically in completing assigned tasks and responsibilities.

↑Top

Introduction to Global Supply Chain Management

Introduces global supply chain management: how firms work with other firms, often foreign firms, to deliver value to customers. Topics include supply chain strategy, sourcing, supplier management, logistics, and quality management.

BUS M 200

Hours	1.5 Credit, 0.0 Lecture, 1.5 Lab
Prerequisites	None
Note	Available to non-management majors. Counts as part of the Operations Management requirement (currently Bus M 361) for undergraduate Marriott School students.
Taught	Fall Term 1, Winter Term 1, Spring Contact Department, Summer Contact Department
Programs	Containing BUS M 200

Course Outcomes

Communicate

Effectively communicate global supply chain and operations practices and principles.

Links

Identify the links that exist between global supply chain, operations, and other business disciplines

Operations Models

Apply supply chain and operations models and calculations to actual business needs.

Top

Financial Management

Financial statement analysis, financial planning, sources of financing, working capital management, risk and return, and valuation.

BUS M 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acc 200 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing BUS M 201

Course Outcomes

Fundamental Analysis

Use fundamental analysis to conduct a firm performance evaluation.

Financial Forecast

Construct a financial forecast for a term.

Time Value of Money

Employ time value of money to solve common financial problems.

Capital Budgeting

Make corporate investment decisions using capital budgeting.

Computing Value

Be able to value firms, bonds, and stocks.

Entrepreneurial and Corporate Finance

Understand how entrepreneurial and corporate finance differ.

↑Top

Planning for Financial Security at Retirement

Fundamentals of good financial management necessary for successful retirement.

BUS M 205R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Financial Perspective

Understand a point-of-choice orientation to retirement planning and financial storehouse accumulation and maximum sharing opportunities.

Planning Strategies

Utilize personal planning strategies that are behaviorally, spiritually, and financially efficient.

Wealth Accumulation

Focus on wealth accumulation potential of personal resource management.

Technologies

Use state-of-the-art financial technology and information sources.

Analysis

Use investment tools, theory, and techniques that maximize potential return while minimizing downside risk.

Application

Be able to protect financial assets from creditors and taxes.

Estate Plan

Develop an estate plan that produces legacy that thrives as assets are passed to future generations.

Top

Marketing Management

Marketing's role in society and the firm, marketing opportunities, the consumer market, and management of marketing mix.

BUS M 241

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.
Programs	Containing BUS M 241

Course Outcomes

Using marketing tools to create value for customers

Understand the fundamental components and tools of marketing and how each relates to creating and sustaining value for customers.

Analyzing marketing strategies

Describe how specific firms (1) select target markets, (2) specify their marketing mix, and (3) attempt to attract and retain the right customers.

Designing a marketing plan

Design a marketing plan for a new venture by applying the appropriate tools and approaches studied

↑Top

Legal Issues in Entrepreneurship

Legal risks faced by entrepreneurs. How to plan for and avoid legal problems including forming the business, legal liability, and protecting assets.

BUS M 277

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 277

Course Outcomes

Understanding contracts and obligations

demonstrate an understanding of contracts and obligations and how to manage them.

Strategic uses of the law

Use the law as a strategic tool.

Limiting liability

Identify sources of business liability and how to limit it.

Sustaining ethical values

Develop and sustain a sense of ethical values.

Top

Introduction to Operations Management

Operations Management is the administration of transformation processes that create value for customers by meeting their needs or enabling them to meet to their own needs, In this course we will explore the theory and tools related to several transformation processes, including demand management and forecasting, inventory management, project management, product and service design, and statistical process control.

BUS M 300

Hours	1.5 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bus M 200.
Taught	Fall Term 2, Winter Term 2, Summer
Programs	Containing BUS M 300

Course Outcomes

Process Mapping

Explain the steps of process mapping

Time series forecasting

Apply time series forecasting to specific cases.

Inventory model

Identify and apply the appropriate inventory model to specific cases.

Critical Path Management

Plan and control projects using CPM

Top

Innovation Bootcamp

Through a series of hands-on experiences, students explore principles, methods, and tools of innovation and design thinking.

BUS M 312

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing BUS M 312

Course Outcomes

Innovation

Understand what is meant by the term innovation

Evaluation of ideas

Apply the principles for judging/evaluating creative/innovative ideas.

Divergent thinking tools

Apply divergent thinking tools discover, explore, and shape problems.

Effective communication

Effectively communicate your ideas to others. (leadership component)

Creating products and services

Apply principles to create truly unique and useful product/system/service solutions.

↑Top

(BUS M-TECH) Startup Bootcamp

Learn and apply the basic skills to create a startup company. Work in teams to identify entrepreneurial opportunities and develop innovative solutions. Interact with real customers to validate business assumptions. Prepare a financial plan and analyze the viability of the business.

BUS M 313

Hours	1.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	BUS M 312.
Taught	Fall, Winter, Spring
Programs	Containing BUS M 313

Course Outcomes

Entrepreneurial Skills

Apply basic entrepreneurial skills to create a startup company

Opportunities

Identify entrepreneurial opportunities and develop innovative solutions

Validate

Interact effectively with real customers to validate business assumptions

Analyze

Prepare a financial plan and analyze the viability of the business.

↑Top

Career Development and Student Mentoring

Introduction to the resources, services, and opportunities for career development available to business management majors. Specific projects include developing a career plan, refining interviewing and networking skills, and interacting individually with a mentor well-established in a directly relevant career.

BUS M 326

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into Marriott School.
Taught	Fall
Programs	Containing BUS M 326

Course Outcomes

Job Search Skills

Create an effective resume, improve interviewing skills, and understanding and engaging in networking.

Resources

Know the job resources, services, and opportunities available in the Marriott School.

Mentors

Understand how to select and work with a mentor.

↑Top

Operations Management

Examining issues and tools in production and operations management. Specific tools for forecasting, planning, inventory control, and project management presented and developed. Process design and improvement in both manufacturing and service organizations.

BUS M 361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into the Marriott School.
Taught	Fall, Winter, Summer
Programs	Containing BUS M 361

Course Outcomes

Management Models

Utilizing tools and technology to analyze management models.

International Supply Chain Philosophies

Recognize and explain basic differences between US supply chain processes and philosophies and those used in other countries.

Collaboration

Work in teams.

Supply Chain Ethics

Understand ethical issues in global supply chain relationships.

Top

Entrepreneurship Lecture Series

Lectures by successful entrepreneurs on subjects significant to entrepreneur-type opportunities.

BUS M 371R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 371R

Course Outcomes

Leadership

Understand how leadership can be practiced at every level in an organization and at every stage of one's life

Ethical challenges and choices

Recognize and resolve ethical challenges and choices in specific organizational contexts.

Commitment to living principles of gospel

Committed to living the principles of the restored gospel in all circumstances, personal and professional.

Top

Marriott School Lecture Series

BUS M 371R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Ethical challenges and choices

Recognize and resolve ethical challenges and choices in specific organizational contexts.

Commitment to living prnciples of gospel

Committed to living the principles of the restored gospel in all circumstances, personal and professional.

Leadership

Understand how leadership can be practiced at every level in an organization and at every stage of one's life

Top

Women Entrepreneurs

Lectures by successful women entrepreneurs on subjects significant to entrepreneur-type opportunities for women.

BUS M 371R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 371R

Course Outcomes

Leadership

Understand how leadership can be practiced at every level in an organization and at every stage of one's life

Ethical challenges and choices

Recognize and resolve ethical challenges and choices in specific organizational contexts.

Commitment to living principles of gospel

Committed to living the principles of the restored gospel in all circumstances, personal and professional.

Top

Basic Entrepreneurship Skills

Practical aspects of business formation and growth; key skills and principles needed to successfully start up and grow a business.

BUS M 372

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For non-Marriott School of Management students.
Taught	Fall, Winter, Spring
Programs	Containing BUS M 372

Course Outcomes

Founding Team

Create a start-up business by participating effectively in an entrepreneurial founding team.

Start-up Strategies

Formulate strategies to overcome common start-up business challenges.

Entrepreneurial Spirit

Self-reflect on a variety of business topics, articles, and books in an entrepreneurial spirit.

Decision-Making Cases

Understand and apply entrepreneurial terminology, global enterprise issues, and ethical decision-making to business cases.

↑Top

Social Innovation: Do Good Better

Focuses on the most prominent approaches used in social innovation and entrepreneurship. Students develop skills in analyzing social ventures, including root cause analysis, solution evaluation, and social impact measurement; and leave with the confidence to pursue a life of purpose.

BUS M 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing BUS M 375

Course Outcomes

Mapping the current environment of social entrepreneurship

Demonstrate a working knowledge of this environment--the issues at stake, the types of social ventures that have recently been created, and the current state of the social-economic ecosystem.

Analyzing a social venture

Effectively analyze a social venture you may be interested in working with.
Apply relevant tools and concepts gleaned from other course work and personal/professional experience.

Analyzing a Social Venture

Apply relevant tools and concepts gleaned from other course work and personal/professional experience.

↑Top

Executive Lectures

Lectures by top executives on subjects significant to executive leadership.

BUS M 380

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing BUS M 380

Course Outcomes

Ethical Challenges

Recognize and resolve ethical challenges and choices in specific organizational contexts.

Leadership

Understand how leadership can be practiced at every level in an organization and at every stage of one's life.

↑Top

Entrepreneurship Lecture Series

Lectures about entrepreneurship by successful entrepreneurs.

BUS M 381

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 381

Course Outcomes

Leadership

Understand how leadership can be practiced at every level in an organization and at every stage of one's life

Ethical challenges and choices

Recognize and resolve ethical challenges and choices in specific organizational contexts

Commitment to living principles of gospel

Committed to living the principles of the restored gospel in all circumstances, personal and professional

↑Top

Technology Entrepreneurship Lecture Series

Lectures about technology entrepreneurship by successful entrepreneurs.

BUS M 382

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 382

Course Outcomes

Ethical Challenges

Recognize and resolve the typical ethical challenges that confront people working in financial services

Spiritual Commitment in work life

Committed to living the principles of the restored gospel in all circumstances, personal and professional.

Leadership

Understand how leadership can be practiced at every level in an organization and at every stage of one’s life.

Career Awareness

Understand the major career pathways that can be pursued with academic training in finance.

Top

Ethics for Management

Analyzing ethical dilemmas and understanding ethical theories as they apply to decision making in management.

BUS M 390

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Premanagement and Management 1 cores and full acceptance into the Marriott School upper-division major.
Taught	Fall, Winter, Spring
Programs	Containing BUS M 390

Course Outcomes

Common Ethical Issues

Identify and address common ethical issues that arise for individuals, managers, and organizations.

Resolve Ethical Dilemmas

Use contemporary and classic frameworks to analyze and suggest resolutions to ethical dilemmas.

Influences in Judgement

Recognize how individual differences and cognitive barriers can influence ethical judgment.

Organizational Systems and Ethics

Identify key organizational tools, policies, systems, and laws that apply to managing ethical conduct.

Personal Values

Identify and prioritize personal values and apply those to making ethical decisions.

Top

Entrepreneurship Analytics

Analysis of expected profitability of startups. Data collected by students are analyzed to find demand curves, cost curves, and optimal prices in various competitive environments. Economic principles are used to make decisions about whether to launch new ventures.

BUS M 402

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introduction to International Business

Complexities confronting U.S. firms and their management in international environments. Emphasizes functional and planning areas, including organization, market research, financial analysis.

BUS M
430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing BUS M 430

Course Outcomes

International Business Patterns

Gain and articulate an overview of current international business patterns, with an emphasis on what makes international business different from domestic business.

International Social Systems

Understand the social systems within countries and describe how they affect the conduct of business from one country to another.

Develop Critical Thinking

Demonstrate critical thinking as a student of international business.

Analyze, Apply, Articulate

Analyze cases, apply business principles to international settings, and articulate findings in class discussions.

Communicate effectively

Create coherent and memorable presentations and present the content to the class.

Top

International Marketing

International market entry strategies, export marketing, joint ventures, and other market entry modes. Regional/National markets; cultural, political, legal environments. Negotiations, trade financing, marketing mix.

BUS M 431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Recommended	Bus m 430.
Taught	Fall, Winter
Programs	Containing BUS M 431

Course Outcomes

Marketing Concepts

Use verbal and written case method skills related to international marketing.

Marketing Concepts

Apply relevant marketing concepts in current, cross-cultural and/or global contexts.

Managing Foreign Market

Be prepared to enter and succeed as a manager in a foreign market.

↑Top

Marketing Research

Concepts and methodology for conducting marketing research. Emphasis on solving problems faced by the marketing manager. Consulting research project required.

BUS M 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Taught	Fall, Winter Contact Department
Programs	Containing BUS M 442

Course Outcomes

Marketing Research Processes

Understand and implement the marketing research process.

Backward Marketing Research

Understand and implement “backward” marketing research.

Researching Techniques

Understand and employ qualitative and quantitative research techniques and visualize data.

Survey Methodology

Identify appropriate questions for survey research. Design and implement a survey methodology to maximize response and response accuracy. Apply intuition for statistical inference in analyzing survey data.

Analytic Methods

Understand and implement basic analytic methods.

Research and Recommendations

Formulate answers to research objectives and make meaningful business recommendations.

Job-Hunting Skills

Gain skills and confidence that will separate you from your competitors in a job hunt.

Market Simulator

Design and run a conjoint study, including using a market simulator.

Findings

Interpret findings from data analysis and make marketing recommendations.

↑Top

Consumer Behavior

Mental and emotional processes and physical actions that people engage in when selecting, purchasing, using, and discarding products and services to satisfy consumer needs and desires.

BUS M 444

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Taught	Fall, Winter Contact Department
Programs	Containing BUS M 444

Course Outcomes

Abstract Consumer Behavior Theories

Apply abstract consumer behavior theories to specific business situations.

Understanding Theories

Demonstrate a working knowledge of theories in the following consumer behavior realms: fundamental consumer needs, information processing, persuasion, and post-consumption evaluation.

Group Work

Work effectively in groups.

Effective Communication

Communicate effectively (both orally and in writing).

Top

Global Business Negotiations

Developing an effective negotiation framework for cross-national/cultural negotiation techniques relative to business and other life situations.

BUS M 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Taught	Winter
Programs	Containing BUS M 450

Course Outcomes

Understanding Concepts

Understand and apply concepts of BATNA, ZOPA, etc.

Cultural Factors

Understand and apply cultural factors to specific cases.

Conduct Negotiations

Conduct a negotiation in a cultural setting other than the US.

Negotiating Strategies

Use negotiating strategies to strengthen your position.

Integrative Negotiating

Conduct a successful integrative negotiation.

Impromptu Negotiating

Conduct an impromptu negotiation.

Top

Marketing Analytics

Key issues in using data and analytical techniques to identify marketing insights from business data.

BUS M 452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241 & BUS M 442; Major status.
Taught	Winter
Programs	Containing BUS M 452

Course Outcomes

Data

Wrangle and explore data.

R

Program in R.

Survey Data

Analyze survey data using statistical tests.

Consumer Observational Data

Model consumer observational data with regression.

Market Structure

Identify market structure using principal component analysis.

Consumers

Employ clustering techniques to segment consumers.

Text

Scrape, clean, and analyze text.

Results

Communicate results in terms of marketing insights.

Top

Professional Selling and Sales Management

Concepts of professional selling and sales management including personal selling skills; strategic role of personal selling; organizing, directing, controlling, and evaluating the sales force.

BUS M 454

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Taught	Fall, Winter
Programs	Containing BUS M 454

Course Outcomes

Professional Selling

Sell professionally.

Develop Communication Skills

Communicate effectively to sell your ideas, products, and services "without making an enemy."

Sales Leadership Skills

Use leadership skills that will influence personal and professional life.

↑Top

Advertising and Promotion Management

Strategies in promoting business and nonbusiness products, services, and institutions, including the role of advertising, promotion, target selection, media and copy decisions, and marketing research.

BUS M 455

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Taught	Fall
Programs	Containing BUS M 455

Course Outcomes

Plan, design, evaluate marketing communications

Use professional skills to plan, design, and critically evaluate marketing communications.

Create and communicate a creative brief

Create and communicate critical components of a creative brief.

Calculate financial Impact of marketing communications and trade promotions.

Calculate the financial impact of marketing communications and trade promotions on the firm.

Evaluate legal and ethical issues

Understand the social, legal and ethical considerations involved in the promotional planning process.

Top

Retailing Management

Selection, location, and management of retail stores and systems, emphasizing profitability and integration of accounting, finance, and economic concepts and tools.

BUS M 456

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Taught	Fall
Programs	Containing BUS M 456

Course Outcomes

Key Retail Concepts

Understand the key concepts and current developments within retailing management.

Problem Solving

Solve common retail problems using the principles of marketing research and other tools used to analyze market opportunities and consumer purchasing.

Channel Strategies

Understand the complexity of retail channels used as alternative routes to market, and evaluate the merits of alternative channel strategies for different types of retail businesses.

↑Top

Internet Marketing of Products and Services

Integrates product, research, sales, and promotional strategy and concepts into an overall marketing plan for developing an Internet business. Term project developing an Internet business required.

BUS M 457

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241; or BUS M 341; Major status.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing BUS M 457

Course Outcomes

Ecommerce Business Models

Understand the similarities and differences among various ecommerce business models, including online retail, online media, lead generation, and online marketplaces.

Search Engine Optimization

Understand how search engines work. Use this knowledge to make recommendations to a website on how it can improve its organic search rankings – in other words, perform search engine optimization on a website.

Search Engine Marketing

Understand the mechanics of paid search ranking. Create a search engine marketing campaign and evaluate its effectiveness. Recommend changes that will improve the campaign's conversion rates.

↑Top

Marketing Strategy

Integration of finance, marketing, and case studies in economic concepts and techniques in marketing decision making and planning.

BUS M 459

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 241 & BUS M 442; Major status.
Taught	Fall, Winter
Programs	Containing BUS M 459

Course Outcomes

Fundamental Marketing Strategies

Understand fundamental marketing strategies and tactics as demonstrated via classroom discussion, individual and team assessments, and peer-to-peer training presentations. For example:

- Analyze current and potential markets to determine their market attractiveness
- Apply appropriate marketing strategies based on market attractiveness and relative firm strength
- Calculate and apply Break-even, Net Marketing Contribution, Marketing ROI, Marketing ROS to assigned cases and examples.

Integrating Marketing Training

Integrating previous marketing training into a systematic whole by applying that knowledge to case analysis. For example:

- Creating integrated product positioning by carefully combining all four Ps of the marketing mix
- Interpreting the results of a conjoint market research study and using those insights to create marketing strategy
- Understanding that customers are often different than I am and they need to be understood in their own voice and on their own terms

Effective Team Management

Demonstrating effective team management by producing quality deliverables (case memos, simulation performance, and corporate training presentations) conceived and created through team collaboration.

Develop Effective Tactical Responses

Effectively identifying core problems, create strategic solutions, and implement effective tactical response as demonstrated in case decisions.

Improving Written and Oral Communication

Improving written and oral communication skills through written case assignments and in-class presentations.

Top

Operations Analytics

Methods and tools necessary for analyzing and solving problems associated with global supply chain management.

BUS M 461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 361; or BUS M 300; Major status.
Taught	Winter
Programs	Containing BUS M 461

Course Outcomes

Using analytic tools effective

Use the chosen analytic tool correctly

Making recommendations

Explain the quantitative results and present recommendations effectively.

↑Top

Customer Relationship Management

Methods and principles for effective management of customer relationships within service businesses. Analyzing customer-interactive processes with regard to strategic innovation, performance measurement and improvement, process efficiency, interactive job design, service marketing, and service quality assurance.

BUS M 462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Services Management

Understand principles that lead to successful services management.

Understand Analytical Frameworks

Apply analytical frameworks that provide rigor to your study of services.

Service Principles and Analytical Frameworks

Apply service principles and analytical frameworks to actual business situations.

Enrichment Project

Make significant business decisions.

Top

Services Management

Management principles and characteristics of service industries and service aspects of supply chains: sources of strategic advantage; process analysis and tools; quality.

BUS M 462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 361; or BUS M 300; Major status.
Taught	Winter
Programs	Containing BUS M 462

Course Outcomes

Services Management

Understand principles that lead to successful services management.

Understand Analytical Frameworks

Apply analytical frameworks that provide rigor to your study of services.

Service Principles and Analytical Frameworks

Apply service principles and analytical frameworks to actual business situations.

Enrichment Project

Make significant business decisions.

↑Top

Quality Management

Concepts of quality management, strategic issues, philosophies, tools, and fundamentals such as Six Sigma and Lean Production used to innovate and improve quality.

BUS M 463

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bus M 361.
Taught	Fall
Programs	Containing BUS M 463

Course Outcomes

Supply Chain

Implement quality tools and concepts in a supply chain.

Recommend Solutions

Apply a contingency theoretic approach in recommending solutions to quality problems.

Excel

Develop basic control charts in Excel.

Quality Tools

Apply basic quality tools to specific quality challenges.

Top

Global Supply Chain

The emerging rules of a global marketplace and their influence on key supply chain activities and processes.

BUS M 465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 361; Major status.
Taught	Fall

Course Outcomes

Purchasing in global supply chain and operations

This course has not been offered for several years, and has been superceded by an update course on this topic.

↑Top

Purchasing and Supply Management

Focuses on upstream supply chain activities of supplier selection, management, and development. Negotiation, costing, product development, and commodity analysis.

BUS M 466

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bus M 361; major status.
Taught	Fall
Programs	Containing BUS M 466

Course Outcomes

Commodity Plan

Create and utilize a commodity plan.

Understanding Costs

Understand direct and indirect costs, fixed, step, and variable costs, target costs, and various ways to perform cost analyses.

Ethical Professional Standards

Describe the ethical and professional standards expected among supply management professionals.

↑Top

Supply Chain Logistics

Integration of materials management (inbound transportation), physical distribution (outbound transportation), inventory, warehousing, facility location, customer service, packaging, and materials handling.

BUS M
468

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bus M 361; major status.
Taught	Fall
Programs	Containing BUS M 468

Course Outcomes

Warehouse and Distribution Management

Understand the general principles and concerns of Warehouse and Distribution management.

Transportation Management

Understand the general principles and concerns of Transportation Management.

Shipping Documentation

Understand the documentation required for domestic and international shipping.

Logistics

Understand logistics concepts including, global logistics, humanitarian logistics, and sustainability.

Top

Global Supply Chain Strategy

Integrative and creative problem solving in designing and managing cohesive value-added conversion/transformation systems in a global environment.

BUS M 469

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 361; Major status.
Taught	Fall
Programs	Containing BUS M 469

Course Outcomes

Teamwork

Engage proactively, as an individual and as a member of a team.

Risk Assessment

Manage and evaluate risk.

Communication

Communicate persuasively.

Supply Chain

Use knowledge of Supply Chain theory, strategy, and practice to solve specific case problems and challenges.

↑Top

Entrepreneurial Innovation

Finding and validating ideas for innovative new ventures with a focus on customer pain, elegant solutions, and markets.

BUS M 470

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall
Programs	Containing BUS M 470

Course Outcomes

Generate Creative New Ideas

Demonstrate your ability to think creatively and generate new ideas.

Understand Customers and Competitive Contexts

Develop rich descriptions of customers' experiences with a specific problem and the performance of existing solutions.

Formulate and Prioritize Hypotheses

Identify and prioritize assumptions about customers, their problems, and new solutions.

Create Elegant Solutions

Apply principles of design to create and validate elegant solutions to customers' problems.

Validate Entrepreneurial Opportunities

Evaluate desirability, feasibility, and viability of potential new ventures through rigorous hypothesis testing.

Top

Creating New Ventures

Learning the critical skills to create a successful new venture by validating an initial idea and business model in the field.

BUS M 471

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Bus M 470.
Taught	Winter
Programs	Containing BUS M 471

Course Outcomes

Entrepreneurial Founding Team

Participate effectively on an entrepreneurial founding team.

Evaluating Business Ideas

Evaluate business ideas, opportunities, and plans.

Financial Business

Plan the financial aspects of a new business.

Top

Entrepreneurial Marketing

Marketing strategies for start-up companies. Topics include marketing to investors, internal marketing, and how to market products/services without a marketing budget.

BUS M 472

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 341; or BUS M 241; Major status.
Taught	Fall, Winter, Spring, Summer
Programs	Containing BUS M 472

Course Outcomes

Basic Entrepreneurial Skills

Market entrepreneurially - make "competitive angles" that make competitors irrelevant.

Marketing Tactics

Introduce new products and formulate marketing tactics for startup companies on a limited budget.

Marketing Consultant Skills

Have the mindset, qualitative skills, and quantitative skills to be a marketing consultant for startup firms.

Top

Managing New Ventures and Family Business

How to operate, grow, and exit new ventures and family-owned businesses following their creation and funding. Consulting project required.

BUS M 474

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing BUS M 474

Course Outcomes

Three systems of an Entrepreneurial Firm

Describe the three systems of an entrepreneurial firm: Business, Family, and Governance

Specific Recommendations for Improvement

Recommend specific ways to improve each of the systems of an entrepreneurial firm.

Diagnosing problems.

Diagnose problems that a family business and/or entrepreneurial firm has concerning its business, governance, and family systems.

Problem Solving Recommendations

Be able to articulate recommendations to solve those problems.

↑Top

Financing New Ventures

Concepts and skills of entrepreneurship, emphasizing how new and emerging companies are financed. Applying functional tools to case situations.

BUS M 475

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Business management core; major status.
Taught	Fall, Winter
Programs	Containing BUS M 475

Course Outcomes

Entrepreneurial Perspective

Apply the entrepreneurial perspective to make better decisions in analyzing or creating a business venture.

Effective Management Practices

Apply effective entrepreneurial and general management practices from the perspectives of the founder and vital stakeholders.

Developing Business Opportunities

Analyze business opportunities and develop them into investment grade businesses.

Top

New Venture LaunchPad

Launching actual new ventures. Mentored learning of idea validation, business models, minimum viable products, and financing plans. Good preparations for participating in BYU's entrepreneurial competitions.

BUS M 476

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall, Winter
Programs	Containing BUS M 476

Course Outcomes

Innovation

Create value through innovation.

Communication Skills

Sell an idea and communicate effectively with employees, partners, manufacturers, investors, and Venture Capitalists.

Business Plans

Create and write effective business plans.

Internet Technology

Utilize internet technology to find opportunities, conduct analysis, create buzz, attract customers, and market new products/services.

Ethical Leadership

Manage ethically and serve as an ethical leader in the business community.

Top

Innovation Practicum

Interdisciplinary perspectives and practice in innovation emphasizing discovering and commercializing new ideas in interdisciplinary teams.

BUS M 478A

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Winter
Programs	Containing BUS M 478A

Course Outcomes

Generating and testing ideas

Collaboratively design and test ideas for a new venture, and limit the options to a single, implementable design.

Applying the innovation process to create prototypes

Apply the innovation process to advance ideas from concepts to customer-validated prototypes

Working in an interdisciplinary team

Demonstrate the ability to work effectively in an interdisciplinary team--working through the phases of both product development, and team development.

Top

Advanced Innovation Practicum

Interdisciplinary perspectives and practice in innovation emphasizing discovering and commercializing new ideas in interdisciplinary teams.

BUS M 478B

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 478A
Taught	Fall
Programs	Containing BUS M 478B

Course Outcomes

Advancing the process

Apply the innovation process as the team's ideas mature and change.

Legal, financial and organizational issues

Reflect an immerging understanding of the legal, financial and organizational issues faced by a new venture.

Top

Strategy 1

Structured problem solving, strategic thinking, and basic strategy concepts to prepare students to analyze and understand the sources of competitive advantage and superior firm performance.

BUS M 480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Winter
Programs	Containing BUS M 480

Course Outcomes

Major Elements of Strategy

Recall, explain, and give examples of the major elements of strategy and the drivers of competitive advantage.

Applying Analytical Models

Apply analytical models to complex business situations and generate strategic recommendations.

Analyzation and Strategy Formulation

Critically analyze the external and internal environments of a business organization and formulate appropriate strategies.

Problem Solving Skills

Use problem-solving skills to develop hypotheses about the effect of data analysis on strategic decisions.

Team Skills

Use team skills to actively participate in group projects and to assume and exercise responsibility in a collaborative mode.

Effective Communication

Communicate effectively, both orally and in writing, concerning strategy concepts, models, and analyses.

Top

Strategy 2

Advanced strategy topics such as growth and diversification strategy, pricing strategy, game theory and competitor analysis, strategy as real options, and strategic flexibility and commitment.

BUS M 481

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 480
Taught	Fall, Winter
Programs	Containing BUS M 481

Course Outcomes

Strategic Observation

Appreciate the complexity, nuance, and differences across contexts in strategic situations

Strategic Analysis

Develop creative analytical approaches to test hypotheses in strategic settings

Strategic Knowledge

Understand competitive, especially Schumpetterian and evolutionary, dynamics

Strategic Aptitude

Develop effective strategy for firms through competent analysis and logic

Presentation Skill

Develop "CEO-ready" strategy presentations and effectively express points of view on complex cases

Teamwork

Participate collaboratively in teams

Top

Strategy Implementation

Integrative course on strategy formulation and implementation, including a field study. Topics include organizational alignment (structure and processes that fit the stragety), change management, and strategic leadership.

BUS M 482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 481
Taught	Fall, Winter
Programs	Containing BUS M 482

Course Outcomes

Synthesize a Holistic View.

Combine the analytical output of several strategy tools and synthesize a holistic view of overall business problems

↑Top

Strategy Analytics

Concepts and tools of economic and quantitative analysis as they relate to the development and success of strategy.

BUS M 486

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into Marriott School Undergraduate Strategy Program.
Taught	Fall, Winter

Course Outcomes

Competitive Environments

Understand competitive environments: demand, supply, rivalry, cost, and entry

Managerial Decision-making

Understand how to use data analysis in managerial decision-making

Strategic Decisions

Anticipate the likely outcomes of strategic decisions

Effective Collaboration

Demonstrate effective collaboration skills in team discussions and projects

Top

Strategy and Economics

Economic tools influencing the success of strategy (creation and appropriation of value) emphasizing application of economic theory to management of practice.

BUS M 487

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to the Marriott School.
Taught	Fall, Winter, Spring
Programs	Containing BUS M 487

Course Outcomes

Economic Analysis

Acquire skill in applying the tools of economic analysis to management problems

Team Skills

- Participate in group discussions and projects skillfully.
- Exercise responsibility in a collaborative mode.

Competive Environments

Understand competitive environments, rivalry, cost, entry, and demand & supply.

Strategic Reasoning

Reason strategically.

Top

Agribusiness Management 1

Concepts, tools, and approaches to understanding competitive forces and the development of sustainable competitive advantage for firms in the food, fiber, and horticulture industries.

BUS M 488

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200 & BUS M 201 & ECON 110; or ACC 200 & FIN 201 & ECON 110
Taught	Fall
Programs	Containing BUS M 488

Course Outcomes

Understand

Understand the concepts and models of strategic management presented in the course.

Develop

Further develop the personal sense of ethics and integrity that guide decision making in business, community, church, and family relationships.

Analyze

Analyze the competitive situation facing a firm using the models of strategic management presented in class.

Apply

Apply the models of strategic management presented in the course to arrive at recommendations that will help organizations achieve and sustain competitive advantage.

Communicate

Persuasively communicate analytical conclusions and recommendations in verbal and written form.

Group Work

Effectively participate in group work.

Top

Agribusiness Management 2

Developing and implementing marketing plans and programs for companies participating in the value chain of agribusiness industries.

BUS M 489

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200 & BUS M 201 & ECON 110; or ACC 200 & FIN 201 & ECON 110
Taught	Winter
Programs	Containing BUS M 489

Course Outcomes

Understanding Tools of Marketing

Understand the fundamental components and tools of marketing and how each relates to creating and sustaining value for customers in life sciences industries.

Targeting Markets

Describe how life sciences firms (1) select target markets, (2) specify their marketing mix, and (3) attempt to attract and retain the right customers.

Market Research

Understand the basics of the market research process.

Current Marketing Techniques

Understand current marketing techniques in life sciences-based industries.

Applying Moral Values

Apply faith-based, moral reasoning and personal integrity in professional life.

Teamwork and Communication

Work effectively within a team and communicate effectively in business environments.

↑Top

Topics in Business Management

Current business-related topics varying by semester and section.

BUS M 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Social Innovation Projects

Direct, practical on-campus (not in the field) and off-campus experience consulting with established and recognized social innovators and their social ventures. Students are accepted to work on specific projects based on their skills. Students apply to be involved in specific projects. Credit offered will depending upon the project's scope and intensity.

BUS M 491R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter
Programs	Containing BUS M 491R

Course Outcomes

Skills

Understand and appreciate social innovation and social entrepreneurship environment and ecosystem.
Analyze and contribute to organizational and managerial success as assigned by the consulting organization.

Professionalism

Be appropriately professional in projects, in organizational, and managerial settings. Act responsibly with deadline completion and final project completion.

Ethics

Behave ethically in team effort and with project provider.

Teamwork

Be an effective team member and contribute to overall team success.

Top

On-Campus Experiential Projects

Direct, practical on-campus (not in the field) professional experience consulting with established and startup companies and organizations. Students are accepted to work on specific projects based on their skills, interests, and major emphasis. Students apply to be involved in specific projects.

BUS M 494R

Hours	3.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 494R

Course Outcomes

Skills

Analyze management problems, develop solutions, and implement recommendations as assigned by the sponsoring organization.

Professionalism

Be appropriately professional in managerial settings through responsible actions, thorough analysis, and meeting deadlines.

Ethics

Behave ethically in completing assigned tasks and responsibilities.

Top

E-Business Projects

Consulting/Field studies projects in e-business.

BUS M 495R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Skills

Be proficient in analyzing management problems, developing solutions, and implementing recommendations as assigned by the sponsoring organization.

Professionalism

Be a professional manager through responsible actions, thorough analysis, and meeting deadlines.

Ethics

Behave ethically in completing assigned tasks and responsibilities.

Top

Academic Internship

Supervised experience for business majors either in service or business-related work. Opportunity to link learning with practical field applications.

BUS M 496R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Consent of internship coordinator.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Be proficient in analyzing management problems, developing solutions, and implementing recommendations as assigned by the sponsoring organization.

Professionalism

Be a professional manager through responsible actions, thorough analysis, and meeting deadlines.

Ethics

Behave ethically in completing assigned tasks and responsibilities.

Top

Strategy and Organization

Concepts and tools of strategic management, with an emphasis on the contribution of organizational behavior and theory in the development of sustainable competitive advantages.

BUS M 498

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to the Marriott School.
Taught	Fall, Winter, Summer
Programs	Containing BUS M 498

Course Outcomes

Strategy Concept Knowledge and Application

Apply key strategic management concepts (strategy framework, external analysis [industry, competition, customers], resource & capabilities analysis, and strategies for growth and innovation).

Strategy Formulation (Development and Planning)

Develop coherent strategic plans and recommendations for a business or organization.

Strategy Implementation & General Management

Utilize information from all business areas and functions (strategy, marketing, finance, accounting, operations, and HR) to make decisions in each of those areas and implement a coherent strategy.

General Strategic Thinking

Use appropriate analytical, critical thinking, and creative problem solving skills when confronted with a business situation or problem.

Communication

Communicate orally and in writing regarding strategy topics in ways that meet the MCOM 320 criteria.

Collaboration Skills

Work effectively as a part of a team.

Top

Operations Management

Examining issues and tools in production and operations management. Specific tools for forecasting, planning, inventory control, and project management presented and developed.

BUS M 530

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAcc or MISM major status.
Taught	Fall

Course Outcomes

Operations Scope

Understand scope and importance of operating processes and decisions

Skills

Demonstrate quantitative skills required to analyze operating processes

Quality Management

Understand key constructs in quality management

Operations and Strategy

Understand link between operations and strategic management of the firm

Critical Assessment

Develop a point of view about an operational challenge and argue persuasively for it in a professional setting.

↑Top

Organizational Behavior

Analysis of individual, group, and organizational variables that inhibit or facilitate effective organizational functioning. Topics include motivation, rewards, leadership, conflict, decision making, structure, evaluation, and change.

BUS M 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAcc or MISM major status.
Taught	Fall

Course Outcomes

Person-Organization Fit

Articulate the factors that produce person-organization fit and explain how individual characteristics impact a person's fit with different organizations.

Personal Effectiveness

Understand the behaviors that enhance personal effectiveness in organizations.

Membership and Leadership

Function effectively as a member and leader of a work group.

Conflict Management

Manage conflict by using power appropriately and negotiating effectively.

Effective Organizational Change

Use the principles of effective organizational change.

Top

Marketing Management

Development of analytical marketing tools and techniques; their utilization in case analysis and decision making in marketing management.

BUS M 550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAcc or MISM major status.
Taught	Fall

Course Outcomes

Be able to identify and employ fundamental marketing tools and strategies

- Analyze current and potential markets to determine market attractiveness
- Know and apply appropriate marketing strategy frameworks
- Understand the P&L, including Break-Even, Net Marketing Contribution, Marketing ROI measurements

Be able to apply foundational marketing knowledge to case analysis situations

- Develop ability to systematically diagnose cause of key business issues relating to sales and marketing
- Understand components of a comprehensive business plan / marketing plans

Demonstrate effective team participation and management

- Produce quality deliverables conceived and created through team collaboration

↑Top

Strategic Management

Top-management approach to problems of determining corporate strategy. Structured for accounting and information systems students.

BUS M 581

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAcc or MISM major status.
Taught	Fall, Winter

Course Outcomes

Elements of Strategy

Understand the major elements of strategy and the drivers of competitive advantage.

Strategic Recommendations

Apply analytical models to complex business situations and generate strategic recommendations.

Analyzing Business Environments

Critically analyze the external and internal environments of a business organization and formulate appropriate strategies.

Problem Solving Skills

Use problem-solving skills to develop hypotheses about the effect of strategic decisions that lead to sensible conclusions.

Decision Making

Make appropriate decisions when formulating and implementing strategy.

Team Skills

Use team skills to actively participate in group projects and assume and exercise responsibility in a collaborative mode.

Effective Communication

Communicate effectively, both orally and in writing, concerning strategy concepts, models, and analyses.

↑Top

Ethics for Accounting Professionals

Introduction to ethical theory and its application to managerial and accounting issues.

BUS M 582

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acc 406 or acceptance into the School of Accountancy.
Taught	Fall, Winter, Spring
Programs	Containing BUS M 582

Course Outcomes

Personal Values

Identify and prioritize personal values and apply those to making ethical decisions.

Common Ethical Issues

Identify and address common ethical issues that arise for individuals, managers, and organizations.

Influences in Judgement

Recognize how individual differences and cognitive barriers can influence ethical judgment.

Resolve Ethical Dilemmas

Use contemporary and classic frameworks to analyze and suggest resolutions to ethical dilemmas.

Organizational Systems and Ethics

Identify key organizational tools, policies, systems, and laws that apply to managing ethical conduct.

↑Top

Ethics for Information Systems Professionals

Ethical theory and its application to managerial and information systems issues.

BUS M 583

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into the MISM program.
Taught	Winter

Course Outcomes

Personal Values

Identify and prioritize personal values and apply those to making ethical decisions.

Common Ethical Issues

Identify and address common ethical issues that arise for individuals, managers, and organizations.

Influences in Judgement

Recognize how individual differences and cognitive barriers can influence ethical judgment.

Resolve Ethical Dilemmas

Use contemporary and classic frameworks to analyze and suggest resolutions to ethical dilemmas.

Organizational Systems and Ethics

Identify key organizational tools, policies, systems, and laws that apply to managing ethical conduct.

↑Top

Business Arabic

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Resume

Prepare a resume and a cover letter in Arabic.

Letters

Write varies type of business letters & memos in Arabic.

Statements

Design personal statements in Arabic.

Discussions

Communicate effectively during business discussions in Arabic.

Terminology

Use useful business-related abbreviations and terminology in Arabic.

Business and Trade

Read and comprehend authentic Arabic materials dealing with business and trade.

Top

Business Chinese

For experienced speakers of the language. Emphasizes business concepts; practice and case study including conversing, reading, and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Analyze and discuss Chinese business environment

Analyze and discuss, in Chinese, important aspects of the business environment in China as compared to that in America.

Specialized vocabulary skills

Use specialized vocabulary in Chinese relating to student's field of interest.

Communicate effectively

Communicate orally in Modern Standard Chinese at the intermediate high level on business-related topics.

Write business texts

Write notes, correspondence, and other short business texts at the ACTFL intermediate low level.

Apply linguistic and cultural knowledge

Apply knowledge of Chinese language and culture to real life business and daily life situations in linguistically, socially, and culturally appropriate ways.

Top

Business English

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Analysis

Analyze and discuss in English important aspects of the business environment in America or English speaking countries.

Specialized Vocabulary

Apply a specialized vocabulary in English relating to your fields of interest.

Basic Skills

Describe basic issues and themes in your field in a manner coherent to a native speaker of English.

Top

Business French

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 596R

Course Outcomes

Communication

Speak and write analytically and competently (in French) about French businesses (l'entreprise), the stock market, and other business topics.

Understanding

Demonstrate a general understanding of French business practices and French economic issues.

Current Events

Read and understand current articles in the French economic press.

↑Top

Business German

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Basic Business Transactions

Conduct basic business transactions in German in both speaking and writing: explain and evaluate job qualifications and requirements; describe organizational structures, functions, profile, and missions; make, negotiate, and accept business offers; react to customer complaints, negotiate with sales partners; and discuss marketing strategies.

Culture

Behave in culturally appropriate ways in dealing with German businesses.

Engaging

Engage in small talk and other social necessities with comprehensible, nonirritating German.

Speaking

Speak without major flaws in grammar and vocabulary.

Reading and Listening

Read and listen to business and related social texts with understanding appropriate to the task.

Top

Business Italian

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 596R

Course Outcomes

Businesses

Learn the organization of firms and businesses in Italy.

Business Writing

Write a resume in Italian and a business letter.

Business and Cultural Practices

Be familiar with common business and cultural practices in Italy.

Vocabulary

Learn Italian business-specific vocabulary.

↑Top

Business Japanese

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

BYU Aims

Enact the principles expressed in the Aims of a BYU education through the acquisition of language and cultural fluency, thereby enabling the interpretation and presentation of Japanese language and culture to others in a manner that will promote mutual understanding and respect for peoples of the world.

Japanese Business Presentations

Prepare and make business presentations in Japanese that demonstrate understanding of Japanese business protocol and using business terminology.

Japanese Business Environment

Analyze and discuss, in Japanese, important aspects of the business environment in Japan as compared to that in America.

Specialized Vocabulary Skills

Use specialized vocabulary in Japanese relating to their fields of interest.

Japanese Culture and Behavior

Analyze and discuss, primarily in Japanese, salient aspects of Japanese thought and culture specific to the business environment, including their effect on language, behavioral patterns, and interpersonal relationships.

Life-Long, Self-Managed Learning

Exercise self-managed learning skills that will facilitate life-long learning, through, among other things, the effective use of web-based dictionary, news, database, and other resources, the effective use of presentation software and other technological tools in support of oral presentations, and so on.

↑Top

Business Korean

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 596R

Course Outcomes

Communication skills in business context

Be familiar with the unique features of Korean in business context.

Communication with Koreans

Enjoy business communication with Koreans.

Life-long Learning

Participate in a life-long expansion of Korean skills.

↑Top

Business Language

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 596R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Business Portuguese

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 596R

Course Outcomes

Business Language and Culture Repertory

Navigate business situations in Portuguese speaking contexts by gaining a sound understanding of business culture in Brazil and of main historic, social and economic factors that shaped Brazilian business and economic landscape.

Core Portuguese Business Vocabulary

Be proficient in the use of the core Portuguese business vocabulary and deepen knowledge and expand one's business related language repertory through extensive reading and study of authentic business cases.

Describing Situations

Be able to adequately discuss major business problems and solutions presented in selected case studies describing situations faced-and solutions adopted-by key Brazilian companies.

Current Situation

Talk about the current situation of the companies/market segments focused in the cases, in intelligible and coherent Portuguese.

Business Planning

Address business matters concerning staffing, personnel, financial, marketing, and logistical issues in appropriate business Portuguese.

↑Top

Business Russian

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Russian business environment

Analyze and discuss, in Russian, important aspects of the business environment in Russia as compared to that in America.

Discuss

Discuss intelligently, and to apply knowledge of, important aspects of the Russian business environment.

Top

Business Spanish

For experienced speakers of the language being taught. Emphasizes business concepts; practice and case study including conversation, reading,and presenting, while enriching business vocabulary.

BUS M 596R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing BUS M 596R

Course Outcomes

Documents

Draft a selection of core business documents effectively and accurately, incorporating feedback and adhering to textual genre conventions in the field

Situations

Comment on and discuss business situations, express and present their views in group discussions and presentations

Discourse

Understand and interpret audiovisual segments and readings in business Spanish discourse and engage in meaningful review and comprehension activities of such content

Top

Introduction to Computer Programming

Introduction to object-oriented program design and development. Principles of algorithm formulation and implementation.

C S
142

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Knowledge of algebra.
Note	Students are allowed only 1 retake of C S 142. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring
Programs	Containing C S 142

Course Outcomes

Write programs whose complexity reaches a few hundred lines

Use the rudiments of the environment and the resources available to help them program (editors, basic computer architecture, compilers, libraries, reference manuals, on-line help).
Develop programs from an English description.
Write programs on their own, independent of "hand holding" by a TA or an instructor (typically a dozen or so).
Understand and use the basic programming constructs: types (built in types, basic provided types including arrays and strings, type construction), values (constants,variables, assignment statements, and expressions), control structures (sequential flow, conditional statements, and loops), and I/O (basic output to the screen and input from the keyboard, and file I/O).
Understand and use objects (value representation, applicable operations, hidden implementations).
Implement basic recursive algorithms.
Describe and use the basic ideas of some of the more advanced programming constructs,including exceptions, inheritance, and polymorphism.

Understand the importance of the following concepts

- Abstraction
- Debugging and Assurance of Correctness
- Program Development (analysis, specification, design, implementation, testing)

↑Top

Academic Internship

Internships or cooperative education experiences with organizations outside BYU.

C S
199R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Provide Work Experience

Students will develop familiarity with industrial software development and analysis.

Top

Topics in Computer Science

Undergraduate level subjects as announced before each semester.

C S
201R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall
Programs	Containing C S 201R

Course Outcomes

Experimental course

A 201R course is used by a professor who is teaching an experimental course. Learning outcomes will vary for the course, but these outcomes are evaluated during the vetting process (through the department undergraduate curriculum committee) before the professor is allowed to teach the course. At this level, typical learning outcomes involve computing practice and fundamental theory.

Data gathering

Because 201R is an experiment course, data on how well the course accomplished the outcomes will be gathered. This will usually be in the form of surveys, exam scores, and project scores.

Top

Introduction to Computer Systems

How a computer works, from hardware to high-level programming. Logic circuits, computer instructions, assembly language, binary arithmetic, C programming, program translation, data structures, and algorithm analysis.

C S 224

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	C S 142; or instructor's consent.
Note	Students are allowed only 1 retake of C S 224. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring even years, Summer odd years
Programs	Containing C S 224

Course Outcomes

Binary Computations

Ability to perform simple computations in binary.

Translating C code to Assembly

Ability to describe how a compiler translates C code to assembly.

Boolean Logic

Perform computations using Boolean logic

Translate Boolean

Translate Boolean logic to transistor circuitry

Computer Operation

Ability to describe the operation of a computer at the micro-architectural level

Circuitry

Use combinational and sequential circuitry to implement an instruction set architecture

C Programming

Ability to program in C.

Assembly Programming

Ability to program in assembly.

Computer Architecture

Ability to describe the high level organization and operation of a computer, e.g. the von Neumann model

↑Top

Data Structures and Algorithms

Fundamental data structures and algorithms of computer science; basic algorithm analysis; recursion; sorting and searching; lists, stacks, queues, trees, hashing; object-oriented data abstraction.

C S
235

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 142
Taught	Fall, Winter, Spring, Summer odd years
Programs	Containing C S 235

Course Outcomes

Data Computing Fundamentals

Use the fundamental data types of computing (lists, stacks, queues, priority queues, sets, maps, trees, etc.).

Implementing Fundamental Data Types

Understand the major techniques for implementing the fundamental data types (linked lists, binary search trees, hashing, heaps, etc.) and implement several of them.

Select Data Structures

Properly use and select data structures from language-provided data-structure libraries.

Analysis

Apply basic algorithm analysis.

Recursion

Understand how recursion works and write programs using recursion to solve problems.

Usage of Algorithms

Make informed decisions about which sorting and searching algorithms to use in specific circumstances.

Program Writing

Write programs that require ~500 lines of code.

Top

Discrete Structures

Introduction to grammars and parsing; predicate and propositional logic; proof techniques; sets, functions, relations, relational data model; graphs and graph algorithms.

C S 236

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 235
Note	Students are allowed only 1 retake of C S 236. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring, Summer odd years
Programs	Containing C S 236

Course Outcomes

Use Mathematical Structures to Solve Programming Problems

- Understand and be conversant with basic discrete mathematical structures (finite state machines, regular expressions, grammars, propositional calculus, proof techniques, predicate calculus, sets, relations, functions, graphs).
- Write complex programs by using mathematical concepts as the basis for solving programming problems (finite state machines for lexical analysis; grammars for parsing; propositional and predicate calculus for logic programming; sets and algebras for relational databases; algebras, graphs, and topological sorting for optimizing datalog query processing).
- Incrementally build sophisticated programs by a systematic design process based on discrete mathematics.
- Design a solution for a programming problem and justify the design as one that is maintainable and extendable by other programmers who understand and are conversant with discrete mathematical structures.

Write Code From Diverse Program Components

Demonstrate ability to build large programs by writing and integrating code from a diverse spectrum of program components.

Top

Advanced Programming Concepts

Advanced software development with an object-oriented focus. Design, implementation, and testing of several large programs in a Java and Linux environment using current technologies.

C S
240

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	C S 236; or instructor's consent.
Note	Students are allowed only 1 retake of C S 240. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring, Summer
Programs	Containing C S 240

Course Outcomes

Apply problem solving techniques to large programs (at least

a. Use coding, testing, and debugging strategies.
b. Follow basic object-oriented design concepts.

Object Oriented Programming Language

Write programs in an Object Oriented programming language using inheritance, polymorphism and class hierarchies.

Execute Using Linux

Use the Linux programming environment to execute basic commands and to run the compiler, linker, debugger, memory checker, and profiler.

Work Hard

Demonstrate the aptitude and work ethic necessary to succeed in computer science.

Top

Introduction to Computational Theory

Finite state automata, regular languages, lexical analysis; push-down automata, context-free languages, parsing; Turing machines and unrestricted grammars; computability complexity, NP-completeness.

C S
252

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 236 or concurrent enrollment.
Note	Students are allowed only 1 retake of C S 252. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring even years
Programs	Containing C S 252

Course Outcomes

Understand Computing Paradigms

Understand the three computing paradigms (DFAs, PDA, Turing Machine) and their language-based equivalents (regular languages,context-free languages, computable algorithms).

Categorize Problems

Categorize problems into one of the existing paradigms.

Understand Paradigms

Understand the difference between and limitations of paradigms.

Decidable and Tractable

Understand the difference between computable (decidable) and practically computable (tractable).

Solutions to Problems

Design and justify solutions to problems of decidability and tractability.

↑Top

Designing the User Experience

Studio-critique style course on user experience design. Contextual inquiry to identify user needs. Iterative solution design using sketching and storyboards. Human perception and visual design principles. Rapid prototyping and evaluation of proposed solutions.

C S
256

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 142
Note	Students are allowed only 1 retake of C S 256. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing C S 256

Course Outcomes

Design effective computing experiences for people

Designing effective computing experience for people requires the ability to:

1. Create solutions for real problems that people encounter,
2. design a computing experience that is visually and interactively pleasing,
3. iteratively refine design prototypes.

↑Top

Web Programming

Introduction to web application design and implementation. Both front end and back end development with an emphasis on REST architectures.

C S
260

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 142
Note	Students are allowed only 1 retake of C S 260. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 260

Course Outcomes

Please contact the individual department for outcome information.

Top

Topics in Computer Science

Undergraduate-level topics as announced.

C S
301R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall
Programs	Containing C S 301R

Course Outcomes

Experimental course

A 301R course is used by a professor who is teaching an experimental course. Learning outcomes will vary for the course, but these outcomes are evaluated during the vetting process (through the department undergraduate curriculum committee) before the professor is allowed to teach the course. At this level, typical learning outcomes involve computing practice, critical thinking, and more advanced theory.

Data gathering

Because 301R is an experiment course, data on how well the course accomplished the outcomes will be gathered. This will usually be in the form of surveys, exam scores, and project scores.

Top

Algorithm Design and Analysis

A study of the design and analysis of algorithms as solutions to problems, including dynamic programming, linear programming, greedy algorithms, divide-and-conquer algorithms, graph algorithms, and intelligent search algorithms.

C S
312

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240 & C S 252; or C S 240 & BIO 365
Note	Students are allowed only 1 retake of C S 312. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 312

Course Outcomes

Fundamental Computer Algorithms

The student understands fundamental computer algorithms that can be organized in the following algorithmic paradigms: dynamic programming, linear programming, greedy algorithms, divide-and-conquer algorithms, graph algorithms, intelligent search algorithms, and --to a lesser degree--randomized algorithms. As an algorithmic problem solver, the student can formulate novel or unfamiliar problems in mathematical terms so as to elucidate a given problem's relation to known problems, choose a paradigm for solving the problem, and design an algorithm to solve the problem.

Analysis

The student can analyze algorithms belonging to those algorithmic paradigms for their asymptotic worst-case behavior in terms of time and space. Furthermore, the student can analyze algorithms empirically (under simplifying assumptions) and understands the relationship of empirical analysis to average-case behavior. Also, the student can solve LTI difference equations (with geometric forcing functions and change of variable) and can use them to analyze the efficiency of recursive algorithms.

Efficiency

The student can make the distinction between problems and their algorithmic solutions. Moreover, the student can distinguish between efficient and inefficient solutions and can relate these distinctions to the complexity classes of problems, namely P, NP, and NP-Complete learned earlier in the curriculum (CS 252).

Correctness

The student can prove the correctness of a subset of the algorithms considered in the course.

Implementation

The student can independently implement selected algorithms in the context of motivating applications using C# with the Visual Studio IDE.

Top

Systems Programming

Systems programming principles and concepts, including Linux systems programming, multiprocessing, concurrency, exceptional control flow, caching, sockets, protocols, and non-blocking I/O.

C S 324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 224 & C S 240
Note	Students are allowed only 1 retake of C S 324. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 324

Course Outcomes

Please contact the individual department for outcome information.

Top

Concepts of Programming Languages

Principles and concepts characterizing high-level computer programming languages, process and data abstration, encapsulation, inheritance, functional programming, logic programming, scanners, and parsers.

C S 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240
Note	Students are allowed only 1 retake of C S 330. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 330

Course Outcomes

Programming Language Familiarity

Learn the vocabulary of programming language design, syntax, and semantics

Program Language Flexibility

Be able to write programs using non-imperative language paradigms.

↑Top

Software Design and Testing

Principles of software design, design patterns, design representation, refactoring. Principles of software quality assurance and testing. Development and testing tools.

C S
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240
Note	Students are allowed only 1 retake of C S 340. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring, Summer
Programs	Containing C S 340

Course Outcomes

Software Design Principles

Articulate the principles of effective software design.

Design Judgement

Know when and how to apply various design patterns.

Document and Communicate Designs

Demonstrate how to effectively document and communicate software designs.

Quality Assurance

Understand what quality assurance is, know how to build quality into software using review techniques, and demonstrate quality evaluation through testing.

Software Development Tools

Use a variety of software development tools, including IDEs, automation tools, static analysis tools, source code control systems, unit testing tools, and documentation tools.

Group Work

Work effectively in a group to produce quality software using 1-5 above.

Top

Operating Systems Design

Principles and concepts of operating systems design and the implementation of an operating system.

C S
345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 224 & C S 240
Note	Students are allowed only 1 retake of C S 345. This includes students who have failed or withdraw (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring even years, Summer odd years
Programs	Containing C S 345

Course Outcomes

Operating System Basics

Describe the basic components of an operating system and their role in implementations for general purpose, real-time, and embedded applications.

Basic Concepts

Define the concepts of processes, threads, asynchronous signals and competitive system resource allocation.

Shells

Show how a shell works.

Scheduling Algorithms for Multi-Tasking

Explain what multi-tasking is and *outline* standard scheduling algorithms for multi-tasking.

Mutual Exclusion Principles

Discuss mutual exclusion principles and their *use* in concurrent programming, including semaphore construction and resource allocation.

System Memory Management

Give an overview of system memory management.

Implementing File Systems

Explain how file systems are implemented.

Competing Operating Systems

Discuss the features and strengths of various contemporary operating systems.

Implement an Operating System

Implement a functional, pre-emptive, multi-tasking operating system written in C, including a shell, scheduler, file manager, memory manager, and synchronization components.

Top

Interactive Graphics and Image Processing

Introduces basic concepts of computer graphics, user interfaces and image processing. Includes homogenous coordinate transforms, image transforms, event driven programming and color models. Extends Model-View-Controller architecture.

C S
355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240 & MATH 313
Note	Students are allowed only 1 retake of CS 355. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring
Programs	Containing C S 355

Course Outcomes

Mathematics and Geometry

Use and implement the fundamental mathematical concepts underlying these areas, including

- Points, vectors, and matrices
- Other basic principles of linear algebra
- Geometric transformations as matrices
- Methods for working with numeric data

Graphical User Interfaces

Use and implement concepts of current graphical user interfaces (which you should have seen before), including

- Model-view-controller architecture
- Event handling
- Screen management

2D Drawing, Viewing, and Selection

Use and implement the following concepts for 2D drawing, viewing, and selection:

- Geometry of simple shapes
- 2D Transformations
- Transformation composition

3D Rendering Geometry

Understand and implement the fundamental geometry involved in 3-D perspective rendering, including

- Use rendering libraries such as OpenGL to do simple rendering
- Implement the geometric transformations used in 3D rendering
- Identify basic techniques for shading and their advantages and limitations

Basic Image Processing

Understand and implement fundamental image processing operations, including

- Point operations (brightness, contrast, etc.)
- Image-Image operations (differencing, alpha blending, etc.)
- Neighborhood operations (noise removal, edge detection, etc.)

Geometric Operations on Images

Understand and implement image warping using a backwards-mapping approach

Color

Understandand use the language and principles of common color models

Top

Topics in Computer Science

Undergraduate level subjects as announced before each semester.

C S
401R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Winter
Programs	Containing C S 401R

Course Outcomes

Special Topics

Students will learn about a topic in Computer Science not covered in the traditional courses.

Top

Ethics and Computers in Society

Societal impact of computer technology, the computer scientist's place in society, ethical issues. Reading, discussion, and writing seminar.

C S
404

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C S 240 & ENGL 316
Note	Students are allowed only 1 retake of C S 404. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 404

Course Outcomes

Connections With Gospel

Articulate connections between the gospel of Jesus Christ and their professional life.

Ethics

Analyze, write about, and discuss issues and ethical problems related to computing and the application of evolving technologies in society.

History of Computing

Appreciate the history of computing as a means for students to sharpen their sense of their own future.

Continuing Education

Students will understand the need for continuing education in their careers.

Top

Creating and Managing a Software Business

Entrepreneurship, idea/opportunity generation, strategic planning, legal organization, product development, marketing/sales, customer support, fund raising, and effective management.

C S
405

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240 & ENGL 316
Note	Students are allowed only 1 retake of C S 405. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 405

Course Outcomes

Business Plan

Students will write a business plan for a company they are proposing.

Top

Linear Programming and Convex Optimization

Optimization, problem formulation, and solution algorithms, including simplex and interior point methods. Applications from control, data mining, finance, game theory, learning, network flow, operations research, and statistical estimation.

C S
412

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 312 & MATH 313; or instructor's consent.
Note	Students are allowed only 1 retake of C S 412. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	
Programs	Containing C S 412

Course Outcomes

Mathematical Foundations

Develop a fluency in the mathematical foundations needed to pose optimization problems, including an appreciation for the role of convexity in characterizing solvable problems.

Simplex Method

Develop a fluency with the Simplex Method as a solution technique to Linear Programming problems. Understand how it exploits the linear nature of the problem to yield good average-case performance while failing to be efficient in the worst-case.

Duality Theory

Understand the meaning of weak and strong duality and their role in the design and verification of algorithmic solutions to optimization problems.

Sensitivity Analysis

Be able to characterize how to perturb the data of an existing problem so that its solution remains optimal for the new, perturbed problem.

Interior Point Methods

Develop a fluency with interior point methods for solving Linear Programming problems and understand how these solutions may be extended to solve nonlinear, convex optimization problems.

Applications

Explore the role of Linear and Convex Programming in a variety of applications, including 1) Finance, 2) Game Theory, 3) Regression, and 4) Computer Networking.

↑Top

Bioinformatics

Computational methods for analyzing biological systems. Dynamic programming, Markov models, Neural Networks, and Bayesian analysis are used to predict secondary structure, tertiary structure, and active sites for drug docking given molecular DNA sequence data.

C S 418

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240
Note	Students are allowed only 1 retake of C S 418. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall
Programs	Containing C S 418

Course Outcomes

Please contact the individual department for outcome information.

Top

Software Engineering

Analysis, design, implementation, and testing of significant software systems.

C S
428

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 340
Note	Students are allowed only 1 retake of C S 428. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	
Programs	Containing C S 428

Course Outcomes

Group Dynamics

Demonstrate the ability to work in a group on a significant project

Software Engineering Fundamentals

Demonstrate practices that result in quality software

Software Ethics

Demonstrate an understanding of how ethics impact software development

Top

Algorithmic Languages and Compilers

Formal description of algorithmic languages and techniques used in their compilation: semantics, ambiguities, procedures, replication, iteration, recursion.

C S 431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 340
Note	Students are allowed only 1 retake of C S 431. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	
Programs	Containing C S 431

Course Outcomes

Write a compiler

Implement a fully functional compiler for a subset of the Java language that targets an embedded microprocess.

Use interesting data types and algorithms in a large program

Apply patterns and common data structures to compiler constructrion including tree traversal, graph algorithms, and proof systems.

Apply techniques from compiler construction to other problem

Students are able to synthesis algorithms and techniques from compiler constructor to other problem domains.

Mental model of compilation

Students have a sound mental model of how an abstract high level language is systematically transformed into a low-level machine langauge or byte code. Students are able to use that understanding to write better application code.

↑Top

Introduction to Digital Signal and Image Processing

One- and two-dimensional signal-processing fundamentals, including sampling, noise, transforms, filtering, enhancement, and compression. Hands-on experimentation with speech, music, still images, and full-motion video.

C S
450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 312 & C S 355 & MATH 313
Recommended	Stat 121 or Stat 201.
Note	Students are allowed only 1 retake of C S 450. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Winter
Programs	Containing C S 450

Course Outcomes

Introduction to Digital Signal and Image Processing

Understand and apply the following:

- Sampling and quantization of image information
- Camera properties and the acquisition of images
- Mathematics of image-space transformations
- Fourier transforms and filtering

Top

Database Modeling Concepts

Database models: relational, deductive, object-oriented. Integrity constraints, query languages, database design.

C S
452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240
Note	Students are allowed only 1 retake of C S 452. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	
Programs	Containing C S 452

Course Outcomes

Query Languages

Be able to use a variety of commercial query languages (SQL, XQuery, SPARQL), both stand-alone and embeded in high-level programming languages. Know how relational algebra and relational calculus provide a basis for commercial query languages.

Query Optimization

Understand performance issues and optimization strategies. This includes query rewriting, secondary storage characteristics, and access strategies.

Database Design

Be able to design and develop relational database applications. This includes conceptual modeling and normalization theory.

Current Challenges

Be familiar with some of the current challenges facing database professionals.

Top

Fundamentals of Information Retrieval

Concepts and terminology of information retrieval (IR) systems. Design methodologies and issues. Fundamental IR models examined: Boolean, Vector Space, Probabilistic models, and evaluation strategies.

C S
453

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240
Note	Students are allowed only 1 retake of C S 453. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Spring
Programs	Containing C S 453

Course Outcomes

Understand and evaluate fundamental IR models

- Boolean
- Vector Space
- Probabilistic

Query Processing

Extract, parse, index, and classify source information for query processing

Query Construction

Represent user's information needs, refine user's queries, and construct query results using snippets and categories

Machine Learning

Categorize, cluster, and filter query results using various supervised and unsupervised learning strategies

Analysis

Evaluate the effectiveness, efficiency, and cost of performing searches using search engines

↑Top

Computer Graphics

Interactive computer graphics systems programming and architecture.

C S 455

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 355 & MATH 313
Note	Students are allowed only 1 retake of C S 455. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall
Programs	Containing C S 455

Course Outcomes

Understanding fundamental principles of computer graphics

Students will be proficient in basic computer graphics algorithms such as modeling, trnasformations and rendering.
Students will design and code solutions to several programming problems in graphics using algorithms and data structures.
In addition, sutudents will use these techniques to program a large semester project.

Top

Introduction to User Interface Software

Introduction to software architectures and techniques for graphical user interfaces. Input devices, windowing systems, event-driven programming, interactive geometry.

C S 456

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240 & C S 256
Note	Students are allowed only 1 retake of CS 355. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Winter
Programs	Containing C S 456

Course Outcomes

Develop Effective User Interfaces

Understand and apply the following:

- Multiple mechanisms for receiving information from people and presenting information to people.
- The geometry of basic shapes and how to use the geometry to solve basic interaction problems.
- Algorithms for user interface layout management.
- Models for specifying and evaluating user input dialogs.

↑Top

Computer Communications and Networking

Introduction to data communications and computer networking. Communications fundamentals, computer networks, software, architecture, telecommunications, regulation, standards.

C S
460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 324; or C S 360
Note	Students are allowed only 1 retake of C S 460. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 460

Course Outcomes

Internet Architecture

Understand the principles of the Internet architecture

Internet Design

Understand how the Internet works, from the transport layer down to the physical layer

Internet Implementation

Gain hands-on experience with implementing and simulating transport, routing, and MAC protocols, leading to a deeper understanding of these critical Internet components

Internet Research

Be capable of reading and understanding research papers in the area of computer networking

Scholarly Communication

Demonstrate the ability to effectively conduct, describe and report on an experimental research project in the area of computer networking

↑Top

Large-Scale Distributed System Design

Principles and concepts of designing and building distributed systems. Introduction to architectures for distributed computation. Reliability, availability, and scalability of large applications. Cloud computing and APIs.

C S
462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 324 & C S 340; or C S 340 & C S 360
Note	Students are allowed only 1 retake of C S 462. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Winter
Programs	Containing C S 462

Course Outcomes

Computational Practice

- Students can implement programming projects that display knowledge of a variety of distributed system architectural styles. Some of these assignments represent significant programming projects with wide leeway in design and implementation choices.
- Students will analyze problems, determine solutions within an assigned architectural style, and successfully implement those solutions.
- Students will design and implement projects both individually and as part of a team.
- Students will use cloud-based systems to run and implement assignments
- Students will manage a cloud-based Web server and properly configure it.

Computational Theory

Students will understand the proper use of distributed and decentralized architectures and algorithms including

- RESTful APIs
- Hierarchical vs heterarchical system architectures
- MapReduce
- Distributed Hash Tables
- Event-driven system
- Peer-to-peer architectures including Paxos, gossip protocols, and blockchain

Students will understand theoretical concepts and limitations of distributed systems including

- network practicalities such as latency, bandwidth, topology, cost, heterogeneity, security
- CAP theorem
- distributed transactions
- serialization
- identity and naming
- cryptography
- simultaneity

Critical Thinking and Communication

Students will interact with peers in meaningful discussion, lead discussions in peer groups, prepare written reports, and make oral presentations.

Ethics and Computing

Students will be presented with societal outcomes of technological choices in distributed and decentralized systems, analyze those outcomes, explore possible alternatives from different choices, and present their findings in small groups.

Top

Computer Security

Introduction to computer security fundamentals: confidentiality, integrity, authentication, and access control. Secret key and public key cryptography, network security protocols, viruses, and fire walls.

C S
465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 324; or C S 360; or concurrent enrollment.
Note	Students are allowed only 1 retake of C S 465. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall
Programs	Containing C S 465

Course Outcomes

Build a system

Implement a cryptographic algorithm from a standards specification.

Break and fix a system

Demonstrate how attackers compromise real-world systems, and then show how to prevent these attacks.

↑Top

Introduction to Artificial Intelligence

Introduction to core areas of artifical intelligence; intelligent agents, problem solving and search, knowledge-based systems and inference, planning, uncertainty, learning, and perception.

C S
470

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 312 & MATH 313 & STAT 121; or C S 312 & MATH 313 & STAT 201; or C S 312 & MATH 313 & EC EN 370
Note	Students are allowed only 1 retake of CS 355. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall
Programs	Containing C S 470

Course Outcomes

Recognize problems that can use AI methods

from business, medicine, robotics, gaming, and machine learning

Identify the component elements of the problem

Does it require basic control?
Does it involve uncertain reasoning?
Does it have a simple goal, sophisticated utility, or multiple attributes?
Does it require sequential choice or planning?
How may decision makers are involved?

Formalize the problem in a way that is amenable to a solutio

What is the internal representation?
What performance criteria are relevant?
What is the nature of the environment?
What are the actuators?
What are the sensors?
What are the agent's utilities?

How is uncertainty represented?

Be able to analyze, implement, and experiment with several A

Uninformed, informed, constraint-satisfaction, hill-climbing, and stochastic (e.g., genetic algorithms) search
Markov provesses, Bayes rule, Bayes nets, Hidden Markov Models, Grid Filters, and Kalman Filters
Expected utility theory
Multi-attribute utility theory
Sequential choice under uncertainty: value and policy iteration
Minimax solutions from game theory: alpha-beta pruning

Analyze and communicate solution quality

Determine whether your solution is correct
Express the quality of your solution
Value the need to communicate your solution to others

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

C S
477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 477R or minor area equivalent; admittance to teaching area; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing C S 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Tools for Machine Learning

Machine learning models and other mechanisms allowing computers to learn and find knowledge from data.

C S
478

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 312 & MATH 313 & STAT 121; or C S 312 & MATH 313 & STAT 201; or C S 312 & MATH 313 & EC EN 370
Note	Students are allowed only 1 retake of CS 355. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter
Programs	Containing C S 478

Course Outcomes

Use Effective Machine Learning Techniques

You will learn the basic theory and models used in machine learning

Recognize

You will be able to recognize when machine learning and data mining tools are applicable.

Execute

You will be able to plan and execute successful machine learning and data mining projects, including selecting an adequate process for your specific task and avoiding the main machine learning pitfalls.

↑Top

Natural Language Processing

Introduction to natural language processing (NLP). Relevant problems include web search, speech recognition, machine translation, spam filtering, text classification, question answering, spell checking. Building real tools, understanding human language, applying techniques beyond NLP.

C S
479

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 312 & STAT 121; or C S 312 & STAT 201; or C S 312 & EC EN 370
Recommended	Ling 330.
Note	Students are allowed only 1 retake of CS 479. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	
Programs	Containing C S 479

Course Outcomes

Mathematical Models

The student will grow in confidence in their mathematical and statistical abilities. In particular, the student will understand the models, methods, and algorithms of statistical Natural Language Processing (NLP) for common NLP tasks, such as speech recognition, machine translation, spam filtering, text classification, and spell checking.
The student will implement probabilistic models in code, estimate parameters for such models, and run meaningful experiments to validate such models.

Algorithms

The student will apply core computer science concepts and algorithms, such as dynamic programming.

Linguistics

The student will gain understanding of linguistic phenomena and will explore the linguistic features relevant to each NLP task.

Generalization

The student will apply the methods to new NLP problems and will be able to apply the methods to problems outside NLP.

Analysis

The student will be familiar with some of the NLP literature and will read and suggest improvements to published work. The student will see where opportunities for research await and prepare to conduct research in NLP or related fields.
The student will also analyze experimental results and write reports for each course project to develop scientific writing skills.

Top

Parallel Processing

Theoretical and practical study of parallel processing including multi-core, fine-grained, and clustered architectures, parallel programming languages, and parallel algorithms.

C S 484

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 324
Note	Students are allowed only 1 retake of C S 484. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	
Programs	Containing C S 484

Course Outcomes

Design parallel applications

Use multiple processors to solve a problem faster

Metrics

Understand the metrics that are used to evaluate effective applications.

Top

Verification and Validation

Foundational topics in verification and validation; the application of logic to building correct systems. Covers logics to formally specify properties of systems, verifications of basic systems, and advanced topics in formal verification for complex systems.

C S 486

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 312
Note	Students are allowed only 1 retake of C S 486. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall
Programs	Containing C S 486

Course Outcomes

Formally reason about concurrent systems and executions

Formally reason about concurrent systems and executions

Define correctness in concurrent systems

Define basic correctness principles of concurrent systems including deadlock, live-lock, safety, and general liveness.

Analyze concurrent objects for correctness

Use tools to analyze concurrent objects for correctness and performance

Learn best-practices for spin locks and monitors

Learn best-practices for spin locks and monitors

Discuss wait-free versus lock-free implementations

Compare and contrast wait-free and lock-free properties in concurrent objects

Understand and use concurrent data structures

Understand and use concurrent data structures

Correctly use barriers and fences

Correctly use barriers and fences

Have working knowledge of tools and techniques for testing c

Have working knowledge of tools and techniques for testing concurrent programs

Be familiar to libraries to support concurrent programming i

Be familiar to libraries to support concurrent programming in C, C , C#, and Java

Describe future trends in multi-processor programming

Describe future trends in multi-processor programming

Top

Computing Competitions

Students work in teams to prepare for and compete in computer science competitions in areas such as programming, data science, and ethical hacking.

C S
493R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240; Minimum 3.0 C S GPA or instructor's consent.
Taught	Fall Contact Department, Winter
Programs	Containing C S 493R

Course Outcomes

Please contact the individual department for outcome information.

Top

Capstone 1

Culminating experience based on skills learned in advanced technical courses. Students work in teams to plan, design, test, and demonstrate a major project.

C S 494

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240; Minimum 3.0 CS GPA or instructor's consent.
Note	Students are allowed only 1 retake of C S 494. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall
Programs	Containing C S 494

Course Outcomes

Please contact the individual department for outcome information.

Top

Capstone 2

The second semester of a culminating experience based on skills learned in advanced technical courses. Students work in teams to plan, design, test, and demonstrate a major project.

C S 495

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240; Minimum 3.0 CS GPA or instructor's consent.
Note	Students are allowed only 1 retake of C S 495. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Winter
Programs	Containing C S 495

Course Outcomes

Please contact the individual department for outcome information.

Top

Undergraduate Research

Students receive course credit for doing undergraduate research under the supervision of a faculty mentor.

C S 497R

Hours	3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Students must turn in signed research agreement at least 1 business day before add/drop deadline in order to receive permission-to-add code. Research agreement form can be found at http://cs.byu.edu or in the CS Department office.
Taught	Fall, Winter, Spring, Summer
Programs	Containing C S 497R

Course Outcomes

Please contact the individual department for outcome information.

Top

Undergraduate Special Projects

Students identify an interesting problem in computer science and solve it with the aid of faculty members.

C S 498R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	C S 240
Note	See approval form on the CS Department web site at https://cs.byu.edu/ . Project proposals must be submitted by the last day of class of the prior semester or term. Students are allowed only 1 retake of C S 498R. This includes students who have failed or withdrawn (received a "W" grade). If after 1 retake, a student needs to retake the course again, the student must wait 1 semester/term before being allowed to take any C S course and must follow the petition process at cs.byu.edu/retake-policy. This policy does not apply to classes dropped before the add/drop deadline. Petitions for exceptions to the policy can be completed at cs.byu.edu/retake-policy.
Taught	Fall, Winter, Spring, Summer
Programs	Containing C S 498R

Course Outcomes

Capstone Experience in a Special Topic

Students will propose, execute, and report a capstone project in an area that they choose in consultation with a professor. Each project is approved by the Undergraduate Curriculum Committee.

Top

(C S-Chem-Geol-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

C S 500

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing C S 500

Course Outcomes

Business Skills

Demonstrate knowledge of business skills necessary to function as a scientist working in industry.
Be able to explain how corporate politics can affect your career.

Project Management

Learn the basics of project management and understand why this is important to business success

Effective Communication

Learn how to present concepts and ideas in a clear and effective manner in both oral and written form.

Business Finance

Learn how to read and understand a business financial accounting statement (both internal and external)

Technology Readiness

Understand the different levels of technology readiness and the process of moving a project through these levels to completion

Business Projects and Finances

Learn to read and understand corporate accounting statements and data and understand the basic ideas of project and portfolio management.
Learn the steps to moving an idea from concept to completion in a business setting.

Business Presentations and Writing

Learn the basics of effective business presentations and writing

↑Top

Advanced Topics in Computer Science

Advanced undergraduate- and graduate-level subjects as announced before each semester.

C S
501R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Spring
Programs	Containing C S 501R

Course Outcomes

Advanced topic in Computer Science

Students will learn a topic in Computer Science not covered by the regular curriculum.

Top

Robust Control

Introduction to the analysis and design of feedback systems guaranteed to perform well in spite of model uncertainty.

C S
513

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 313 or equivalent.
Recommended	C S 312 and 412; Math 334; or equivalents.
Taught	Winter
Programs	Containing C S 513

Course Outcomes

Systems Concepts

Understand system concepts of stability, controllability, observability, minimality, behavior, and structure.

Representation

Understand various mathematical representations of systems.

Four Basic Problems

Understand the four basic problems: Model Reduction (i.e. Approximation), System Identification (i.e. Learning), Control (i.e. Decision Making), and Verification/Validation, and how they impact each other.

Hankel Singular Values

Understand Hankel singular values and their role in balanced truncation as an approximation to optimal model reduction.

LMIs

Understand Linear Matrix Inequalities and their role in various identification and control problems.

Small Gain

Understand the role of the Small Gain Theorem and Passivity in providing guarantees of algorithm correctness in spite of model uncertainty.

Top

Computer-Aided Geometric Design

Free-form curves and surfaces; mathematical theory and algorithms. Bezier and B-spline curves and surfaces, subdivision surfaces, T-splines, free-form deformation, and intersection algorithms. Several programming projects.

C S 557

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 240, Math 343; or equivalents.
Taught	
Programs	Containing C S 557

Course Outcomes

Bezier Curves

Understand the theory, properties, and algorithms for Bezier curves: de Casteljau algorithm, degree elevation, hodographs, curve intersection algorithms, convex hull property, variationa diminishing property, rational Bezier curves, explicit Bezier curves.

B-Spline Curves

Understand polar form, the de Boor algorithm, the Boehm algorithm, knot intervals.

Tensor product surfaces

Understand tensor product Bezier and B-Spline surfaces, including the de Casteljau algorithm, partial derivatives, parametric continuity, tesselation.

↑Top

Language Study: Cakchiquel

Carry out survival tasks in language and function in routine social situations.

CAKCQ 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Survival-level conversation, reading, listening, and culture skills in the target language.
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Cakchiquel

Beginning speaking, listening, reading, and writing skills.

CAKCQ 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Cakchiquel

Second-semester speaking, listening, reading, and writing skills.

CAKCQ 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CAKCQ 101
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Cakchiquel

Intermediate speaking, listening, reading, and writing skills.

CAKCQ 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CAKCQ 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Cakchiquel

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

CAKCQ 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CAKCQ 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing CAKCQ 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Cakchiquel

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

CAKCQ 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Cakchiquel

Systematic review of grammar and syntax of target language.

CAKCQ 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CAKCQ 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Cakchiquel

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

CAKCQ 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Cakcq 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing CAKCQ 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Cakchiquel

Advanced study of literature of target language. Continued emphasis on communication skills and culture

CAKCQ 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CAKCQ 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

🡅Top

Advanced Language Study for Career Purposes: Cakchiquel

Concentration on target-language and target-culture issues for specific careers.

CAKCQ 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CAKCQ 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Cambodian

Survival-level conversation, reading, listening, and culture skills in the target language.

CAMBO 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Cambodian

Beginning speaking, listening, reading, and writing skills.

CAMBO 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

First-Year Language Study: Cambodian

Second-semester speaking, listening, reading, and writing skills.

CAMBO 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CAMBO 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Cambodian

Intermediate speaking, listening, reading, and writing skills.

CAMBO 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CAMBO 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Cambodian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

CAMBO
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CAMBO 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing CAMBO 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Cambodian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

CAMBO 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Cambodian

Systematic review of grammar and syntax of target language.

CAMBO
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CAMBO 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Cambodian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

CAMBO 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Cambo 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Cambodian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

CAMBO 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CAMBO 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Cambodian

Concentration on target-language and target-culture issues for specific careers.

CAMBO 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CAMBO 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

First-Year Cantonese

Basic language skills.

CANT 101

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Chinese Culture and Communication

Demonstrate a basic understanding of a variety of Chinese cultural practices and communicative conventions. (See Chinese major learning outcome 3)

Writing Short Paragraphs, Notes, and Similar Texts

Write short paragraphs, notes, and similar texts in standard Chinese at the ACTFL novice low level. (See Chinese major learning outcome 2)

Listening to Conversations, Dialogs, and Live Interaction

Listen to conversations, dialogs, and live interaction in Cantonese at the ACTFL novice mid level. (See Chinese major learning outcome 1)

Speaking and Understanding Cantonese

Speak and understand Cantonese at the ACTFL novice mid level. (See Chinese major learning outcome 1)

Top

First-Year Cantonese

Basic language skills.

CANT
102

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Speak and Understand Cantonese

Speak and understand Cantonese at the ACTFL novice high level. (See Chinese major learning outcome 1)

Writing in Standard Chinese

Write short paragraphs, notes, and similar texts in Standard Chinese at the ACTFL novice mid level. (See Chinese major learning outcome 2)

Listening to Conversations, Dialogs, and Live Interaction

Listen to conversations, dialogs, and live interaction in Cantonese at the ACTFL novice high level. (See Chinese major learning outcome 1)

Chinese Culture and Communicative Conventions

Demonstrate a basic understanding of a variety of Chinese cultural practices communicative conventions. (See Chinese major learning outcome 3)

Top

Second-Year Cantonese

Grammatical patterns and vocabulary of spoken and written Cantonese.

CANT 201

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Cant 102 or foreign residence experience.
Taught	Fall

Course Outcomes

Listen to Converstations and Dialogs

Listen to conversations and dialogs in Cantonese at the ACTFL intermediate low level. (See Chinese major learning outcome 1)

Write Short Essays, Journal Entries and Notes

Write short essays, journal entries, and notes in standard Cantonese at the ACTFL novice high level. (See Chinese major learning outcome 2)

Speak and Understand Cantonese

Speak and understand Cantonese at the ACTFL intermediate low level. (See Chinese major learning outcome 1)

Understand Chinese Cultural Practices

Demonstrate an introductory level understanding of a variety of Chinese cultural practices. (See Chinese major learning outcome 3)

Top

Second-Year Cantonese

Intermediate to advanced skills in reading, writing, listening, and speaking.

CANT 202

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Cant 201 or equivalent.
Taught	Winter
Programs	Containing CANT 202

Course Outcomes

Speaking and Understanding Cantonese

Speak and understand Cantonese at the ACTFL intermediate mid level. (See Chinese major learning outcome 1)

Listening to Conversations and Dialogs

Listen to conversations and dialogs in Cantonese at the ACTFL intermediate mid level. (See Chinese major learning outcome 1)

Write Short Essays, Journal Entries, and Notes

Write short essays, journal entries, and notes in standard Chinese at the ACTFL novice high level. (See Chinese major learning outcome 2)

Understanding Chinese Social Practices

Demonstrate a fundamental understanding of Chinese social practices as well as linguistically and culturally appropriate behavior. (See Chinese major learning outcome 3)

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

CANT 211R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Cant 201 or foreign residence experience.
Taught	Winter

Course Outcomes

Knowledge

Students will demonstrate knowledge in conversation.

Top

Language Study: Catalan

Survival-level conversation, reading, listening, and culture skills in the target language.

CATLN 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Catalan

Beginning speaking, listening, reading, and writing skills.

CATLN 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Catalan

Second-semester speaking, listening, reading, and writing skills.

CATLN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CATLN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Catalan

Intermediate speaking, listening, reading, and writing skills.

CATLN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CATLN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Catalan

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

CATLN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CATLN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing CATLN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Catalan

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

CATLN 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Catalan

Systematic review of grammar and syntax of target language.

CATLN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CATLN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Catalan

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

CATLN 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Catln 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing CATLN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Catalan

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

CATLN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CATLN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Catalan

Concentration on target-language and target-culture issues for specific careers

CATLN 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CATLN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Civil and Environmental Engineering Seminar

Activities of civil engineering; principles and methods involved in solving civil engineering problems.

CE EN 100A

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	College Lecture attendance required.
Taught	

Course Outcomes

Professional Engineer

1(i) Begin to understand the process required to become a professional engineer

Lifelong Learning

2(i) Begin to understand the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

Begin to learn how to work in teams on civil engineering related projects that benefit the community.

Ethical Behavior

4(f) Begin to understand ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Begin to understand contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

Top

Civil and Environmental Engineering Seminar

Activities of civil engineering; principles and methods involved in solving civil engineering problems.

CE EN 100B

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	College Lecture attendance required.
Taught	
Programs	Containing CE EN 100B

Course Outcomes

Professional Engineer

5(j) Begin to understand contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

Lifelong Learning

2(i) Begin to understand the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

3(d) Begin to learn how to work in teams in civil engineering related projects that benefit the community

Ethical Behavior

4(f) Begin to understand ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Begin to understand contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

Top

Introduction to Civil and Environmental Engineering

Introduction to what civil and environmental engineering is all about. Careers in the profession. Courses and curriculum of the major. Freshman projects and teamwork.

CE EN 101

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing CE EN 101

Course Outcomes

Teamwork

1(d) Participate on a student team to complete assigned tasks.

Information Discovery

2(i) Discover and digest information from the internet, the literature, and interviews about assigned civil engineering subjects.

Top

Engineering Mechanics--Statics

Concepts of mechanics: force systems in equilibrium, resultants, friction, centroids, utilization of vector algebra, simple trusses, shear and bending moment diagrams, moments of inertia.

CE EN 103

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 112; or MATH 111 & MATH 119; or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing CE EN 103

Course Outcomes

1 (e) Units

Be able to manipulate basic engineering units in both the International and US Customary Systems of Units in engineering analysis and be able to convert between the two.

2 (a) Vector Notation

Be able to perform basic vector operations using standard vector notation.

3 (a) Free-Body Diagrams

Be able to conceptualize and draw a conventional free-body diagram which identifies and applies all known and unknown forces.

4 (a) Forces

Understand the nature of forces(s) and their manipulation in engineering analysis, including moments, couples, transmissibility and resultants.

5 (a) Equilibrium

Understand the conditions for equilibrium for both a particle and a rigid body.

6 (e) Axial Forces

Be able to determine the axial forces in the members of a statically determinant truss.

7 (e) Center of Gravity

Be able to calculate the center of gravity for 2 and 3 dimensional rigid bodies.

8 (e) Shear Force and Bending Moment Diagrams

Be able to both calculate and draw diagrams for the internal shear forces and bending moments in straight, statically determinant beams.

9 (a) Friction

Understand the nature of friction and be able to solve problems involving friction and shear on horizontal and inclined planes.

10 (a) Centroids

Be able to use calculus to compute centroids of lines, areas and volumes.

11 (e) Analysis

Demonstrate competence in basic engineering analysis.

Top

Engineering Drafting with CAD Applications

Structural and component drafting, emphasizing computer-automated (CAD) systems. Concepts include applied and descriptive geometry, multiview representation, sectional views, dimensional practices, and axonometric sketching.

CE EN 112

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Civil engineering or technology education major status
Taught	Fall, Winter
Programs	Containing CE EN 112

Course Outcomes

CAD-based drafting

An understanding of CAD-based drafting techniques

Fundamental drafting concepts

An understanding of fundamental drafting concepts and manual drafting techniques

AutoCAD skill building

An ability and skills for preparing technical drawings manually and by using AutoCAD

Teamwork based term project

An ability to work in a team to complete a term project and produce a technical report

Preparation of an oral presentation

An ability to communicate with team members and produce an effective, well organized oral presentation

BIM concept and application

An understanding of Building Information Modeling (BIM) and its application in engineering

Structural model building and analysis with BIM

An ability to use BIM software to develop structural models for analysis

Structural data preparation with BIM

An ability to present structural data in a collaborative environment

Top

Geomatics

The use of Geographic Information Systems (GIS) to manage, analyze, and display a wide range of traditional surveying and modern remotely sensed data.

CE EN 114

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	CE En 101.
Taught	Fall, Winter
Programs	Containing CE EN 114

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship

Work experience evaluated by supervisor and posted on student's transcript.

CE EN 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional Experiences

Student acquires professional experiences in the discipline.

Professional Communication

Student demonstrates professional communication skills (report).

Conversion of Experience into Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

↑Top

Civil and Environmental Engineering Seminar

Activities of civil engineering; principles and methods involved in solving civil engineering problems.

CE EN 200A

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CE EN 101
Note	College Lecture attendance required.
Taught	Fall
Programs	Containing CE EN 200A

Course Outcomes

Professional Engineer

1(i) Continue developing an understanding of the process required to become a professional engineer

Lifelong Learning

2(i) Continue developing an understanding of the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

3(d) Work in and begin leanring how to lead teams in civil engineering related projects that benefit the community

Ethical Behavior

4(f) Continue developing an understanding of ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Continue developing an understanding of contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

↑Top

Civil and Environmental Engineering Seminar

Activities of civil engineering; principles and methods involved in solving civil engineering problems.

CE EN 200B

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CE EN 101
Note	College Lecture attendance required.
Taught	Winter
Programs	Containing CE EN 200B

Course Outcomes

Professional Engineering

1(i) Continue developing an understanding of the process required to become a professional engineer

Lifelong Learning

2(i) Continue developing an understanding of the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

3(d) Work in and begin learning how to lead teams in civil engineering related projects that benefit the community

Ethical Behavior

4(f) Continue developing an understanding of the ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Continue developing an understanding of contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

↑Top

Sustainable Infrastructure

The inter-related aspects of the different civil engineering disciplines of environmental, geotechnical, structural, transportation, and water resources and how they come together to develop an infrastructure system. Time value of money and application to the infrastructure investment alternatives.

CE EN
201

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	CE En 101.
Taught	Fall, Winter
Programs	Containing CE EN 201

Course Outcomes

Please contact the individual department for outcome information.

Top

Engineering Mechanics--Mechanics of Materials

Fundamental concepts of elastic stress and strain, including transformations and stress-strain relations; beam/column theories (axial, flexure, torsion, and shear loads and deformations); shear and bending moment relationships; column stability; and cylindrical and spherical pressure vessels.

CE EN 203

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 103; or ME EN 101
Taught	Fall, Winter, Spring
Programs	Containing CE EN 203

Course Outcomes

LO 1. Stresses

- Students will be able to calculate and transform axial stress (e.g., Mohr's Circle), shear stress, bearing stress, thermal stress, bending stress, and combined stress.

LO 2. Strains

- Students will be able to calculate strain, transform strain (e.g., Mohr's Circle), apply stress-strain relations (e.g., Hooke's Law), and solve statically indeterminate problems.

LO 3. Deflections

- Students will be able to analyze deflections due to axial, torsion, bending, and shear loads, and manipulate relations between shear and bending moment.

LO 4. Beam/Column Design

- Students will be able to design beams and columns to carry specified axial, flexure, and shear loads, and predict their deformation and elastic stability (i.e., buckling).

LO 5. Pressure Vessels

- Students will be able to predict stresses in pressure vessels.

Top

Engineering Mechanic--Dynamics

Concepts of dynamics applied to particles, systems of particles, rigid bodies, vibration systems, and nonrigid particles systems.

CE EN 204

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 103; or ME EN 101
Taught	Fall, Winter, Spring
Programs	Containing CE EN 204

Course Outcomes

Kinematics

1 (a) Understand the kinematics of particles and be able to perform rectilinear and curvilinear analysis of particle motion described in appropriate coordinate systems.

Laws of Motion

2 (a) Understand Newton's Laws of Motion and be able to write and solve the equations of motion for particles and systems of particles in appropriate coordinate systems.

Work and Energy

3 (e) Understand the principles of Work and Energy and Impulse and Momentum as they apply to particles and systems of particles and be able to solve problems appropriate thereto.

Motion of Rigid Bodies

4 (e) Be able to determine the motion of rigid bodies in translation and rotation about a fixed axis and to understand the principles associate with general plane motion.

Problem Solving

5 (e) Be able to apply the principles of Force and Acceleration, Work and Energy, and Impulse and Momentum to rigid bodies and to solve problems appropriate thereto.

Vibration

6 (e) Understand the basic concepts of one-degree-of-freedom vibration and to solve simiple problems related to such motion.

Top

Computational Methods

Computational techniques for solving civil engineering problems.

CE EN
270

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 113; or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing CE EN 270

Course Outcomes

01-compsci

Be able to utilize computer science concepts such as how information is stored in a computer in a digital format to calculate data size and data transfer rates.

02-caedm

Be able to utilize the full range of IT resources available to students in the BYU College of Engineering and Technology.

03-html

Be able to design and edit web pages in HTML format.

04-ppt

Be able to create sophisticated and professsional Microsoft Powerpoint presentations, including use of themes and animation.

05-word

Be able to use Microsoft Word to develop complex, lengthy technical documents, utilizing advanced features such as cross referencing and auto-generated tables of contents and figures.

06-excel

Be able to use the basic and advanced features in Microsoft Excel including formulas, relative vs. absolute referencing, naming cells, vlookup, IF function, validation, custom formatting, array formulas, charts, goal seek, and the Solver add-on to solve civil engineering problems.

07-macros

Be able to record and use macros to automate frequently-used tasks in Excel or to explore what VB code is associated with the task.

07-ranges

Be able to reference cells and ranges in VB to either extract information from cells or write information to cells.

08-controls

Be able to add controls to a spreadsheet and associate those controls with VB code.

09-msgbox

Be able to use the MsgBox and InputBox objects in VB to present information to users or to prompt for input.

10-objects

Be able to use objects in VB programming, including properties and methods and be able to explore and research new object classes when necessary.

11-ifthen

Be able to use IF statements and conditional expressions to control the flow of logic in VB code.

12-loops

Be able to use each of the looping strategies in VB to encode iterative programming logic.

13-arrays

Be able to allocate and use arrays in visual basic to process vectors, matrices, tables, and lists of data.

14-debug

Be able to use the debugging utilities in VB to identify and correct logical errors in your code.

15-functions

Be able to design and code custom functions in VB that can be called from Excel formulas or from other places in your VB code.

16-subs

Be able to develop custom subs to perform specific tasks in VB or modify subs created by recorded macros to make the macros powerful or applicable in a variety of applications.

17-events

Be able to trap on a variety of different types of events and execute VB code in response to those events.

18-strings

Be able to utilize the VB string functions in order to manipulate text.

19-forms

Be able to create custom forms and associate those forms with an excel workbook.

Top

Civil and Environmental Engineering Seminar

Technical and professional activities in civil engineering.

CE EN 300A

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CE EN 200A & CE EN 200B
Note	College Lecture attendance required.
Taught	Fall
Programs	Containing CE EN 300A

Course Outcomes

Professional Engineer

(i) Continue developing an understanding of the process required to become a professional engineer

Lifelong Learning

2(i) Continue developing an understanding of the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

3(d) Work in and continue learning how to lead teams in civil engineering related projects that benefit the community

Ethical Behavior

4(f) Continue developing an understanding of the ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Continue developing an understanding of contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

Top

Civil and Environmental Engineering Seminar

Technical and professional activities in civil engineering.

CE EN 300B

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CE EN 200A & CE EN 200B
Note	College Lecture attendance required.
Taught	Winter
Programs	Containing CE EN 300B

Course Outcomes

Professional Engineer

1(i) Continue developing an understanding of the process required to become a professional engineer

Lifelong Learning

2(i) Continue developing an understanding of the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

3(d) Work in and continue learning how to lead teams in civil engineering related projects that benefit the community

Ethical Behavior

4(f) Continue developing an understanding of the ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Continue developing an understanding of contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

Top

Civil Engineering Materials: Metals, Woods, and Composites

Molecular basis and mechanical behavior of civil engineering structural materials; failure theories; laboratory testing.

CE EN 304

Hours	1.5 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 203 & CE EN 270 & STAT 201
Taught	Fall Term 1, Winter Term 1
Programs	Containing CE EN 304

Course Outcomes

Wood and Steel

Be able to extract basic material properties of wood, aluminum and steel from simple mechanical tests.

Failure Mechanisms

Observe and understand the failure mechanisms of isotropic and orthotropic materials.

Communication

Develop an ability to communicate effectively.

Experimentation and Data Interpretation

Develop an ability to design and conduct civil engineering experiments, as well as to analyze and interpret data.

Application

Develop an ability to apply knowledge of structural engineering.

Composites

Understand basic characteristics of fiber-reinforced plastic composite materials.

Failure Theories

Be able to apply the maximum normal stress, maximum shear stress, and octahedral shear stress failure theories.

Top

Civil Engineering Materials: Concrete, Masonry, and Asphalt

Composition, engineering behavior, and construction of concrete, masonry, and asphalt; laboratory testing.

CE EN 306

Hours	1.5 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 203 & CE EN 270 & STAT 201; Eng T 231 or concurrent enrollment.
Taught	Fall Term 2, Winter Term 2
Programs	Containing CE EN 306

Course Outcomes

Aggregates

Understand properties, behavior, and use of aggregates.

Communication

Develop an ability to communicate effectively.

Portland Cement

Understand manufacturing, properties, behavior, and use of portland cement.

Experimentation and Data Interpretation

Develop an ability to design and conduct civil engineering experiements, as well as to analyze and interpret data.

Portland Cement Concrete

Understand production, properties, placement, behavior, and use of portland cement concrete.

Geotechnical Application

Develop an ability to apply knowledge of geotechnical engineering.

Masonry

Understand production, properties, placement, behavior, and use of masonry units.

Transportation Application

Develop an ability to apply knowledge of transportation engineering.

Asphalt Cement

Understand manufacturing, properties, behavior, and use of asphalt cement.

Asphalt Concrete

Understand production, properties, placement, behavior, and use of asphalt concrete.

Laboratory Testing

Be able to perform selected laboratory test procedures on aggregate-based materials.

Data Analysis

Be able to analyze and interpret experimental laboratory test data.

Report Preparation

Be able to prepare professional technical reports documenting laboratory investigations of material properties.

Top

Structural Analysis

Methods of statics. Influence line diagrams. Method of virtual work. Plastic hinge analysis. Flexibility (force) method, stiffness (displacement) method, and moment distribution method for analysis of indeterminate beams, trusses, and frames. Introduction to computer structural analysis.

CE EN
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 203 & CE EN 270; or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing CE EN 321

Course Outcomes

Force Equilibrium

1(a) Apply Newton's Laws of force equilibrium to determine axial forces, shear forces, and bending moments in statically determinate beams, trusses, frames, arches, and cables.

Virtual Work

2(a) Apply calculus and the principle of virtual work to determine displacements in statically determinate beams, trusses, and frames.

Approximate and Plastic Analysis

3(e) Use appropriate assumptions to perform approximate analysis and plastic hinge analysis of statically indeterminate beams and frames.

Influence Line Diagrams

4(e) Critically place live loads on beams, trusses, and frames using influence line diagrams.

Symmetry, DOI's, and DOF's

5(e) Identify symmetry, antisymmetry, degrees of indeterminacy, and degrees of freedom in beams, trusses, and frames.

Structural Terminology

6(n) Define basic structural engineering terminology.

Flexibility Method

7(n) Analyze statically indeterminate beams, trusses, and frames by the flexibility method.

Stiffness Method

8(n) Analyze beams, trusses, and frames by the stiffness method.

Moment Distribution

9(n) Analyze beams and frames by moment distribution.

Commercial Software

10(n) Analyze beams, trusses, and frames with commercial structural analysis software.

↑Top

Hydraulics and Fluid Flow Theory

Fluid properties, fluid statics and dynamics, viscous flow, boundary layers, concepts of pipe and open-channel flow.

CE EN
332

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 204 & CE EN 270 & ENG T 231; or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing CE EN 332

Course Outcomes

Experiments

1(p) Be able to setup, perform, evaluate and report on several elementary hydraulic experiments, including: static pressure force, impulse forces from a fluid jet, energy losses in pipe flow, minor energy losses in pipe systems, and flow over weirs in open channels.

Calculations

2(a) Be able to perform basic calculations for static pressures and forces in fluids.

Fundamental equations

3(a) Understand conservation of mass, energy, and momentum principles as applied to fluid flow situations, and be able to apply them to flow analysis problems.

Drag and Lift

4(e) Understand the concepts of drag and lift and be able to apply both to solve introductory problems of forces and dynamics.

Pressure pipes

5(e) Understand alternate standard approaches and formulas, and be able to analyze and design pressure pipe systems.

Water Resources Engineering

6(p) Understand standard approach and formulas, and be able to analyze and design open-channel flow systems.

Pumps

7(p) Understand the basic elements of pump and turbine flow, and be able to analyze and select the pump needed for situations involving fluid pumping.

Top

Elementary Soil Mechanics

Determination of stresses in soils, soil strength, consolidation, and settlement. Applications in fluid flow, lateral earth pressure, bearing pressure, and slope stability.

CE EN 341

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 203 & CE EN 270; CE En 332 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing CE EN 341

Course Outcomes

Experimentation and Data Interpretation

1. (b) Perform basic laboratory tests on soils including seive analysi, Atterberg limits, compaction, direct shear, triaxial shear and consolidation. Be able to perform the basic calculations associated wtih laboratory tests on soils.

Communicate Geotech Test Results Effectively

2. (g) Communicate results of geotechnical tests effectively and explain their meaning in a clear and concise manner.

Soil classification/Soil Mineralogy

3. (m) Perform fundamental calculations and analyses including weight-volumen relationships and soil classification. Understand influence of soi structure and mineralogy on soil behavior.

Fluid flow in Soil

4. (m) Understand basic principles of flow through porous media including Darcy's law, the equation of continuity, seepage forces and flow nets.

Stress analysis in soil

5. (m) Understand how stresses are transferred through soils. Compute both geostatic stress (total stress, effective stress, and pore pressures) and induced stresses due to point, line and area loads.

Consolidation theory

6. (m) Understand basic consolidation theory. Compute the amoun of settlement and the time required for settlement under a given load.

Shear strength of soil

7. (m) Understand shear strength principles including Mohr-Coloumb failure criterion. Perform

basic caluclations related to shear strength analyis.

Lateral earth pressures

8. (m) Analyze lateral earth pressures under at-rest, active and passive conditions.

Bearing capacity

9. (m) Perform bearing capacity analysis for spread footings of various shapes. Understand how bearing capacity equations are used in foundation design.

↑Top

Introduction to Transportation Engineering

Transportation system characteristics, traffic engineering and operation, transportation planning, geometric design, pavement design, transportation safety, freight, public transport, sustainable transportation.

CE EN 361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 270; Eng T 231, Stat 201; or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing CE EN 361

Course Outcomes

History

1(o) Understand the history of the development of transportation in the United States and how transportation modes and networks available in a community significantly influence the way the community develops.

Systems Perspective

2(h) Approach transportation problems, especially traffic congestion on highways, from a systems point of view, as an interaction between land use and transportation systems, not just as the problem related to highways. This competency is all inclusive, including public transportation, freight, and sustainability.

Traffic Stream Characteristics

3(b) Conduct activities to measure traffic stream characteristics (volume, speed, and density) and analyze field data to estimate values for traffic stream parameters, including hypothesis tests.

Traffic Flow Model

4(b) Analyze a standard traffic flow model (i.e., Greenshields Model) for observed traffic data and understand the randomness of traffic flow characteristics.

Level of Service

5(b) Understand the concept of level of service (LOS) and capacity and evaluate the performance of basic roadway segments using standard procedures based on this concept.

Planning

6(o) Understand the four steps in the traditional travel demand modeling process, the two-way relationship between land use and transportation, and how the travel demand modeling fits into the transportation-planning process.

Safety Evaluation

7(b) Understand the highway safety improvement program and standard safety evaluation parameters.

Safety in Design

8(b) Understand the dynamic interaction of the driver, roadway, and vehicle, and evaluate and design roadway sections for safe stopping sight distance.

Geometric Design

9(b) Determine key dimensions of horizontal and vertical alignments of roadway sections using safe stopping sight distance and superelevation.

Intersection Design

10(c) Determine when an intersection warrants the installation of a traffic signal, design signal settings for intersections so that drivers will not face a dilemma zone, and understand that congestion and associated delays are societal costs.

Pavement Design

11(c) Understand pavement structures and their characteristics and design bituminous pavements using the AASHTO method that requires knowledge of traffic engineering, pavement material characteristics, and economics.

Public Mass Transportation

12(o) Understand rail transit service in a corridor with respect to station spacing and vehicle capabilities, calculate changes in transit ridership in response to changes in fare or service (elasticity), and measure and compare the performance of public transportation operations.

Freight

13(o) Understand the role of freight movement in the economy and why certain commodities tend to move on specific transport modes.

Sustainability

14(h) Describe what sustainable transportation is, how it can be supported, and the impacts of traffic congestion on a corridor or in a community.

Transportation Communication

15(d) Lead and function on multidisciplinary teams and (g) Communicate in a team environment to compose professional documents in a clear, concise, and effective manner.

↑Top

Civil and Environmental Engineering Seminar

Technical and professional activities in civil engineering.

CE EN 400A

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CE EN 300A & CE EN 300B
Note	College Lecture attendance required.
Taught	Fall
Programs	Containing CE EN 400A

Course Outcomes

Professional Engineer

1(i) Understand the process required to become a professional engineer

Lifelong Learning

2(i) Understand the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

3(d) Work in and lead teams in civil engineering related projects that benefit the community

Ethical Behavior

4(f) Understand ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Understand contemporary issues in civil engineering as illustrated by projects presented by practicing engineers

↑Top

Civil and Environmental Engineering Seminar

Technical and professional activities in civil engineering.

CE EN 400B

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CE EN 300A & CE EN 300B
Note	College Lecture attendance required.
Taught	Winter
Programs	Containing CE EN 400B

Course Outcomes

Professional Engineer

1(i) Understand the process required to become a professional engineer

Lifelong Learning

2(i) Understand the importance of lifelong learning and know how to obtain learning experiences that will benefit their future careers

Teams

3(d) Work in and lead teams in civil engineering related projects that benefit the community

Ethics

4(f) Understand ethical behavior in civil engineering and be able to cite examples of good ethical behavior.

Career

5(j) Understand contemporary issues in civil engineering as illustrated by projects presented by practicing engineers.

Top

Civil and Environmental Engineering Online Seminar

Technical and professional activities in civil engineering. Available online.

CE EN 400C

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Note	College Lecture attendance required.
Taught	Fall, Winter

Course Outcomes

Teamwork Leadership

Develop an ability to lead and function on multidisciplinary teams.

Responsibility Related to Faith

Develop an understanding of professional and ethical responsibility, and their relationship with faith.

Responsibility Related to Faith

Develop an understanding of professional and ethical responsibility, and their relationship with faith.

Teamwork Leadership

Develop an ability to lead and function on multidisciplinary teams.

Life-Long Learning, Licensure, and Service

Develop a recognition of the need for, and an ability to engage in life-long learning, professional licensure, and service.

Life-Long Learning, Licensure, and Service

Develop a recognition of the need for, and an ability to engage in life-long learning, professional licensure, and service.

↑Top

Engineering Applications of GIS

Introduction to GIS concepts. Data acquisition and GIS database formulation. Applications of GIS to civil engineering.

CE EN 414

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing CE EN 414

Course Outcomes

Synthesis and Integration

Integrate topics from various civil engineering disciplines to solve realistic problems

Database Management

Obtain and evaluate appropriate input information from databases, handbooks, correlation, experiments and literature

Locating Geographic Data

Know where to locate, and how to prepare geographic datasets for use in a GIS

GIS Spatial Analysis

Use GIS tools for spatial analysis, understanding and design of engineering systems

Map Generation

Produce professional maps and technical reports from geographic data for use in written and oral presentations

GIS Customization

Customize, or use customized scripts to solve engineering-specific problems with GIS

Professional Communication

Compose professional documents in a clear, concise, and effective manner

⬆Top

Structural Steel Design

Compression and tension of steel members, beams, and beam-columns. Elastic and inelastic lateral-torsional buckling. Structural fasteners. Emphasizes LFRD.

CE EN 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 304 & CE EN 321
Taught	Winter
Programs	Containing CE EN 421

Course Outcomes

AISC Specification

1(n) Students will understand the theory behind, and have a working familiarity of, the AISC specification.

Tension Members

2(c) Students will be able to design steel tension members.

Compression Members

3(c) Students will be able to design steel compression members.

Beams

4(n) Students will be able to design steel beams and composite beams.

Beam-Columns

5(n) Students will be able to design steel beam-columns.

Connections

6(n) Students will be able to design concentrically loaded bolted and welded connections.

Management

7(l) Students will be able to explain some concepts in business management and public policy.

↑Top

Reinforced Concrete Design

Theory and design of reinforced concrete, including columns, beams, slabs, and footings; elastic and ultimate-strength methods of analysis.

CE EN
424

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 304 & CE EN 306 & CE EN 321
Taught	Fall
Programs	Containing CE EN 424

Course Outcomes

Beams - Transverse Loading

424.1 (n) - Be able to design reinforced concrete beams subjected to transverse loading.

One Way Slab - Transverse Loading

424.2 (n) - Be able to design reinforced concrete one way slabs subjected to transverse loading.

Short Columns - Axial and Flexural Loadings

424.3 (n) - Be able to design reinforced concrete short columns subjected to axial and flexural loading.

Footings - Axial Loading

424.4 (n) - Be able to design reinforced concrete spread square footings subjected to axial loadings.

Structural System

424.5 (c) - Be able to design a simple reinforced concrete structural system.

ACI Code

424.6 (c) - Have a working familiarity with the ACI code.

Team Environment

424.7 (l) - Be able to communicate in a team environment.

Top

International Megastructures

Skyscraper analysis and design. Introduction to analysis and design of suspension, cable-stayed, arch, and prestressed girder bridges. Economic, social, and environmental design criteria for megastructures. International experience to study megastructures in China or elsewhere. Interaction with professionals.

CE EN
427

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 321 & CE EN 471B; instructor's consent.
Taught	
Programs	Containing CE EN 427

Course Outcomes

Megastructure Presentation

1(g) Identify and present innovative ideas in the design/construction/use of remarkable megastructures.

Design Spreadsheets

2(c) Design preliminary member sizes for a skyscraper and megabridges with realistic loads and constraints.

Tall Building Competition

3(h) Propose and model a sustainable design for a tall building to be built at a particular site.

Team Evaluation

4(d) Participate on a student design team and interact with design professionals.

China

5(j) Experience the culture, land, and megastructures of China.

Top

Hydrology

Waters of the earth, their occurrence, circulation, and distribution. Relationships among precipitation, evaporation, infiltration, transpiration, groundwater, and stream runoff.

CE EN 431

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 332
Taught	Winter
Programs	Containing CE EN 431

Course Outcomes

1(p) Hydrologic Cycle

1(p). Understand and apply climatological principles relating to the hydrologic cycle and its occurrence and interaction with the biosphere of the earth.

2(p) Precipitation & Runoff

2(p). Understand and solve problems for precipitation/runoff situations; including generation of the flow rates at desired points in a watershed.

3(c) Design & Hydrographs

3(c). Design and make calculations of flowrate hydrographs, reservoir storage, and water demand relationships in a stream.

4(p) Groundwater

4(p). Understand and be able to make calculations related to groundwater flow, well flow analysis and design, and drainage of saturated soils.

5(l) Statistical Methods

5(l). Design and apply statistical methods to generate hydrologic intensity and frequency distributions.

Top

Hydraulic Engineering

Application of fluid mechanics principles to analysis and design of hydraulic structures and systems.

CE EN 433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 332
Taught	Fall, Spring
Programs	Containing CE EN 433

Course Outcomes

1(p) Energy & Momentum

1(p). Apply energy and momentum principles to fluid flow situations, and be able to solve problems for forces in static and moving fluids.

2(p) Pipe Systems

2(p). Apply standard energy approaches and formulas, and be able to solve for and design pressure pipe systems.

3(p) Open Channels

3(p). Apply standard aproaches and formulas, and be able to solve for and design open-channel flow systems.

4(l) Pumps and Turbines

4(l). Understand the basic elements of pump and turbine flow, and be able to analyze and select the pump needed for pressurizing situations.

5(c) Design common facilities

5(c). Generate and apply the analytical and design approaches to common water facilities such as culverts, spillways, pipe networks, sewer systems, canals, and scour and sediment transport.

↑Top

Water Resources Study Abroad

BYU students team with engineers and engineering students from other countries to work on water resources projects of consequence. Collaboration with international teams occurs electronically through the semester with a 1-3 week visit to the country assigned.

CE EN 439

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE En 431 or 433; CE En 471B or concurrent enrollment; instructor's consent.
Taught	Winter
Programs	Containing CE EN 439

Course Outcomes

International Engineering

Exposure to engineering practice in an international setting (Mexico)

Making a Difference

Develop a broader vision of how engineering makes a difference in the world

Direct Application

Direct application of your education

Sharing Knowledge

Confidence in sharing your knowledge and expertise

Teamwork and Collaboration

Learn to work and collaborate as an international, multi-cultural team

Spanish Language Skills

Learn Spanish in the engineering profession

Communication in International Environment

Broaden communication and presentation skills in an international environment

Top

Foundation Engineering

Soil investigation, bearing capacity and settlement, design of spread footings, combined footings, mat foundations, pile foundations, and drilled shafts.

CE EN 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 341; or equivalent.
Taught	Fall
Programs	Containing CE EN 442

Course Outcomes

Settlement Magnitude

1. Estimate the settlement within a compressible soil layer due to applied loads from fill, embankent and buildings

Time Rate of Settlement

2. Estimate the time-settlement relationships for soils due to applied loads. Use design approaches for accelerating consolidation rate (e.g. wick drains and surcharging)

Soil Bearing Pressure

3. Determine the allowable soil bearing pressure for spread footings on saturated clays and sand giving consideration to shear failure and settlement

Design Spread Footings

4. Design square and rectangular reinforced concrete footings

Design Combined Footings

5. Design combined reinforced concrete foundatiosn using both conventional approaches and elastic methods (beam on an elastic foundation).

Design Mat Foundations

6. Design reinforced concrete mat foundations using both the conventional method and elastic methods (e.g. finite element models)

Pile capacity

7. Estimate the single pile capacity and group pile capacity for piles in sand and clay

Pile Group Settlement

8. Estimate the settlement of a pile group in saturated clay

Drilled Shaft Capacity

9. Compute the capacity of drilled shafts in clay and sand. Understand critical components of construction that influence capacity.

Select Suitable Foundation

10. Characterize a subsurface profile using insitu techniques and determine the most suitable foundation type to support a given structure.

↑Top

Environmental Engineering Processes

An introduction to the evaluation and design of drinking water, wastewater, air pollution and hazardous waste treatment practices.

CE EN 451

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chem 105.
Taught	Fall
Programs	Containing CE EN 451

Course Outcomes

Materials Balance Calculations

Be able to setup and solve material balance calculations for environmental engineering problems.

Reactions

Understand zero, first, and second order reactions equations and be able to solve simple problems using these concepts. Understand half-life and doubling time and how it applies to reactor design.

Reactors: Mixing Models and Reactor Models

Understand and solve problems using mixed-batch, plug-flow, and completely mixed mixing models. Solve simple design problems for mix-batch, plug-flow, and completly mixed flow reactors.

Energy Balance

Understand and solve simple problems of energy balance. This will include units of meausre, conversion, energy equivalance, and power production.

Ecosystems

Understand the concept of an ecosystem. This includes material and energy flows.

Water Quality

Understand basic water quality measures: dissolved oxygen, oxygen demand, solids, nitrogen, and bacteria measurements. Be introduced to water quality standards for drinking water, effluents, and surface waters.

Water Treatment

Understand and solve basic engineering problems related to water treatment processes including softening, coagulation and floculation, settling, filtration, and disinfection.

Waste Water Treatment

Understand and solve basic engineering problems related to waste water treatment. This will include understanding the basic unit operations: preliminary and primary treatment, secondary treatment, tertiary treatment, and sludge treatment and disposal. Understand and be able to solve basic engineering problems related to activated sludge systems, including reactor design and solids separation.

Air Quality

Understand the basic processes and issues related to air quality, this includes major air pollutants, sources of air pollution, and air quality standards.

Hazardous Waste

Understand the basic issues and regulations related to hazardous and radioactive waste. This includes legal definitions and approaches.

Top

Geometric Design of Highways

Designing visual aspects of highways: highway classification, design controls and criteria, design elements, vertical and horizontal alignment, cross section, intersections, interchanges, capacity analysis.

CE EN 461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 361
Taught	Fall
Programs	Containing CE EN 461

Course Outcomes

Components of the traffic system

1 (o) An ability to apply to highway geometric design the knowledge that critical components of the traffic system – drivers, vehicles, roads and highways, physical environment, and traffic control devises – interact to form traffic streams.

Capacity and Level of Service Evaluation for Design

2 (e) An ability to apply the concept of capacity and level of service to performance evaluation, design, and planning of freeways, two-lane two-way highways, urban streets, and intersections.

Familiarity with HCM Models

3 (k) An ability to reason and use mathematical models for highway capacity and level of service estimation included in the Highway Capacity Manual.

Familiarity with the HCS Software

4 (k) An ability to use the Highway Capacity Software for performance evaluation, designing, and planning of freeways, two-lane two-way highways, urban streets, and intersections.

Concepts behind Highway Geometric Design

5 (k) An ability to apply the concepts behind highway geometric design to the highway geometric design of a location assigned for the term project.

Familiarity with the AASHTO Greenbook

6 (k) An ability to use proper tables and figures in A Policy on Geometric Design of Highways and Streets in Geometric Design of Highways and Streets to assignment problems, exams, and a term project design.

Use of Autodesk Civil 3D for CAD-based Design

7 (k) An ability to use Autodesk Civil 3D to design a highway and an intersection for the location assigned in the term project, including importing digital design data, triangulating the terrain data, creating profile, designing vertical and horizontal alignments, preparing a cross section assembly, and creating a corridor and an intersection.

Writing a Technical Report

8 (g) An ability to prepare a technical report summarizing the tasks that the team members have done in the design of a highway and an intersection assigned for the term project.

Preparing a Technical Presentation

9 (g) An ability to prepare a presentation file summarizing the tasks the team members have done in the design a highway and an intersection assigned for the term project AND present it as a team.

Familiarity with Highway Geometric Design Terms

10 (o) An ability to use professionally terms pertaining to highway geometric design in assignments, exams, and a term project.

↑Top

International Megacities

Transportation planning and analysis of public transportation, airports, high-speed rail, pedestrians, water transportation, freight, and highway systems of international megacities achieved through international experience, research, professional interactions, and an evaluation of safety, policy, and sustainability.

CE EN
467

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 361 & CE EN 471B; and instructor's consent.
Taught	
Programs	Containing CE EN 467

Course Outcomes

Global Awareness

Develop an awareness of the culture, politics, and economics of international megacities, while identifying the social (people), environmental (planet), and economic (profit) impacts of transportation within megacities (ABET H: sustainability).

Communication

Communicate and interact with fellow students, professors, and engineers in the understanding of international megacities (ABET G: communication).

Experience

Learn by experience through a collection of unforgettable and influential experiences that increase retention, create passion, and develop perspective (ABET I: life-long learning and service).

Leadership

Function on and lead student transportation engineering project teams (ABET D: teamwork).

Technical Innovation

Research, study, and present innovative practices and ideas in the area of planning and analysis of: public transportation, airports, high-speed rail, pedestrians, water transportation, freight, and highway systems of international megacities (ABET O: transportation engineering).

Top

Civil Engineering Practice

Cash-flow diagrams. Present worth and annual payments comparison of engineering alternatives. Sustainability of engineering projects in terms of environmental, social, and economic impact (triple-bottom-line). Teamwork and leadership development. Response to a request for proposal (RFP) to develop a culminating design project.

CE EN 471A

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	12 credit hours from CE En 304, 306, 321, 332, 341, 351, 361; or concurrent enrollment.
Taught	Fall
Programs	Containing CE EN 471A

Course Outcomes

Experience

Students will improve their skills through real-life, hands-on experience in an off campus industry setting.

↑Top

Civil Engineering Practice

Cash-flow diagrams. Present worth and annual payments comparison of engineering alternatives. Sustainability of engineering projects in terms of environmental, social, and economic impact (triple-bottom-line). Teamwork and leadership development. Economic, political, and cultural impact of globalization on civil engineering in the USA and other countries. Research and triple-bottom-line evaluation of specific civil engineering projects throughout the world.

CE EN 471B

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	12 credit hours from CE En 304, 306, 321, 332, 341, 351, 361; or concurrent enrollment.
Taught	Winter
Programs	Containing CE EN 471B

Course Outcomes

Triple Bottom Line

1(h) Perform a triple bottom line analysis of a civil engineering project by evaluating social, environmental, and economic impact.

Information Discovery

2(i) Learn about an existing civil engineering project by gathering and organizing information from published literature and the internet.

Global World

3(j) Understand the changing roles of the USA and another country in the modern world in both contemporary society and civil engineering.

Engineering Economics

4(l) Explain the time value of money, construct cash-flow diagrams, and perform present worth or annual payments analysis of alternatives.

Top

Civil Engineering Design

Civil engineering culminating design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints.

CE EN 472

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 471A
Taught	Winter
Programs	Containing CE EN 472

Course Outcomes

1(c) Design and Constraints

1(c). Understand and apply conception, formulation, analysis and search for solutions to civil engineering design problems. Be able to integrate topics from various civil engineering disciplines to solve problems with multiple realistic constraints.

2(d) Work in Teams

2(d). Be able to communicate in a team environment. Be able work effectively in groups through presentations and written documents.

3(g) Interviewing, Writing and Presenting

3(g). Understand basic principles of personal communication including conversational and interviewing skills. Be able to compose effective professional documents and make well-organized oral presentations.

4(h) Environment and Economics

4(h). Understand how civil engineering problems may be affected by cultural, societal, political and environmental concerns. Understand basic concepts of engineering economic analyses.

Top

Civil and Environmental Engineering Practicum

CE EN 493R

Hours	1.0 - 18.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Problem Solving

An ability to identify, formulate, and solve engineering problems

Engineering Tools

An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Top

Directed Studies in Civil and Environmental Engineering

Directed studies in Civil and Environmental Engineering related to professional practice.

CE EN 498R

Hours	1.0 - 18.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Problem Solving

An ability to identify, formulate, and solve engineering problems

Engineering Tools

An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Top

(CE En-Me En) Design and Materials Applications

Applied and residual stress; materials selection; static, impact, and fatigue strength; fatigue damage; surface treatments; elastic deflection and stability--all as applied to mechanical design.

CE EN 500

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 372; or CE EN 321; or equivalent.
Taught	Fall
Programs	Containing CE EN 500

Course Outcomes

Materials Properties and Selection

Understand how materials selection in design can be based on a variety of materials properties.

Structure and Properties Effects on Design

Understand effects of materials structure and properties on design and choices for static, impact, fatigue, elastic, and anelastic behavior.

Property Modification Techniques

Be familiar with important techniques used to modify engineering properties of a broad range of materials, such as metals, polymers, ceramics, composites, and biomaterials.

Analysis Techniques to Design for Failure Mechanisms

Understand the necessary analysis techniques to design for various material failure mechanisms.

↑Top

(CE En-MeEn) Stress Analysis and Design of Mechanical Structures

Stress analysis and deflection of structures; general bending and torsion with computer applications to mechanical and aerospace structure design.

CE EN 501

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 321; or ME EN 372; or equivalent.
Taught	Spring
Programs	Containing CE EN 501

Course Outcomes

Multi-Material Beams

1. Calculate the deflections of and stress in multi-material beams under force, moment, or temperature loads.

Three-Dimensional Structures

2. Understand the principles of stress and strain, including principal stress and strain, in general three-dimensional structures.

Torsion Bars

3. Calculate the deflections and stress in torsion bars of arbitrary cross section.

Beams in Unsymmetric Bending

4. Calculate the deflections and stress in beams in unsymmetric bending.

Top

(CE En-Me En) Plasticity and Fracture

Tensor algebra; stress and deformation tensors; relationships between dislocation slip, yielding, plastic constitutive behavior, and microstructure development; cracks and linear elastic fracture mechanics.

CE EN 503

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 203 & ME EN 250 & MATH 303; Senior standing or instructor's consent.
Taught	Winter
Programs	Containing CE EN 503

Course Outcomes

Crystal Structure and Material Defects

Identify and describe the influence of crystal structure and material defects on tensile and fracture properties.

Stress Concentration

Describe the effects of a stress concentration as well as its influence on the fracture and fatigue life of a structural member.

Griffith Crack Criteria

Describe the principles of the Griffith Crack Criteria and its application to brittle materials, and its extension to ductile materials.

Failure Design Philosophy

Describe the Failure Design Philosophy and apply it to materials selection in an engineering application.

Member Life Prediction

Predict the life of a structural member of known material properties given the loading conditions and a known flaw size.

Impact of Microstructure Features

Describe the impact of various microstructure features on tensile, fracture and fatigue properties.

Class Selection

Select an appropriate material class given functional requirements, fatigue and fracture.

↑Top

(CE En-Me En) Computer Structural Analysis and Optimization

Matrix stiffness method for 1D, 2D, and 3D skeletal structure classes. Implementing the matrix stiffness method as a computer program. Nonlinear second-order structural analysis. Structural optimization techniques including stress-ratio method, gradient-based methods, and genetic algorithms.

CE EN
504

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 321; or ME EN 372; or equivalent; linear algebra.
Taught	
Programs	Containing CE EN 504

Course Outcomes

Member Stiffness and Force

Construct global and local member stiffness matrices and force vectors for any skeletal class and any distributed loading.

Structure Stiffness and Force

Construct structure matrices and vectors for both force and support displacement loads exploiting symmetry/antisymmetry and deformation assumptions.

Member Results

Construct member displacement vectors and free-body diagrams for any skeletal class.

Analysis Program Organization

Write down the basic organization and calling structure of a structural analysis program, and complete the pseudo-code for structure level routines.

Second Order Analysis

Derive first/second order equilibrium/compatibility equations, buckling loads/displacements, and structure elastic/geometric stiffness matrices for small trusses and single-member frames.

Matrix Vector Operations

Determine the number of FLOPS and perform the calculations for matrix-vector operations including triangularization, backsubstitution, Newton-Raphson iteration, and inverse iteration.

Stress Ratio and Exhaustive Search

Determine the number of FLOPS and perform the calculations for stress ratio optimization and exhaustive search, and construct design space plots if possible.

Optimality Criteria Algorithms

Determine the number of FLOPS and perform the calculations for finite difference / virtual work sensitivity analysis, Kuhn-Tucker condition evaluation, and optimality criteria algorithm.

Genetic Algorithms

Determine the number of FLOPS and perform the calculations for genetic algorithms with penalty/segregation fitness, tournament/roulette selection, point/uniform/blend crossover, dynamic mutation, and ranking/scoring/maximin fitness.

Execute Structural Software

Prepare input for linear analysis, nonlinear pushover analysis, gradient-based size optimization, and genetic-based size/shape/topology optimization programs for plane frames.

↑Top

Portland Cement Concrete Mixture Design and Analysis

Properties and testing of freshly mixed and hardened concrete and constituent materials; concrete mixture design and analysis; concrete construction practices; laboratory experimentation.

CE EN 505

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 306; or equivalent.
Taught	Winter
Programs	Containing CE EN 505

Course Outcomes

Properties

Characterize properties of concrete materials.

Mix Design

Design concrete mixtures.

Fresh Concrete

Measure properties of fresh concrete.

Hardened Concrete

Measure properties of hardened concrete.

Construction Practices

Understand proper concrete construction practices.

Concrete Deterioration

Understand mechanisms of concrete deterioration.

Top

(CE En-Me En) Linear Finite Element Methods

Linear static finite element analysis of elastic solids; problem formulation, finite element discretization, and equation solving; stability, interpolation theory, and error estimates. Introduction to underlying continuum mechanics principles. Isogeometric analysis as a generalization of classical finite element analysis; basic principles of analysis-suitable computational geometry.

CE EN 507

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 321; or ME EN 372
Taught	Fall
Programs	Containing CE EN 507

Course Outcomes

Linear Finite Element Methods

By the end of this course students will be able to correctly apply linear finite element methods in their engineering profession.

Top

(CE En-Me En) Structural Vibrations

Dynamic analysis of single degree-of-freedom, discrete multi-degree-of-freedom, and continuous systems. Applications include aerospace, civil structures, and mechanical components.

CE EN 508

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 321; or ME EN 372; or equivalent.
Taught	Fall
Programs	Containing CE EN 508

Course Outcomes

SDOF Systems

Students will be able to determine the response of single degree-of-freedom (SDOF) systems in free and forced vibration, with and without damping.

MDOF Systems

Students will be able to determine the response of multi degree-of-freedom (MDOF) and continuous systems in free and forced vibration, with and without damping.

Application

Students will be able to apply the theory of structural vibrations to problems in civil or mechanical engineering.

Top

Geospatial Environmental Engineering

Modern software development techniques for civil and environmental engineering. Topics include: design and development of component-based software for desktop and web-based applications; data structures and algorithms for modeling, analysis, and visualization; basic problem-solving techniques; web services; and the management and maintenance of software using code versioning systems. Application areas are focused on civil and environmental engineering problems.

CE EN 514

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 414 & CE EN 270
Taught	Winter
Programs	Containing CE EN 514

Course Outcomes

Please contact the individual department for outcome information.

Top

Seismic-Resistant Steel Buildings

Background and development of UBC seismic provisions; design of ductile braced frames and steel moment resisting frames; design of diaphragms and collectors.

CE EN 521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 421; or equivalent.
Taught	Fall
Programs	Containing CE EN 521

Course Outcomes

Lateral Load Paths

1. Students will understand lateral load paths in buildings and be able to compute forces in diaphragms, collectors, and frames.

Theory and Design

2. Students will understand the theory behind modern seismic provisions for buildings.

Frame Design

3. Students will be able to appropriately size and detail members in special moment resisting frames (SMRFs), special concentrically braced frames (SCBFs), and buckling-restrained braced frames (BRBFs).

Analysis Tools

4. Students will know how to use modern analysis tools to analyze buildings under earthquake loading.

Top

(CE En-Me En) Aircraft Structures

Requirements, objectives, loads, materials, and tools for design of airframe structures; static behavior of thin-wall structures; durability and damage tolerance; certification and testing. Airframe component team design project.

CE EN
523

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 304 & CE EN 321; or CE EN 304 & ME EN 372; or ME EN 250 & CE EN 321; CE En 304 or Me En 250. CE En 321 or Me En 372.
Taught	Winter
Programs	Containing CE EN 523

Course Outcomes

Aircraft Design Approaches

Students will understand and be able to apply industry philosophies and critical criteria that drive the design and govern the certification of aircraft structures.

Analysis of Aircraft Structural Elements

Students will be able to analyze the in-plane (compression, shear, stability) and out-of-plane (bending, torsion, transverse shear) behavior (stresses, deflections, margins of safety) of structural elements (beams, columns, thin plates, open and closed sections, etc.) prevalent in aircraft.

Certification of Aircraft Structures

Students will understand important issues required for certification of aircraft structures (regulations, loads, fatigue, damage tolerance).

Top

Bridge Structures

Design of composite, continuous beam, and girder bridges, including piers, abutments, floor systems, and bearings; field trips to observe bridge construction and fabrication.

CE EN 525

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 421 & CE EN 424; or equivalent.
Taught	Fall
Programs	Containing CE EN 525

Course Outcomes

History

Explain the world's history of bridges.

Surface Transportation

Explain the USA's surface transportation law.

Federal Code

Explain the USA's Code of Federal Regulations applicability to bridges.

Design Philosophy

Explain the USA's bridge design philosophy.

Design Specification

Explain the USA's bridge design specifications.

Load Distribution

Explain the loads that a bridge sustains and how they are distributed.

Bridge Elements

Explain the elements of a bridge and how they are constructed.

Innovation

Explain current innovation in bridge design and construction.

Contract Documents

Read and understand bridge project contract documents including plans, specifications, and estimates.

Structure Design

Design a bridge's structure type, width, span, and vertical clearance.

Deck Design

Design a bridge's reinforced concrete deck.

Prestressed Concrete Girder Design

Design a bridge's prestressed conrete girders.

Steel Plate Girder Design

Design a bridge's welded-steel plate girders.

Top

Masonry Design

Introduction to analysis, design, and construction of masonry structures. Compressive, tensile, flexural, and shear behavior of masonry structural components.

CE EN 528

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	CE EN 424; or equivalent.
Taught	Winter
Programs	Containing CE EN 528

Course Outcomes

LO 1. Beams

- Be able to design masonry beams subjected to transverse loading

LO 2. Columns, Piers, and Walls

- Be able to design masonry columns, piers, and walls for axial and flexural loading

LO 3. Connections

- Be able to specify anchorage requirements and design bolt connections

LO 4. TMS 402 & TMS 602

- Have a working familiarity with the building code requirements (TMS 402) and specifications (TMS 602) for masonry structures

↑Top

Timber Design

Timber species, composition, and grades; design of beams, straight and tapered glue-lam girders, columns, connections, trusses, shear walls, and structural systems.

CE EN 529

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 304 & CE EN 321 & CE EN 421; or equivalents.
Taught	Fall
Programs	Containing CE EN 529

Course Outcomes

Beams

Be able to design timber beams subjected to transverse loading

Tension and Compression Members

Be able to design timber tension and compression members subjected to axial and flexural loading

Diaphragms

Be able to design vertical and horizontal diaphragms subjected to in plane and out of plane loading

Connections

Be able to design simple connections

NDS

Have a working familiarity with the National Design Specification for Wood Construction

↑Top

Principles of Hydrologic Modeling

Advanced hydrologic and hydraulic principles with an emphasis on modeling for the purpose of planning and designing draining, flood control, and other water resource facilities.

CE EN 531

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 431; or equivalent.
Taught	Fall
Programs	Containing CE EN 531

Course Outcomes

Applied Hydrology

Apply fundamental principles of hydrology in hydrologic and hydraulic models

Model Formulation

Know how to apply different hydrologic modeling formulation to solve design and analysis problems

Data Resources

Know where to find digital and other data resources required for hydrologic model development

Modeling Limitations

Understand the limitations and uses of traditional lumped parameter models as well as more advanced physics based models

Communicating Model Results

Interpret and describe hydrologic modeling results in written reports

Teamwork

Work together with teammates to develop hydrologic models

Modern Hydrologic Modeling Tools

Learn modern engineering software tools like the Watershed Modeling System (WMS) that process digital data and prepare model inputs

Top

Hydroinformatics

Principles of hardware and software systems for water and climate data collection, storage, sharing, interpretation, analysis, and modeling.

CE EN 534

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 414 & CE EN 431
Taught	Fall even years
Programs	Containing CE EN 534

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Hydraulic Design of Channels and Control Structures

Design of water conveyance channels and control structures, including siphons, chutes, weirs, flumes, dams, spillways, and outlet works.

CE EN 535

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 433; or equivalent.
Taught	Winter
Programs	Containing CE EN 535

Course Outcomes

Problem Solving

Students will be able to solve problems requiring fundamental and more advanced mathematical theories.

Project Planning

Students will be able to design basic hydraulic structures including cost estimates and environmental impacts.

Articulating Results

Students will prepare professional-level quality reports.

Top

Geo-Environmental Engineering

Hazardous waste statutes and regulations; introduction to hazardous waste treatment, storage, disposal, and monitoring techniques. Geotechnical aspects of environmental engineering. Topics include municipal and hazardous solid waste landfill design and characterization and remediation techniques for contaminated soil and groundwater.

CE EN 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 341 & CE EN 451; or equivalents. CE En 471A or 471 B or concurrent enrollment or instructor's consent.
Taught	Fall
Programs	Containing CE EN 540

Course Outcomes

Design

Be able to produce a preliminary design of a landfill. This inlcudes understanding regulations, chemical fate and transport, geotechnical design methods, and project planning issues.

Communication

Be able to communicate the design and design decisions to a non-specialist but technical audiance. This will include communicating the reasons for basic assumptions and why they were made.

↑Top

Seepage and Slope Stability Analysis

Seepage and slope stability analysis of earth dams, levees, excavations, embankments, and natural slopes; construction dewatering, numerical methods, shear strength of soils, limit equilibrium method.

CE EN 544

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 341; or equivalent.
Taught	Winter
Programs	Containing CE EN 544

Course Outcomes

Darcy's Law

Be able to apply Darcy's law to solve basic problems related to flow through porous media.

Groundwater Flow

Understand the governing equations for 2D and 3D groundwater flow, including what simplifying assumptions are used in the derivation of the equations.

Flow Nets

Be able to create and interpret graphical solutions (flow nets) to the governing equations.

Well Equations

Be able to apply analytical solutions to the governing equations, including well equations.

Construction Dewatering

Be able to apply analytical solutions to construction dewatering problems.

Finite Difference Analysis

Understand the finite difference solution and be able to create finite difference solutions in Excel.

Finite Element Equations

Understand how the finite element method works and how the finite element equations are formulated.

Software Application

Be able to apply finite element software to solve complex seepage analysis problems.

Limit Equilibrium Method

Understand the basic concepts of the limit equilibrium method of slope stability.

Slope Stability Application

Be able to apply slope stability charts for simple problems.

Slope Stability Software Application

Be able to apply slope stability software (such as UTEXAS) for common slope stablility problems.

Special Case Analysis

Be able to solve special cases of slope stability including, reinforced slopes, rapid drawdown, and seismic conditions.

Top

Geotechnical Analysis of Earthquake Phenomena

Earthquake magnitude and intensity; design ground motions, elementary dynamics of structures; response spectra; building code provisions; liquefaction and ground failure.

CE EN 545

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 321 & CE EN 341; or equivalents.
Taught	Winter
Programs	Containing CE EN 545

Course Outcomes

Understand Earthquakes

1. Understand the origin of earthquakes and the nature of seismic waves; characterize faults and seismic sources; quantify the "size" of an earthquake in terms of magnitude and intensity; quantify earthquake ground motions in terms of engineering parameters.

Attenuation Relationships

2. Use attenuation relationships to predict ground motions; perform deterministic and probabilistic seismic hazard analyses

Dynamic Response SDOF Structures

3. Determine the dynamic response of single-degree-of-freedom structures subject to base shaking; understand, develop and apply response spectra

Site Response Analysis

4. Perform site response analyses; understand the effect of different soil types on ground response and damping

Seismic Codes

5. Understand the philosophy and general seismic design provisions found in design codes developed/distributed as part of the National Earthquake Hazard Reduction Program (NEHRP) and the International Building Code (IBC)

Liquefaction and Ground Failure

6. Understand the mechanism associated with liquefaction and ground failure; perform liquefaction triggering, lateral spread, and settlement analyses.

Seismic Slope Stability

7. Evaluate seismic slope stability and deformation; estimate seismic earth pressures

Top

Groundwater Modeling

Computer simulation of groundwater flow systems; modeling theory, numerical methods, data management, boundary conditions, calibration, and stochastic analysis.

CE EN 547

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 341; or equivalent.
Taught	Fall
Programs	Containing CE EN 547

Course Outcomes

Darcy's Law

Be able to apply Darcy's law to solve basic problems related to flow through porous media.

Groundwater Flow Equations

Understand the governing equations for 2D and 3D groundwater flow, including what simplifying assumptions are used in the derivation of the equations.

Conceptual Modeling

Be able to develop conceptual models of groundwater flow systems, including properly formulated boundary conditions.

MODFLOW Background

Understand the basic structure and organization of the MODFLOW model.

MODFLOW Input

Be able to select the appropriate MODFLOW packages for a particular problem and develop the package input.

MODFLOW Problem Solving

Understand issues related to MODFLOW solvers and be able to solve common instability issues.

MODFLOW GIS Application

Be able to apply GIS data to develop regional groundwater simulations with MODFLOW.

Model Calibration

Be able to calibrate groundwater models using both manual approaches and automated tools such as the PEST code.

Flow Direction Analysis

Be able to analyze flow directions using particle tracking.

Stochastic Simulation

Be able to perform stochastic simulations and analyze uncertainty.

Transient Simulation

Be able to perform transient simulations.

Groundwater in ArcGIS

Be able to do basic groundwater analysis tasks in ArcGIS.

Top

Water Treatment Facilities Design

Evaluation, selection, and design of water treatment facilities.

CE EN 551

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 451; or equivalent.
Taught	Fall
Programs	Containing CE EN 551

Course Outcomes

Understand

Understand the concepts and theories governing water treatment unit operation and process design and operation

Design

Design water treatment unit operations and processes

Experiments

Setup, perform, and evaluate experiments necessary to design water treatment processes

Communicate

Communicate effectively through the preparation of reports and technical papers.

Read

Read and understand water treatment related technical literature

Top

Environmental Chemistry

Chemical theory and calculation supporting analysis of major organic and inorganic constituents in environmental engineering, focusing on theoretical understanding of the chemical processes.

CE EN 555

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	CE EN 351; or equivalent.
Taught	Fall
Programs	Containing CE EN 555

Course Outcomes

Phyical Chemistry

Understand and solve basic physical chemistry problems involving ReDox, Gas Law, and actvity.

Equilibrium

Be able to setup and solve the mathmatical formulations of equilibrium concepts for dilute aquatic systems

Computer Programs

Understand the basic concepts and be able to setup problems to use standard chemical speciation programs for dilute aquatic solutions.

Field Sampling and Analysis

Be exposed to and experiance field sampling and analysis methods. Be able to communicate the results and analysis.

↑Top

Traffic Engineering: Characteristics and Operations

Traffic stream characteristics, traffic flow theory, traffic control devices, capacity and level of service, warrants, signal timing and optimization, signal coordination.

CE EN
562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 361; or equivalent.
Taught	Fall
Programs	Containing CE EN 562

Course Outcomes

Introduction to Traffic Control Devices

1 (o) An understanding of types of traffic control devices and their meanings and the importance of communication between traffic engineer and driver.

Traffic Stream Characteristics

2 (o) An understanding three fundamental traffic flow characteristics (speed, density and flow rate) and the relationships among them.

Statistical Applications in Traffic Engineering

3 (b) An ability to conduct descriptive statistics on traffic flow characteristics data and to conduct a means test on two samples or conduct a chi-square test to evaluate a hypothesis on an underlying distribution.

Traffic Date Collection and Reduction

4 (o) An ability to measure in the field, or at a remote station, and reduce raw traffic flow characteristics data for subsequent statistical analyses or modeling.

Volume Studies and Characteristics

5 (b) An ability to conduct different types of volume studies and analyze their characteristics such as peaking and seasonal changes and an ability to estimate demand for and capacity of the facility under study.

Speed, Travel Time, and Delay Studies

6 (b) An understanding of the difference between space mean speed and time mean speed and ability to conduct speed, travel time, and signalized intersection delay studies study.

Highway Traffic Safety Studies and Analysis

7 (o) An understanding of the importance of safety on highways and of the way highway crash data are collected and stored for statistical analyses and an ability to analyze crash data to identify statistically “hot spots” that require further evaluations and to conduct statistical analyses to evaluate the effectiveness of crash countermeasures on reduction of crashes.

Fundamental Concepts for Uninterrupted Flow

8 (c) An understanding of basic concepts of capacity and level of service used for analyzing the performance of uninterrupted flow highway facilities.

Basic Freeway Segments and Multilane Highways

9 (c) An ability to conduct capacity and level of service analysis for basic freeway and multilane highways, both manually and using the Highway Capacity Software and to evaluate the performance of such segments and determine possible improvements required for maintaining or improving the conditions of such segments.

Weaving, Merging, and Diverging Facilities

10 (c) An understanding of the concepts of capacity and level of service for complex ramp area traffic flow and an ability to conduct capacity and level of service analysis for such facilities both manually and using the Highway Capacity Software.

Signing and Marking for Highways

11 (o) An understanding of the functions of signing and marking and their use on freeways and rural highways.

Hierarchy of Intersection Control

12 (c) An understanding of the hierarchy of intersection control (Basic rules of the road, Yield and stop control, and Signals) and an ability to perform a signal warrant analysis using the method found in the MUTCD.

Basic Principles of Intersection Sginalization

13 (c) An understanding of basic principles of intersection signalization including: Discharge headways, saturation flow rates, and lost times; Allocation of time and the critical-lane concept; The concept of left-turn equivalency; and Delay as a measure of service quality, and an ability to determine these values given data of prevailing conditions.

Fundamental of Signal Timing and Design: Fixed-Time Signals

14 (c) An understanding of the key steps involved in signal design and timing including: Development of a safe and effective phase plan and sequence; Determination of vehicular signal needs; and Determination of pedestrian signal needs, and an ability to going through these steps to design and timing of pretimed signals.

Fundamentals of Signal Timing: Actuated Signals

15 (c) An understanding of the fundamental concept of actuated signals and the mechanism of changing green time allocation to all approaches depending on approach traffic demand and an ability to design phase sequences and timing signal indications manually and using signal timing software programs.

Analysis of Sginalized Intersections

16 (c) An understanding of the concept of analyzing capacity and level of service using the models presented in the Highway Capacity Manual 2010 and an ability to carry out the computations presented in the HCM manually and using the Highway Capacity Software 2010.

Signal Coordination for Arterials and Networks: Unsaturated

17 (h) An understanding of the concept of coordinating multiple signals on arterials and in a network by manipulating offsets of signals and an ability to determine optimal offsets, optimal phase sequence, and optimal green time allocation and an ability to coordinate multiple signals on arterials manually (simples systems) and using a signal optimization software program.

Communication

18 (g) An ability to express technical ideas in a written format and an ability to compose professional documents in a clear, concise, and effective manner

↑Top

Pavement Design

Design, construction, evaluation, maintenance, and rehabilitation of flexible and rigid pavements; influence of traffic and environmental factors; mechanistic analysis of pavement structures using computer software.

CE EN 563

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 306 & CE EN 341 & CE EN 361
Taught	Fall
Programs	Containing CE EN 563

Course Outcomes

Pavement Performance

Understand concepts of pavement performance

Traffic Loads

Characterize traffic loads for pavement design and analysis

Strength and Durability

Characterize strength and durability of pavement materials

Climate Factors

Understand and account for climatic factors in pavement design and analysis

Construction Procedures

Understand pavement construction procedures

Standard Design

Design flexible and rigid pavements using standard methods

Pavement Deterioration

Understand mechanisms of pavement deterioration and identify distress types

Pavement Condition Assessment

Provide pavement condition assessments

Pavement Preservation

Recommend pavement preservation techniques

Mechanistic Analysis

Conduct mechanistic analyses of pavement structures using computer software

Top

Urban Transportation Planning

Urban transportation planning and decision making, intermodal transportation, land-use transportation interrelationships, transportation demand modeling, site impact analysis, sustainable transportation; livable cities.

CE EN 565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 361; or instructor's consent.
Taught	Fall
Programs	Containing CE EN 565

Course Outcomes

Transportation Demand Forecasting

Understand the four steps of urban transportation demand forecasting including: 1) trip generation, 2) trip distribution, 3) mode choice, and 4) trip assignment.

Planning

Understand the difference between "urban transportation planning" and "site planning."

Travel Demand Management

Be familiar with travel demand management (TDM) measures.

Livability

Read selected chapters from *Transportation for Livable Cities* and become familiar with issues affecting the direction of our transportation system.

Communication

Communicate transportation planning ideas effectively and write a technical paper on a transportation planning topic.

Modeling

Learn the travel demand forecasting process using the Cube software.

↑Top

(CE En-Me En) Computer-Aided Engineering Software Development

Programming methods for the development of engineering software. Data structures, architecture, libraries, and graphical user interfaces, with applications to CAD systems.

CE EN 570

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Me En 373 or C programming.
Taught	Fall
Programs	Containing CE EN 570

Course Outcomes

Complex Algorithms

Ability to develop complex algorithms.

Algorithm Conversion

Ability to convert algorithms into a commonly used computer language.

Scientific Visualizations

Ability to create interactive scientific visualizations of complex data.

Graphical User Interfaces

Ability to create graphical user interfaces that facilitate ease of use.

Top

Computer-Aided Geometric Design

Mathematical theory of free-form curves and surfaces and solid geometric modeling. Bezier and B-spline curve and surface theory, parametric and implicit forms, intersection algorithms, topics in computer algebra, and free-form deformation. Several programming projects.

CE EN
572

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Proficiency in C programming.
Taught	
Programs	Containing CE EN 572

Course Outcomes

Bezier Curves

Understand the theory, properties, and algorithms for Bezier curves: de Casteljau algorithm, degree elevation, hodographs, curve intersection algorithms, convex hull property, variationa diminishing property, rational Bezier curves, explicit Bezier curves.

Bezier Curves

Understand the theory, properties, and algorithms for Bezier curves: de Casteljau algorithm, degree elevation, hodographs, curve intersection algorithms, convex hull property, variationa diminishing property, rational Bezier curves, explicit Bezier curves.

Bezier Curves

Understand the theory, properties, and algorithms for Bezier curves: de Casteljau algorithm, degree elevation, hodographs, curve intersection algorithms, convex hull property, variationa diminishing property, rational Bezier curves, explicit Bezier curves.

B-Spline Curves

Understand polar form, the de Boor algorithm, the Boehm algorithm, knot intervals.

B-Spline Curves

Understand polar form, the de Boor algorithm, the Boehm algorithm, knot intervals.

B-Spline Curves

Understand polar form, the de Boor algorithm, the Boehm algorithm, knot intervals.

Tensor Product Surfaces

Understand tensor product Bezier and B-Spline surfaces, including the de Casteljau algorithm, partial derivatives, parametric continuity, tesselation.

Tensor Product Surfaces

Understand tensor product Bezier and B-Spline surfaces, including the de Casteljau algorithm, partial derivatives, parametric continuity, tesselation.

↑Top

(CE En-Me En) Optimization Techniques in Engineering

Application of computational optimization techniques to constrained engineering design. Theory and application of gradient-based and gradient-free algorithms for unconstrained and constrained nonlinear problems. Robust design methods.

CE EN 575

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 302; or MATH 313; C, C++, or similar computer language.
Taught	Winter
Programs	Containing CE EN 575

Course Outcomes

Define and Use Optimization Terminology and Concepts

Define and use optimization terminology and concepts, and understand how to classify an optimization problem.

Application of Optimization Methods to Engineering Problems

Apply optimization methods to engineering problems, including developing a model, defining an optimization problem, applying optimization methods, exploring the solution, and interpreting results. Students will demonstrate the ability to choose and justify optimization techniques that are appropriate for solving realistic engineering problems.

Unconstrained Optimization Theory for Continuous Problems

Understand and apply unconstrained optimization theory for continuous problems, including the necessary and sufficient optimality conditions and algorithms such as: steepest descent, Newton's method, conjugate gradient, and quasi-Newton methods.

Computing Derivatives for Gradient-based Optimization

Understand and apply methods for computing derivatives such as: finite differencing, symbolic differentiation, complex step, algorithmic differentiation, and analytic methods (direct and adjoint).

Gradient-free and Discrete Optimization Algorithms

Understand and apply gradient-free and discrete optimization algorithms such as: genetic algorithms, particle swarm optimization, branch and bound, exhaustive search, and simulated annealing.

Constrained Optimization Theory for Continuous Problems

Understand and apply constrained optimization theory for continuous problems, including the Karush-Kuhn-Tucker conditions and algorithms such as: generalized reduced gradient, sequential quadratic programming, and interior-point methods.

Determining a Robust Design

Apply optimization techniques to determine a robust design.

Optimization Software

Be able to implement basic optimization algorithms in a computational setting and apply existing optimization software packages to solve engineering problems.

Top

Selected Problems in Civil and Environmental Engineering

CE EN 594R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing CE EN 594R

Course Outcomes

Please contact the individual department for outcome information.

Top

Language Study: Cebuano

Survival-level conversation, reading, listening, and culture skills in the target language.

CEBU 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Cebuano

Beginning speaking, listening, reading, and writing skills.

CEBU 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Cebuano

Vocabulary, grammar, listening, speaking, reading, writing, and culture

CEBU 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CEBU 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Cebuano

Intermediate speaking, listening, reading, and writing skills.

CEBU 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CEBU 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Cebuano

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

CEBU
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CEBU 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing CEBU 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Cebuano

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

CEBU 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Cebuano

Systematic review of grammar and syntax of target language.

CEBU 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CEBU 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Cebuano

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

CEBU 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Cebu 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing CEBU 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Cebuano

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

CEBU 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CEBU 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Cebuano

Concentration on target-language and target-culture issues for specific careers.

CEBU 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CEBU 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Introduction to Construction and Facilities Management

Introduction to construction and facilities management including BIM, estimating, scheduling, and construction calculation methods.

CFM 105

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter
Programs	Containing CFM 105

Course Outcomes

Know the Major

Understand the scope of the Construction and Facilities Management major.

Understanding Documents

Ability to read and understand construction documents (Plans and specs).

Modeling

Understand Building Information Modeling.

Mathematics

Ability to perform basic construction math.

Construction Projects

Understand the process of design, estimating, scheduling and site selection of a project.

Assessment

The assessments for the above course outcomes are performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Fundamentals of Facility and Property Management

Overview of the profession of facility and property managaement, including space regulations, finance, project management, and other current practices.

CFM
110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing CFM 110

Course Outcomes

FPM 110: Fundamentals of Facility and Property Management.

Description: Overview of the profession of facility and property management, including space regulations, finance, project management, and other current practices.
Learning Outcomes of the course:
At the conclusion of the course the student will:

- Understand the basic competencies of facility and property management
- Demonstrate the ability to perform space planning
- Understand the 15 basic professional practices of the FPM discipline
  - Personal FPM Skills
  - FPM Industry Competencies and Certifications
  - Space Planning and Programming
  - Construction Project Management
  - Building Systems and Infrastructure
  - Operations and Maintenance
  - Energy Management
  - Sustainability
  - Safety, Security and Disaster Recovery
  - Regulatory Compliance
  - Leadership and Administration
  - Finance and Funding
  - Real Estate and Property
  - Event Marketing and Management
  - FPM Technologies
- Demonstrate the practical applications of basic FPM competencies.

Assessment of the above learning outcomes is performed through instructor analysis of homework, labs, exams, classroom observations, student feedback, and course evaluations.

Top

Construction Modeling

Developing architectural plans using Building Information Modeling; floor, foundation, plot, elevations, sections, and details. Renderings and other advanced modeling techniques.

CFM 155

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CFM 105
Note	Fee.
Taught	Fall, Winter
Programs	Containing CFM 155

Course Outcomes

BIM

Understand the dynamics of Building Information Modeling (BIM).

Building Life Cycle

Understand the building life cycle and construction terminology, processes, and methods.

Differentiate areas of Construction Management

Differentiate among various aspects of construction management, including estimating, scheduling, project management, and A/E relationships and responsibilities.

Assessment

Evaluated in Homework, Testing, Lab Exercises, Group Projects, Instructor Review and Feedback.

Top

Technical Internship

Cooperative education and related technical on-the-job work experience.

CFM 199R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing CFM 199R

Course Outcomes

Professional Experiences

Student acquires professional experiences in construction management or construction relates on-the job work experience.

Professional Communication

Student demonstrates professional communication skills (report)

Applying Experience to Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Top

Light Structural Systems

Light structural construction using wood and metal framing systems.

CFM 210

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing CFM 210

Course Outcomes

Structural Systems

Understand fundamentals of structural systems.

Communication

Develop the ability to communicate orally and graphically.

Terminology

Understand terminology, installation procedures for steel, concrete and wood structural framing members.

Codes and Requirements for Framing Systems

Ability to identify applicable building codes and requirements as they pertain to structural framing systems.

Construction Documents

Understand structural construction drawings, notes, schedules, specifications and details.

Assessment

Evaluated in Homework, Testing, Lab Exercises, Group Projects, Instructor Review and Feedback.

Top

Construction Surveying and Layout

Construction surveying and layout using traditional as well as advanced tools and techniques. Hands on training with construction survey tools including: hand tools, leveling instruments, total stations, robotic total stations, global positioning systems, and developing surveying technologies.

CFM 213

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	MATH 111
Taught	Fall, Spring
Programs	Containing CFM 213

Course Outcomes

Please contact the individual department for outcome information.

Top

Concrete, Masonry, and Asphalt

Managing concrete, masonry, and asphalt construction including estimating, controls, quality, and safety.

CFM 217

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing CFM 217

Course Outcomes

Building Layout & Calculations

Ability to layout a building and perform the elevation calculations.

Concrete & Mansonry on Projects

Understand how to manage concrete and masonry operations on a project site.

Quality

Understand the process and placement to achieve high quality.

Concrete & Mix Design

Understand the properties of concrete and mix design.

Masonry Constructions

Understand the properties of masonry construction.

Weather and Concrete

Understand weather considerations for concrete and masonry operations.

Assessment

Evaluated in Homework, Testing, Lab Exercises, Group Projects, Instructor Review and Feedback.

↑Top

Electrical Systems in Construction

Developing a basic understanding of electrical construction and associated codes to effectively communicate and problem solve with electrical contractors and inspect their work.

CFM 241

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing CFM 241

Course Outcomes

Electrical Construction

Understand electrical construction and components to effectively manage the work force, and lead coordination with other trades.

Electrical Components

Ability to identify electrical components.

National Electrical Code

A basic understanding of the National Electrical Code, standards, and safety practices of the industry.

Quality

Ability to install and understand the process of quality electrical and control systems.

Assessment

Assessment of the above stated learning outcomes will be performed through instructor analysis of exams, quizzes, assignments, student feedback, and course evaluations.

Top

Undergraduate Seminar

Topics or issues in Construction and Facilities Management are presented and discussed.

CFM 291R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required each semester for undergraduate majors who are not enrolled in 491R. School lecture series attendance required.
Taught	Fall, Winter
Programs	Containing CFM 291R

Course Outcomes

Options of Construction Management

Help students evaluate the skills needed and opportunities available in different disciplines of the construction industry.

Student Camaraderie

Involve students in Construction Management program activities and increase camaraderie.

Responsibilites

Develop an understanding of the students' responsibilities to family, church and community.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

↑Top

Structures and Strength of Materials Fundamentals

Structural mechanics and strength of materials for soils, woods, concrete, and steel applied to practical construction situations.

CFM 302

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 105
Taught	Winter
Programs	Containing CFM 302

Course Outcomes

Safety & Structural Principles

Understand structural principles such that construction activities are safely performed.

Material Properties

Understand general properties of materials used in structures' design and construction.

Problem Solving

Analyze and solve problems associated with structural systems.

Technical Terminology

Understand the technical terminology inherent with structural design and construction.

Loading Conditions

Understand general loading conditions that are inherent in structures.

Failure Mechanisms

Understanding failure mechanisms associated with structural beams, columns and connections.

↑Top

Estimating Processes and Spreadsheets

Compiling, organizing, and analyzing all the items that influence and contribute to total cost of construction projects emphasizing managing quality control procedures and inspection of finish work. Maximizing estimating effectiveness and efficiency through computer integration.

CFM
311

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	CFM 105 & CFM 210
Taught	Fall, Winter, Summer
Programs	Containing CFM 311

Course Outcomes

Estimating

Understand the estimating processes and methods of quantity take-offs.

Materials & Processes

Become more familiar with the materials and processes of construction.

Detail

Understand the importance of accuracy, organization, and attention to detail.

Drawings & Specifications

Understand construction drawings and specifications as they pertain to quantity take-offs and specifically to construction finishes.

Quality

Understand and recognize quality work in construction finishes.

Surveys

Ability to perform and document quantity surveys and price them accurately and quickly.

Spreadsheets

Apply computerized spreadsheet applications to estimating.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

↑Top

Capstone 2 - Competition

Final preparations for student competitions.

CFM 317R

Hours	1.0 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	CFM 105
Taught	Fall, Spring
Programs	Containing CFM 317R

Course Outcomes

Problem Solving

Identify problems in "real-world" construction scenarios.

Presentation Skills

Apply presentation skills.

Competition Preparation

Preparing for specific competitions.

Top

Capstone 2 - International

The culmination and application of core construction management curriculum. Project teams design, analyze, manage, and construct an international project.

CFM 318R

Hours	1.0 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	CFM 105
Taught	Winter Term 1
Programs	Containing CFM 318R

Course Outcomes

Analysis

Analysis of construction practices in labor-intensive markets.

International Cooperation

Present US construction practices in an international audience.

Research and Knowledge

Research and adding to body of knowlege for both universities and people.

Top

Mechanical Systems

Basic plumbing and HVAC principles, materials; installation and application methods. Systems sizing and design, heat loss/gain calculations, and payback analysis. Managing the plumbing and HVAC trades.

CFM 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing CFM 320

Course Outcomes

Mechanical Systems

Understand codes, regulations, and management of mechanical systems.

Plumbing Materials

Understand plumbing materials.

Drainage

Understand the design of sanitary, drainage, vent, and storm-water drainage systems.

Piping

Understand the design of water supply piping.

Fixtures

Understand plumbing fixtures.

Testing & Inspecting

Understand testing & inspecting plumbing systems.

HVAC

Understand HVAC materials and system design.

Heating & Cooling

Understand forced air and hydronic heating and cooling system.

Control Systems

Understand control systems.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

↑Top

Advanced Mechanical, Electrical, and Plumbing Systems

Understanding and managing large MEP systems; utility infrastructure planning and development, performing system assessments; performing energy, sustainability, and retro-commissioning cost-benefit analysis; understanding system outputs, metering, and costs; code compliance and problem solving.

CFM
330

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	CFM 241 & CFM 320
Taught	Fall
Programs	Containing CFM 330

Course Outcomes

MEP Systems

Understand the uniqueness of managing large MEP systems

Utility Infrastructure

Be able to identify components and functions of large MEP systems

System Assessments

Be able to describe MEP system outputs, metering and costs

Cost Analysis

Perform large MEP retro-commissioning cost-benefit analysis

Utility Infrastructure

Be able to plan and develop utility infrastructure

Condition System Assessment

Be able to perform condition system assessments

Problem Solving

Be able to solve MEP problems at the management level

Safety

Understand code compliance

Top

Construction Equipment and Soils Mechanics

Basic soil mechanics and subsurface construction theory and practice for foundations of building and engineered facilities. Underpinning, piling, dry and wet excavating, dewatering, cofferdams, caissons, and spread and strip foundations. Lecture, field trips.

CFM
335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Spring
Programs	Containing CFM 335

Course Outcomes

Soil

Understand basic soil properties, behavior and testing.

Earthwork Construction

Ability to determine quantity and costs associated with earthwork construction.

Equipment

Understand the various types and uses of construction equipment.

Productivity

Ability to develop the productivity rates and costs of equipment.

History & Ethics

Understand the history and ethics of civil construction.

Civil Construction

Understand and manage civil construction.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Operations and Maintenance

Acquisition, operation, maintenance, and disposal of building systems, structures, permanent interiors, furniture, and equipment; grounds and other exterior elements.

CFM 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CFM 330
Taught	Winter
Programs	Containing CFM 340

Course Outcomes

Operations & Maintenance

- Gain a comprehension of:
    - energy management
    - maintaining building interior a exterior structures and systems
    - maintaining grounds
    - facility management of communication systems
    - establishing and implementing standards, practices, policies and procedures
    - custodial services, waste management and recycling.
- Apply and analyze knowledge in:
    - maintenance management
    - cost control
    - diagnostics, performance and needs assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Construction Safety Management

Safety requirements and responsibilities in construction; cost and impact of accidents; accident investigation; safety inspection; hazards analysis; substance abuse; record keeping.

CFM 345

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Spring
Programs	Containing CFM 345

Course Outcomes

Safety

Understand how to create and manage an effective safety program in a construction company.

OSHA

Ability to navigate OSHA’s 1926 document.

Safety Risks

Ability to identify safety risks on jobsites.

EMR & Insurance

Understand experience modification rates (EMR) and worker's compensation insurance premiums.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

↑Top

International Construction Practices

Interacting with international construction professional, including construction terminology, plan reading, metric measurements, estimating, scheduling, and project management practices.

CFM 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CFM 105
Taught	Fall

Course Outcomes

Ethics

Enhance ethical construction management skills.

International Codes

Understand the importance of and be able to apply proper building codes in an international setting.

International Construction Methods

Understand international construction methods, materials, and challenges.

International Drawings & Specifications

Ability to work with international structural drawings and specifications.

Safety in an International Setting

Understand and implement safety principles and practices in an international setting.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Construction Contracts and Law

Contractual obligations defined, including agency, contract interpretation, performance and liability issues, breach and termination, judicial remedy, and arbitration as applied to the construction industry. Overview of municipal zoning ordinances and codes.

CFM 385

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 316; or M COM 320
Taught	Fall, Winter, Spring
Programs	Containing CFM 385

Course Outcomes

Respect for the Legal System

Understand and gain respect for legal systems in the United States.

Differences in Law

Recognize differences between statutory and common law.

Legal Pitfalls

Recognize, in advance, common legal pitfalls of the construction industry and become familiar with how to avoid them.

Municipalities

Understand how local municipalities are organized and how they regulate development and construction activities through codes and ordinances.

Contracts

Become familiar with construction contracts and responsibilities of contracting parties.

Construction Law

Identify legal issues in construction based on common law and statutory law and understand construction contractions.

Assessment

Assessment of these learning outcomes is completed by having students read selected materials, including cases and texts; by having students attend courtroom proceedings and municipal meetings; by having students complete several research papers; and by having students evaluated throughout the semester with quizzes and exams.

↑Top

Capstone Internship

Cooperative education and related facility and property management on-the-job work experience. Project report required for IFMA Facility Management Professional (FMP) designation.

CFM 399R

Hours	1.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	CFM 110; instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CFM 399R

Course Outcomes

Differences in Law

Apply computerized spreadsheet applications to estimating.

Top

Managing High Performance Buildings

Evolving technologies, energy performance, codes, safety, and financial expectations for high performance buildings. Prepare capital and operating budgets with a focus on Total Cost of Ownership financial modeling.

CFM 400

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200 & CFM 320 & ENGL 316; or ACC 200 & CFM 320 & M COM 320
Taught	Winter
Programs	Containing CFM 400

Course Outcomes

Management

By the end of this course students will have developed and improved their ability to manage high performance buildings.

Top

Pre-Construction Services

Managing preconstruction services including: Building Information Modeling (BIM), competitive bidding strategies, bid analysis, document management, site work, quantity takeoff, and cost estimation.

CFM 411

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	CFM 155 & ENGL 316; or CFM 155 & M COM 320
Taught	Fall, Winter, Spring
Programs	Containing CFM 411

Course Outcomes

Pre-Construction

Ability to influence a project's design based upon cost, constructability, and sequencing of processes.

Technology

Ability to use cutting-edge technologies in the preconstruction process.

Quantity Takeoffs

Ability to perform accurate quantity takeoffs using construction drawings and specifications.

Analyze

Ability to analyze subcontractor bids and understand the scopes of work.

Ethics

Understand ethical issues in estimating.

Estimating

Ability to estimate from building information model.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Construction Scheduling and Cost Control

Planning, scheduling, and monitoring construction projects, including development of critical path networks (CPM and PERT), Gannt bar charts, construction cost control, and reporting practices.

CFM 412

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CFM 311 & ENGL 316; or CFM 311 & M COM 320
Taught	Fall, Winter
Programs	Containing CFM 412

Course Outcomes

Scheduling

Ability to schedule and control residential, commercial, industrial, manufacturing, or engineering projects.

Critical Path Scheduling

Understand the critical path method of scheduling.

Create Correct Documents

Ability to create check sheets; linear or line of balance schedules; bar charts; short interval schedules; critical path networks.

Floats

Ability to identify types of float, and the use of float to manage projects.

Manpower & Cost Loading

Ability to correlate manpower and cost loading to schedule.

S Curves & Histograms

Ability to control and accurately report project progress using progress S curves and histograms.

Computers

Ability to use computers in scheduling construction projects.

Ethics

Understand ethical issues relating to construction scheduling.

Assessment

Assessment of the above stated learning outcomes will be performed through instructor analysis of exams, quizzes, assignments, student feedback, and course evaluations.

Top

Construction Project Management and Control

Managing and controlling construction projects. Planning, startup procedures, inspections, progress measurements, field reports, change order and submittal processing, equipment management, and project closeout.

CFM 415

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CFM 311 & ENGL 316; or CFM 311 & M COM 320
Taught	Fall, Winter
Programs	Containing CFM 415

Course Outcomes

Time & Planning Management

Ability to manage planning and time on a project.

Cost Flows

Understand basic cost flows and project budget.

Leadership

Understand principles of effective leadership.

Delivery Methods

Understand different project delivery methods.

Team Dynamics

Understand project team dynamics and appraisals.

Subcontracts

Understand how to properly manage subcontracts and subcontractor relationships.

Purchasing & Buyout

Understand purchasing and buyout processes.

Labor Issues

Understand labor relation issues.

Computers & Software

Ability to use computerized project management software for communication and record keeping.

Reading & Interpreting Documents

Ability to read and interpret construction documents and specifications.

Ethics

Understand ethics of project management.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Capstone

Culminating capstone experience which takes a project from inception to facility operation.

CFM 416

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CFM 411, CFM 412, CFM 415; or concurrently enrolled.
Taught	Fall, Winter
Programs	Containing CFM 416

Course Outcomes

Problem Identification

Concepts of problem identification.

Problem Identification

Concepts of problem identification.

Management Triangle

Concepts Implementation of the management triangle.

Management Triangle

Concepts Implementation of the management triangle.

Presentation Skills

Concepts of presentation skills.

Presentation Skills

Concepts of presentation skills.

Question Analysis

Concepts of question analysis.

Question Analysis

Concepts of question analysis.

Top

Commercial Real Estate Management

Fundamentals of commercial real estate investment, understanding market influences, contracts and property portfolio management.

CFM
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CFM 110 & CFM 426
Taught	Fall, Spring Contact Department
Programs	Containing CFM 420

Course Outcomes

Mangement

- Obtain a knowledge of:
    - tenancy cycles
    - phases of real estate
    - types of real estate management
    - financial approaches in commercial real estate
    - successful real estate development projects
    - property management essentials
    - effective investment principles
    - lease types
    - due diligence studies
    - valuing property
- Analyze residential and commercial developments
- Knowledge of current introduction information on the commercial real estate management profession
- Know the role of a manager to create value for the property owner(s)

Assessment of the above learning outcomes is performed through instructor analysis of homework, labs, exams, classroom observations, property visits and tours, student feedback, and course evaluations.

Top

Construction Accounting

Cost and managerial accounting topics for construction companies, including break-even analysis, ratio analysis, capital budgeting, job cost systems, master budgets pricing and decision-making, allocating costs.

CFM
425

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ACC 200
Taught	Fall

Course Outcomes

Basic Financial Knowledge

Understand basic financial statements and double-entry accounting theory in the construction industry.

Payroll

Understand payroll management and labor burden issues in the construction industry.

Accounting

Understand managerial accounting theory, including how to interpret financial statements using ratio analysis, break-even analysis, trend analysis, etc.

Accounting Controls

Understand internal accounting controls in construction companies.

Computers & Accounting

Ability to use a computer-accounting program, understand the relationship between the different accounting modules, and generate managerial financial reports.

Revenue Recognition

Understand revenue recognition options for construction companies.

↑Top

Real Estate Principles and Development

Principles of real estate investments, emphasizing mortgage instruments and development of property from raw land to residential and commercial properties.

CFM
426

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	CFM 311 & ACC 200 & ENGL 316; or CFM 311 & ACC 200 & M COM 320
Taught	Fall, Winter
Programs	Containing CFM 426

Course Outcomes

Real Estate Finance

Understand the principles of real estate finance and rate-of-return concepts in order to evaluate real estate investment opportunities.

Real Estate Investments

Understand market research, entitlement processes and the acquisition of land and development of real estate projects. Students will also be able to analyze and evaluate the risk of real estate investments.

Real Estate Practices

Understand the fundamental vocabulary, principles and concepts of modern real estate practice, including agency relationships, brokerage, forms of ownership, legal interests in real estate, title records, property management, land-use controls, fair housing issues, environmental issues, and other critical issues affecting modern real estate.

Assessment

Assessment of these learning outcomes will be completed by having students read selected materials, including professional journals and real estate texts; by having students work together in groups to solve development problems; by having students complete several writing assignments; and by having students evaluated throughout the semester with quizzes and exams.

↑Top

Construction Company Operations and Management

Organizing, controlling, and directing operations of construction companies; financial management, budgeting, cash-flow analysis, purchasing and cost control, and business planning.

CFM
445

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	CFM 311 & ACC 200 & ENGL 316; or CFM 311 & ACC 200 & M COM 320
Taught	Fall, Winter
Programs	Containing CFM 445

Course Outcomes

Human Resources

Ability to manage human resources.

Risk Management

Understand the principles of controlling and managing risk.

Insurance & Bonding

Understand the different types of insurance and bonding.

Reports

Ability to prepare and interpret company management reports.

Business Organization

Understand different forms of business organization.

Accounting

Apply the principles of accounting.

Customer Service

Understand customer needs and how to manage expectations.

Leadership

Understand the principles of effective leadership in construction companies.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Sustainability and Regulatory Building Solutions

Regulatory occupancy codes, safety, security planning and managing and analyzing sustainable building practices.

CFM 460

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	CFM 311 & CFM 320
Taught	Fall, Winter
Programs	Containing CFM 460

Course Outcomes

Comprehension

- Be aware of: various building codes, building sustainability factors, current affairs affecting building codes and regulations.
- Gain a comprehension of human factors; ergonomics, ADAG, Life Safety Measures; environmental protection and impact issues; regulatory issues; emergency preparedness.
- Be able to apply and analyze knowledge in:
    - Demonstrate the ability to perform a comprehensive emergency operations and safety plan;
    - Understand environmental regulations affecting building system design and occupancy health and safety;
    - Comprehensive knowledge of compliance with regulatory laws;
    - Demonstrate the ability to create an effective facility environmental sustainability program including a LEED practicum.

Top

Senior Seminar

Developing best employment opportunities and strategy; interviewing, sales negotiations, resume and letter writing, and salary negotiations. Report on 300 hours of construction-related work experience.

CFM
491

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	College Lecture attendance required.
Taught	Fall, Winter
Programs	Containing CFM 491

Course Outcomes

Graduation Requirements

Understand what is required for graduation.

Resume Building

Write a great resume.

Interviewing

Ability to interview well.

Business Etiquette

Understand business etiquette and the written and unwritten rules in the workplace.

Contract Negotiations

Understand the offer and negotiate a contract.

Work Experience

Verify work experience.

Tenure

Understand what behavior or actions will keep you hired or fired.

Assessment

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

↑Top

Special Problems in Construction and Facilities Management

Study of current facilities management technologies.

CFM 494R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing CFM 494R

Course Outcomes

Special Topics

Students in the course will learn topics outside the standard curriculum that allows the student to broad their education as it relates to Construction Management.

Top

Construction Company Financial Management

An in-depth review of management concepts and financial strategies needed to successfully grow and enhance profitability of a construction company. Topics include business entities, budgeting and cash management, finance and investments, accounting, financial statements, cost controls (variance and earned value analysis), real estate investing, taxation, break even analysis and capital budgeting.

CFM
555

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CFM 445
Taught	Fall

Course Outcomes

Construction company financial management

Understand and apply management concepts and financial strategies needed to successfully grow and enhance profitability of a construction company.

Assessment:

Assessment of the above learning outcomes is performed through instructor analysis of homework, exams, classroom observations, student feedback, and course evaluations.

Top

Introduction to Chemical Engineering

Introduction to fundamental principles of chemical engineering and development of problem-solving skills through in-class activities, laboratory experiments, and a hands-on design project.

CH EN 170

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Recommended	Chem 105 or Chem 111.
Note	The prerequisites may be taken concurrent with the course. Check with the department.
Taught	Fall, Winter
Programs	Containing CH EN 170

Course Outcomes

Course Materials

Students will gain a knowledge of the major through the course material.

Basic Chemical Principles

Students will be introduced to chemical processes, units, and corresponding equipment.

Field

Students will gain a familiarity with the chemical engineering field, career options, and potential job functions, and be aware of contemporary issues that may have an impact on professional activities, through lectures and solving homework problems.

Relation to Other Disciplines

Students will gain appreciation and respect for other disciplines and a knowledge of how chemical engineering relates to other disciplines through faculty lectures and homework problems.

Basic Engineering Units and Systems

Students will be able to use basic engineering units in both SI and AES systems in solving problems, and be able to convert between unit systems.

Basics of Solutions

Students will be introduced to the solution of steady-state, overall, material and energy balances.

Mechanical Energy Balance Equation

Students will be introduced to the mechanical energy balance equation to solve fluid flow problems both with and without friction.

Physical Processes

Students will be introduced to conduction, forced and free convection, and radiation.

Basics of Kinetics

Students will be introduced to the fundamentals of kinetics including definitions of rate and forms of rate expressions.

Systems of Thermodynamics

Students will be introduced to the first law of thermodynamics for closed and open systems.

Process and Feed Control

Students will be introduced to process control terminology and feed-back and feed-forward control systems.

Graph Interpretations

Students will be introduced to the effective interpretation of graphical data.

Spreadsheets

Students will be introduced to a spreadsheet package to perform engineering calculations.

Problems and Solutions

Students will be introduced to engineering problems and their solutions.

Problem-Solving

Students will be introduced to a problem solving strategy to define and solve engineering problems.

Critical and Creative Thinking

Students will be introduced to critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Rationalizing, Ordering, and Assessing

Students will be introduced to the notions of rationalizing units, making order of magnitude estimates, assessing reasonableness of solutions, and selecting appropriate levels of solution sophistication.

Environmental Considerations

Students will be introduced to how environmental considerations are incorporated into engineering problem solving.

Impact of Engineering in Differing Contexts

Students will understand the impact of engineering solutions, including environmental and economic impacts, in a global context (across cultures and societies) AND in a societal context (within a society).

Teamwork

Students will practice good teamwork principles.

Teamwork Experience

Students will demonstrate experience working together in teams.

Performance Calculations using CSTR

Students will be introduced to performance calculations on CSTR reactors.

Calculations on Shell-and-Tube Heat Exchangers

Students will be introduced to preliminary size and performance calculations on shell-and-tube heat exchangers.

Basics of Heat Exchangers

Students will be introduced to practical considerations of heat exchangers including types of heat exchangers, materials of construction, and fouling.

Flow System Design

Students will be introduced to the design of flow systems involving pumps for Newtonian fluids.

Process Synthesis Constraints

Students will be introduced to environmental, social, political, ethical, health and safety, manufacturability, and sustainability constraints in process synthesis.

Capital Venture Costs

Students will be introduced to costs in capital ventures (e.g., capital vs operating costs, salvage value, equipment costing).

Professional Community Through Teamwork

Students will develop a sense of professional community with students by working in teams.

Technical Reading

Students will be introduced to the effective reading of technical material.

↑Top

Preprofessional Seminar

Presentations by faculty, advisors, and industrial representatives.

CH EN
191

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	College Lecture attendance required.
Taught	Fall, Winter
Programs	Containing CH EN 191

Course Outcomes

Disciplined Study Habits

Students will learn to take responsibility for their own learning experience at BYU by maintaining disciplined study habits.

Major & Required Curriculum

Students will gain a knowledge of the major and required curriculum through lectures.

Field

Students will gain a familiarity with the chemical engineering field, career options, and potential job functions, and be aware of contemporary issues that may have an impact on professional activities, through presentations by faculty and guest lecturers.

Life-long Learning

Students will demonstrate a sense of the importance of life-long learning.

Resume

Students will understand the importance of a well-written resume in obtaining professional employment.

Top

Academic Internship

Work experience evaluated by supervisor and posted on student's transcript.

CH EN 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Consent of department internship coordinator.
Taught	

Course Outcomes

Professional Experiences

Student acquires professional experiences in the discipline.

Professional Communication

Student demonstrates professional communication skills (report).

Converting Experience into Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Top

Computational Tools for Chemical Engineers

Use of spreadsheets, advanced equation-solving packages, and structured languages to solve engineering problems. Introduction to chemical process principles.

CH EN 263

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	CH EN 170 & MATH 113; or concurrent enrollment.
Note	College Lecture attendance required.
Taught	Fall, Spring
Programs	Containing CH EN 263

Course Outcomes

Math Fundamentals

Students will demonstrate an understanding of fundamental mathematics (including calculus, linear and nonlinear simultaneous equation solving, etc.) by using computer tools to solve problems.

Engineering Units in SI and AES systems

Students will be able to use basic engineering units in both SI and AES systems in solving problems, and be able to convert between unit systems while using an equation solver like Mathcad.

Spreadsheets

Students will be able to use a spreadsheet package to perform engineering calculations which include some of the following: economic analysis, processing and analysis of data, graphical analysis and presentation, etc.

Mathematics Software

Students will be able to solve numerical and symbolic problems using advanced math software (e.g. Mathcad).

Write and Understand Program Structures

Students will be able to write program structures, and understand when programming is most appropriate.

Problem-Solving

Students will demonstrate an ability to solve engineering problems.

Problem-Solving into Algorithms for Procedures

Students will be able to convert problem solving strategies to procedural algorithms.

Estimations, Assessments, and Selections

Students will be able to make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Top

Chemical Process Principles

Material and energy balances.

CH EN 273

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 106 & CH EN 263; or CHEM 112 & CH EN 263; or concurrent enrollment.
Note	College Lecture attendance required.
Taught	Winter, Spring
Programs	Containing CH EN 273

Course Outcomes

Basic Concepts

Students will learn about chemical processes, units, and corresponding equipment

Unit Systems

Students will be able to use basic engineering units in both SI and AES systems in solving problems, and be able to convert between unit systems both by hand and with an equation solver.

System Balances

Students will be able to solve steady-state, overall, material and energy balances for systems which include one or more of the following: recycle, multiple units, chemical reactions.

Material Balances

Students will be able to set up and solve simple transient material balances.

Approach to Balances

Students will be able to use a degree-of-freedom approach to assist in the solution of material and energy balances.

Reading & Constructing Diagrams

Students will be able to read pure component and mixture phase diagrams (e.g. psychrometric chart, solid solubility, liquid-liquid, VLE) and construct mass balances from them using the lever rule, tie lines, etc.

Relating Variables to Phase Behavior

Students will understand the phase behavior of pure substances in relationship to the variables T, P, and density (including vapor pressure, critical point, freezing line, triple point, etc.).

Mechanical Energy Balance Equation

Students will be able to use the mechanical energy balance equation to solve fluid flow problems both with and without friction.

Fluid Statics

Students will be able to solve simple fluid statics problems (e.g., manometers, fluid head, etc.)

Thermodynamics

Students will be introduced to the first law of thermodynamics for closed and open systems.

Raoult's Law

Students will be able to apply Raoult's law to solve VLE problems including bubble point, dew point, and flash calculations.

Extent of Reactions

Students will understand and be able to use the extent of reaction in material balances

State Equations and Correlations

Students will be introduced to equations of state and corresponding states correlations.

Heat Concepts

Students will be introduced to the concepts of heat capacity, latent heat, heat of reaction, heat of combustion, and heat of formation.

Process Variables and Measurement

Students will be introduced to process variables (e.g., P, T, flow rate, conc.) and their measurement.

Interpreting Graphics

Students will demonstrate effective interpretation of graphical data.

Math Software

Students will be able to solve numerical and symbolic problems using advanced math software (e.g. Mathcad).

Information Applications and Tools

Students will be introduced to the use of appropriate information skills, standard office applications, and tools (e.g. WWW, electronic and reference book library searches, modern property databases) to assist in problem solving.

Problem-Solving

Students will demonstrate an ability to solve engineering problems.

Problem-Solving Strategies

Students will be able to use a problem solving strategy to define and solve engineering problems.

Critical and Creative Thinking

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Interpreting Information

Students will be able to obtain and evaluate appropriate input information/data from databases, handbooks, correlations, experiments, literature, etc.

Rationalizations, Estimates, and Solutions

Students will be introduced to the notions of rationalizing units, making order of magnitude estimates, assessing reasonableness of solutions, and selecting appropriate levels of solution sophistication.

Safety

Students will be introduced to how safety considerations are incorporated into engineering problem solving.

Environment

Students will be introduced to how environmental considerations are incorporated into engineering problem solving.

Teamwork

Students will practice good teamwork principles.

Teamwork Experience

Students will demonstrate experience working together in teams.

Machinery Calculations

Students will be introduced to calculations involving work in turbines, compressors, and pumps.

Ethics

Students will be introduced to the AIChE code of ethics.

Reading Comprehension

Students will demonstrate effective reading of technical material.

Top

Chemical Engineering and Society-Health, Safety, and the Environment

Responsibility of chemical engineers in society relative to ethics, leadership, safety, environment, and energy.

CH EN 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 273
Taught	Fall
Programs	Containing CH EN 311

Course Outcomes

Students will demonstrate effective interpretation of graphical data.

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Students will be able to make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Students will pass the HAZCOM test.

Students will be dedicated to safe engineering practices; demonstrate knowledge of pertinent safety laws and regulations; understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Students will be dedicated to environmentally responsible engineering; demonstrate knowledge of pertinent environmental laws and regulations; understand and have a basic knowledge of how environmental considerations, including green engineering strategies, are incorporated into engineering problem solving.

Students will understand the impact of engineering solutions, including environmental and economic impacts, in a global context (across cultures and societies) AND in a societal context (within a society).

Students will understand teamwork principles including: recognition of team members' strengths and weaknesses; importance of effective communication skills; recognition of unique contributions of team members; and the need to facilitate team members' development.

Students will demonstrate experience working together in teams.

Students will understand safety constraints and be able to use hazard evaluation tools (e.g., HAZOP, fault-tree).

Students will understand and commit to practice gospel standards as a basis for sound ethical behavior.

Students will understand and commit to practice the AIChE code and other professional codes of ethics.

Students will incorporate an engineering and a gospel-centered problem solving approach to the resolution of ethical dilemmas.

Students will develop a sense of professional community with students by working in teams.

Students will understand and strive to develop the qualities of a good leader whose public and private lives are consistent.

Students will demonstrate effective reading of technical material.

Top

Chemical Engineering Thermodynamics

First and second laws of thermodynamics as applied to behavior of real fluids; physical and chemical equilibrium.

CH EN 373

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 273 & CHEM 467
Recommended	Chem 461.
Note	College Lecture attendance required.
Taught	Winter
Programs	Containing CH EN 373

Course Outcomes

Balances

Students will be able to solve steady-state, overall, material and energy balances for systems which include one or more of the following: recycle, multiple units, chemical reactions.

Phase Diagrams

Students will be able to read mixture phase diagrams (liquid-liquid and VLE) and construct mass balances from them using the lever rule, tie lines, etc.

Balances

Students will be able to set up and solve simple transient energy balances.

Solution Thermodynamics

Students will be able to apply solution thermodynamics fundamentals to solve VLE, LLE, SLE, and GLE problems including bubble point, dew point and flash calculations.

Problem Solving

Students will demonstrate an ability to solve engineering problems.

Graphical Data

Students will demonstrate effective interpretation of graphical data.

Equations of State

Students will be able to use equations of state and corresponding states correlations in the determination of properties.

Creative Thinking Skills

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Energy Conversion Calculations

Students will be able to perform energy conversion calculations for Rankine power and compression refrigeration cycles.

Single-stage Flash Calculations

Students will be able to set up and solve single-stage flash calculations.

Phase Behavior

Students will understand the phase behavior of pure substances in relationship to the variables T, P, and density (including vapor pressure, critical point, freezing line, triple point, etc.)

Entropy

Students will understand the concept of entropy and the second law of thermodynamics and be able to apply the second law to closed and open systems.

Chemical Reaction Equilibria

Students will understand the fundamental principles of chemical reaction equilibria including extent of reaction, equilibrium constant and its temperature-dependence, equilibrium conversion.

Modern Property Databases

Students will be able to use modern property databases to assist in problem solving.

Closed and Open Systems

Students will be able to apply the first law of thermodynamics to closed and open systems (including energy, work, and heat transformations in process units such as tanks, turbines, compressors, valves, etc.).

Design Calculations

Students will be able to perform design (sizing) calculations for turbines and compressors (e.g., involving delta H, delta S, work, heat, efficiencies).

Understanding Solution Thermodynamics

Students will understand the fundamental concepts of solution thermodynamics including chemical potential, fugacity, activity, partial molar properties, ideal solutions, and excess properties.

Environmental Considerations

Students will understand and have a basic knowledge of how environmental considerations are incorporated into engineering problem solving.

Rationalize Units

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Technical Material

Students will demonstrate effective reading of technical material.

Safety

Students will understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Heat Concepts

Students will understand and be able to apply the concepts of heat capacity, latent heat, heat of reaction, heat of combustion, and heat of formation.

Top

Fluid Mechanics

Basic mass, momentum, and energy relations of fluid flow; design of fluid-handling systems and equipment.

CH EN 374

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 273 & MATH 302; or CH EN 273 & MATH 314; Admission to professional program.
Recommended	Concurrent enrollment in Ch En 311.
Note	College Lecture attendance required.
Taught	Fall
Programs	Containing CH EN 374

Course Outcomes

Mechanical Behavior of Materials in Fluid Flow

Students will understand mechanical behavior of materials including elastic, viscous, surface, and stress phenomena as it pertains to fluid flow applications.

Balance Equation

Students will be able to use the mechanical energy balance equation to solve fluid flow problems both with and without friction.

Knowledge of Dimensionless Quantities

Students will understand and be able to describe the physical significance of key dimensionless quantities including Re and f.

Problem-Solving

Students will be able to solve simple fluid statics problems.

Determining Velocities

Students will be able to determine velocity profiles for steady-state, laminar flow in simple geometries for Newtonian and power-law fluids.

Balances in One Dimension

Students will understand the significance of steady-state, integral and differential mass, energy, and momentum balances in one dimension.

Advanced Fluid Mechanical Concepts

Students will understand and be able to use advanced fluid mechanical concepts including boundary-layer theory, creeping flow, non-Newtonian flow, rheology, and turbulent flow.

Eternal Flow and Velocity Calculations

Students will understand qualitatively how external flow around objects affects drag and will be able to calculate drag forces and terminal velocities.

Basic Flow Principles

Students will understand basic concepts relating to compressible flow, including Mach numbers, shock waves, and choked flow.

Graphical Interpretations

Students will demonstrate effective interpretation of graphical data.

Problem-Solving

Students will demonstrate an ability to solve engineering problems.

Thinking Skills

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Rationalization, Estimation, Reasonability, and Sophisticati

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Safety

Students will understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Environmental Concerns

Students will understand and have a basic knowledge of how environmental considerations are incorporated into engineering problem solving.

Flow System Design

Students will be able to design flow systems involving pipes, valves, fittings, and pumps for Newtonian fluids.

Selecting Pumps, Turbines, and Valves

Students will be able to select, based on performance characteristics and operational constraints, the appropriate kind of pumps (positive displacement, radial, axial, etc.), turbines (impulse, Francis, Kaplan, etc), and valves for a given application.

Desgining Flow Systems

Students will be able to design flow systems involving pipes and pumps for power-law fluids.

Students will be familiar with the use of computational fluid dynamics as a tool for solving fluid flow in complex geometries.

Technical Reading

Students will demonstrate effective reading of technical material.

↑Top

Heat and Mass Transfer

Heat and mass transfer, including conduction, convection, radiation, diffusion; steady and unsteady state systems; transport analogies; design applications.

CH EN 376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 311 & CH EN 374
Taught	Winter
Programs	Containing CH EN 376

Course Outcomes

Mass Transfer Coefficients

Students will be able to estimate mass transfer coefficients and use them to determine mass transfer rates for both external and internal flows and across phase boundaries.

Radiative Heat Transfer

Students will understand radiative heat transfer including blackbody radiation and Kirchoff?s law, and be able to solve radiative problems involving view factors and radiative exchange between surfaces.

Heat & Mass Transfer

Students will learn about chemical processes, units, and corresponding equipment related to heat and mass transfer

Qualitatively Conduction

Students will understand qualitatively conduction, forced and free convection, and radiation.

Transient Heat & Mass

Students will be able to solve simple transient heat and mass transfer problems with methods such as lumped capacitance, Heisler charts, 1st term approximation, exact numerical solutions, etc.

Fick's Law

Students will understand and be able to use Fick's Law.

Differential Energy Balances

Students will be able to formulate and solve differential energy balances for conduction within a single phase.

Analogies

Students will understand heat/mass transfer analogies including their limitations.

Convective Heat Transfer

Students will understand convective heat transfer and use of heat transfer coefficients for laminar and turbulent flows, internal and external flows, fully developed flow, flow with entry effects, and forced and free convection.

System Analyzation

Students will be able to analyze systems containing multiple resistances to heat transfer.

LMTD Method

Students will be able to do preliminary size calculations on shell-and-tube heat exchangers using the log-mean-temperature-difference (LMTD) method.

Engineering Problems

Students will demonstrate an ability to solve engineering problems.

Technical Material

Students will demonstrate effective reading of technical material.

Creative Thinking Skills

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Effectiveness-NTU method

Students will be able to do preliminary size calculations on shell-and-tube heat exchangers using the effectiveness-NTU method.

Safety

Students will understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Graphical Data

Students will demonstrate effective interpretation of graphical data.

Coupled H & M Transfer

Students will be able to solve simple problems where heat and mass transfer are coupled.

System Analyzation

Students will be able to analyze systems containing multiple resistances to heat transfer.

LMTD Method

Students will be able to do preliminary size calculations on shell-and-tube heat exchangers using the log-mean-temperature-difference (LMTD) method.

Technical Material

Students will demonstrate effective reading of technical material.

Creative Thinking Skills

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Safety

Students will understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Graphical Data

Students will demonstrate effective interpretation of graphical data.

Coupled H & M Transfer

Students will be able to solve simple problems where heat and mass transfer are coupled.

Environment

Students will understand and have a basic knowledge of how environmental considerations are incorporated into engineering problem solving.

Heat Exchanger Design

Students will be able to calculate and use overall heat transfer coefficients in designing heat exchangers.

Heat Exchanger Practical Considerations

Students will understand practical considerations of heat exchangers including types of heat exchangers, materials of construction, and fouling.

Solution Sophistication

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Engineering Problems

Students will demonstrate an ability to solve engineering problems.

Effectiveness-NTU method

Students will be able to do preliminary size calculations on shell-and-tube heat exchangers using the effectiveness-NTU method.

Top

Science of Engineering Materials

Fundamental principles of solid materials and their properties and behavior in engineering applications of metals, polymers, ceramics, and glasses.

CH EN
378

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 351
Taught	Fall, Spring
Programs	Containing CH EN 378

Course Outcomes

Mixture Phase Diagrams Comprehension

Students will be able to read liquid-solid mixture phase diagrams involving liquid-solid and solid-solid equilibria and solid solubility and construct mass balances from them using the lever rule, tie lines, etc.

Molecular Interactions

Students will understand the relationship of molecular interactions, including potential energy and intermolecular forces, to the properties and behaviors of materials.

Crystal Structure

Students will understand crystal structure including nomenclature, packing, and defects.

Mechanical Behavior of Materials

Students will understand mechanical behavior of materials including elastic, plastic, viscous, glass, surface, and stress/strain phenomena and how they are affected by molecular structure and/or microstructure.

Mechanical Behavior of Materials

Students will understand mechanical behavior of materials including elastic, plastic, viscous, glass, surface, and stress/strain phenomena and how they are affected by molecular structure and/or microstructure.

Material Behaviors

Students will understand the physical/chemical behaviors of metals, ceramics, and polymers including effects of molecular weight, crystallinity, crystallite size defects, surface energy, heat-treating, and corrosion.

Electronic Material Behaviors

Students will understand the electronic behaviors of metals, semiconductors, and insulators.

Matching Characteristics vs. Conditions

Students will be able to match the physical and chemical characteristics of a material to process conditions/variables in order to evaluate its suitability for use with the process.

Graphical Data Interpretation

Students will demonstrate effective interpretation of graphical data.

Problem-Solving

Students will demonstrate an ability to solve engineering problems.

Thinking Skills

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Solution Rationalizations, Estimations, and Assessments

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Reading Comprehension

Students will demonstrate effective reading of technical material.

↑Top

Chemical Reaction Engineering

Fundamental principles and equations of chemical kinetics and reactor design.

CH EN
386

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 273 & MATH 303; or CH EN 273 & MATH 334
Taught	Winter
Programs	Containing CH EN 386

Course Outcomes

Heterogeneous Catalytic Systems

Students will be exposed to the fundamentals of heterogeneous catalytic, and non-catalytic systems including potentially limiting mass-transfer and reaction resistances.

Analyzing Reactor Data

Students will be able to determine rate expressions by analyzing reactor data including integral and differential analysis on constant- and variable-volume systems.

Forward & Reverse Rates

Students will understand the relationship between forward and reverse rates and chemical equilibrium.

Environment

Students will understand and have a basic knowledge of how environmental considerations are incorporated into engineering problem solving.

Creative Thinking

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Problem Solving

Students will demonstrate an ability to solve engineering problems.

Competing Reactions

Students will understand the kinetics of competing reactions and their influence on product yield and selectivity.

Multiple Isothermal Reactors

Students will be able to design systems of multiple isothermal reactors.

Rate Expressions

Students will be able to develop rate expressions from elementary step mechanisms using steady-state and quasi-equilibrium approximations.

Advanced Math Software

Students will be able to solve numerical problems using advanced math software.

Parallel Systems

Students will be able to select and size isothermal reactors for series and/or parallel systems of reactions.

Performance Calculations

Students will be able to size and do performance calculations on single, isothermal plug-flow, CSTR, and batch reactors for a single homogeneous or heterogeneous reaction given either rate data or a rate expression.

Kinetics

Students will understand fundamentals of kinetics including definitions of rate and forms of rate expressions and relationships between moles, concentration, extent of reaction and conversion.

Graphical Data

Students will demonstrate effective interpretation of graphical data.

Pore Diffusion

Students will understand the effects of mass and heat transfer, particularly pore diffusion, on heterogeneous catalytic systems.

Reactor Design Practical Considerations

Students will understand practical considerations of reactor design including materials of construction, mixing, heat transfer, and economics.

Technical Material

Students will demonstrate effective reading of technical material.

Solution Sophistication

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Safety

Students will understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Performance Equations

Students will be able to derive batch, CSTR, and PFR performance equations from general material balances.

Non-Isothermal Reactors

Students will be able to select and size non-isothermal reactors.

Heat Capacity

Students will understand and be able to apply the concepts of heat capacity, latent heat, heat of reaction, heat of combustion, and heat of formation.

↑Top

Career Skills

Professional, communication, and lifelong learning skills. Field trip to chemical process facility.

CH EN 391

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Admission to professional program.
Taught	Fall, Winter
Programs	Containing CH EN 391

Course Outcomes

Writing Resume

Students will be able to write an effective personal resume.

Problem Solving

Students will be able to use appropriate information skills, standard office applications, and tools (e.g. WWW, electronic and reference book library searches, modern property databases) to assist in problem solving.

Importance of Well-Written Resume

Students will understand the importance of a well-written resume in obtaining professional employment.

Oral Presentations

Students will be able to give effective, well organized oral presentations of technical material in both business and engineering formats including the handling of questions and the use of appropriate visual aids.

Lifelong Learning

Students will be dedicated to and prepared for a life time of learning.

Professional Community

Students will develop a sense of professional community with students, faculty, and others.

Speakers & Field Trip

Students will learn about chemical processes, units, and corresponding equipment through industrial speakers and a field trip.

Interviewing Skills

Students will demonstrate experience and ability in interviewing skills.

Technical Material

Students will demonstrate effective reading of technical material.

Student Presentations

Students will gain a familiarity with the chemical engineering field, career options, and potential job functions, and be aware of contemporary issues that may have an impact on professional activities, through student presentations and a field trip

↑Top

Creative Skills in Chemical Engineering

Applications in creativity and technical knowledge from prior course work to solution of relevant, open-ended problems.

CH EN 400

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Principles of Reservoir Engineering

Reservoir engineering principles including a review of rock and fluid properties, material balance in oil and gas reservoirs, fluid flow in porous media, and hydrocarbon production.

CH EN 410

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 373 & CH EN 374
Taught	Winter Contact Department

Course Outcomes

Oil & Gas Values

Calculate values of initial oil and gas in place

Reservoir Displacement

Understand the displacement processes in reservoirs

Primary Production

Estimate future production from oil and gas reservoirs under primary production

Fluid Flow Equations

Use fluid flow equations to calculate pressure drops and flow rates of oil and gas in porous media

Production Rates

Perform a history match on actual production data and predict future production rates

Oil Recovery

Screen reservoirs for enhanced oil recovery processes

↑Top

Introductory Nuclear Engineering

Principles and application of nuclear reactor design.

CH EN 412

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 106 & MATH 303; or CHEM 112 & MATH 303; or equivalent.
Recommended	Ch En 376 or equivalent.
Taught	Winter

Course Outcomes

Nuclear Physics

At the end of this course, each student should have competent and well-supported command of the following:
I. Nuclear physics
a. Particle and Atom Physics
b. Mass and Energy
c. Radioactive Decay Processes
d. Interactions of Particles and Radiation with Matter

Reactor Design & Safety

Reactor Design and Safety
a. Fundamentals of Fission Reactions and Fuels
b. Generation I-IV designs, with distinguishing safety and security features
c. Reactor Types (fast, breeder, thermal, other)
d. Quantitative Approximations for Temperature and Heat Release
e. Reactor Control

Fuel and Waste Management

Fuel and waste management
a. Regulations
b. Fuel and Waste Processing
c. Accident Histories and Root Causes
IV. Career Opportunities in Nuclear Engineering

Top

Energy Engineering

Science and engineering of energy production including fossil fuels, nuclear, and renewable. Meeting the challenges of future energy needs of the U.S. and the world.

CH EN 433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 311
Taught	Winter

Course Outcomes

Energy Use

Explain the history of energy use and past energy supply issues.
Explore current and probable future issues with energy use.

Sources & Cost of Energy

Describe current, conventional sources of energy, their availability, and current costs.

Alternate Energy Sources

Describe alternate sources of energy, their technical feasibility, and relative cost.

Principals of Energy Processing

Explain the technical working principles of major energy processing systems (gas and wind turbines, boilers, heat engines, solar cells, bioenergy, gasification, wave and tidal power and energy storage).

Role of Energy

Appreciate of the role of energy in society, and how energy affects life styles and political and economic stability.

Energy Use Patterns

Evaluate personal, household, and industrial energy use patterns, and understand ways to minimize the environmental and societal impacts of energy usage, including criteria pollutant management, options and implications for managing climate change, and energy resource issues.

Energy Career Opportunities

Understand current and potential future energy career opportunities.

↑Top

Process Control and Dynamics

Process systems, associated control systems, and instrumentation. Use of Laplace transforms and complex variables.

CH EN 436

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 376 & CH EN 386
Taught	Fall
Programs	Containing CH EN 436

Course Outcomes

Process Control Basics

Students will learn about chemical processes, units, and corresponding equipment related to process control.

Transient Material Balances

Students will be able to set up and solve simple transient material balances.

Transient Energy Balances

Students will be able to set up and solve simple transient energy balances.

Process Control Terminology

Students will demonstrate familiarity with process control terminology and understand the following control strategies: feed-back control, feed-forward control, and cascade control; as well as the difference between linear and nonlinear systems.

ODE's

Students will be able to write and solve ODE's that describe the transient behavior of simple systems.

Fitting Data to Models

Students will be able to fit data from step or pulse tests to linear models.

Transfer Functions

Students will understand the concept of a transfer function in classical control and be able to use transfer functions (Laplace domain) to approximate the behavior of control loops and their components.

Predicting Closed-Loop Behavior

Students will be able to predict the closed-loop behavior and evaluate the stability of simple control loops.

PID controller Relationships

Students will understand and be able to use tuning relationships for PID controllers.

Block Diagrams to Determine Response

Students will be able to use block diagrams to help determine system response characteristics.

Process Variable Measurement Equipment

Demonstrate familiarity with equipment for measurement and control of process variables.

Applying Process Control Principles (Industrial System)

Students will demonstrate familiarity and experience with the application of process control principles on an industrial control system.

Process Control Equipment

Students will demonstrate familiarity and experience with process control equipment.

Interpret Graphical Data

Students will demonstrate effective interpretation of graphical data.

Using a Process Simulator

Students will be able to use a process simulator to conduct process control.

Problem-Solving

Students will demonstrate an ability to solve engineering problems.

Thinking Skills

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Rationalization, Ordering, Assessment, and Selection

Students will understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Environmental Considerations

Students will understand and have a basic knowledge of how environmental considerations are incorporated into engineering problem solving.

Control Valve Selection

Students will understand the principles involved in selecting a control valve.

Tuning Control Loops

Students will be able to tune a single feedback control loop.

Students will be able to design a simple feedback loop to control process equipment.

Designing Feedback Loops

Students will be able to perform preliminary valve sizing and understand the interaction of the valve with other process components.

Basic Concepts of Multiple Single Loops

Students will understand the concepts involved in multiple single loops in applications like simple distillation column control.

Reading Comprehension

Students will demonstrate effective reading of technical material.

↑Top

Chemical Engineering Plant Design and Process Synthesis

Design of chemical engineering processes and plants; requiring application of unit operations, chemical process principles, economic analysis. Synthesis and optimization of chemical processes.

CH EN 451

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	CH EN 436 & CH EN 476
Note	College Lecture attendance required.
Taught	Winter
Programs	Containing CH EN 451

Course Outcomes

Basic Principles (Capstone)

Students will perform a capstone design and demonstrate their familiarity with chemical processes, units, and corresponding equipment.

Relating Chemical Engineering to Other Disciplines (Capstone

Students will gain appreciation and respect for other disciplines and a knowledge of how chemical engineering relates to other disciplines through the capstone design problem.

Solving Balances

Students will be able to solve steady-state, overall, material and energy balances for systems which include one or more of the following: recycle, multiple units, chemical reactions.

Solution Thermodynamics Applications

Students will be able to apply solution thermodynamics fundamentals to solve VLE, LLE, SLE, and GLE problems including bubble point, dew point and flash calculations.

Interpreting Graphical Data

Students will demonstrate effective interpretation of graphical data.

Use Process Simulators to Develop Diagrams

Students will be able to use a process simulator to develop process flow diagrams.

Commercial Process Simulation Software

Students will be able to use commercial process simulation software for process development.

Using Information for Problem Solving

Students will be able to use appropriate information skills, standard office applications, and tools (e.g. WWW, electronic and reference book library searches, modern property databases) to assist in problem solving.

Basic Problem-Solving

Students will demonstrate an ability to solve engineering problems.

Topic Integration for Problem Solving

Students will be able to integrate topics from various Chemical Engineering courses to solve realistic problems.

Thinking Skills

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Appropriately Using Information

Students will be able to obtain and evaluate appropriate input information/data from databases, handbooks, correlations, experiments, literature, etc.

Rationalizations, Estimates, and Assessments

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Safety

Students will be dedicated to safe engineering practices; demonstrate knowledge of pertinent safety laws and regulations; understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Application of Safety Principles (Capstone)

Students will incorporate applicable safety and environmental considerations as part of a capstone design project.

Environmental Considerations

Students will be dedicated to environmentally responsible engineering; demonstrate knowledge of pertinent environmental laws and regulations; understand and have a basic knowledge of how environmental considerations, including green engineering strategies, are incorporated into engineering problem solving.

Impact of Solutions

Students will understand the impact of engineering solutions, including environmental and economic impacts, in a global context (across cultures and societies) AND in a societal context (within a society).

Presentations

Students will be able to give effective, well organized oral presentations of technical material in both business and engineering formats including the handling of questions and the use of appropriate visual aids.

Reports

Students will be able to write effective, well organized technical reports, including formal engineering reports and short letter reports.

Teamwork

Students will practice good teamwork principles.

Teamwork Experience

Students will demonstrate experience working together in teams.

Reactor Selection

Students will be able to select and size isothermal reactors for series and/or parallel systems of reactions.

Basic Reactor Principles

Students will understand practical considerations of reactor design including materials of construction, mixing, heat transfer, and economics.

Cost Estimation for Heat Exchangers

Students will be able to size and estimate the capital costs of heat exchangers.

Selecting Tools

Students will be able to select pumps, turbines, and valves for a specific application.

Selecting Tools

Students will be able to select pumps, turbines, and valves for a specific application.

Column Design

Students will be able to design tray-type columns (e.g., number of trays, tray efficiency, column height, column diameter, product specs) and/or packed columns (e.g., height of column, packing material, column diameter, flooding velocity).

Nonideal Phase Behavior

Students will understand the implications of nonideal phase behavior and the practical constraints of pressure, temperature, and available utilities on distillation column design.

Valves

Students will understand the interaction of valves with other process components.

Design Calculations for Turbines/Compressors

Students will be able to perform design (sizing) calculations for turbines and compressors (e.g., involving delta H, delta S, work, heat, efficiencies).

Hierarchies

Students will understand design hierarchy rationale and be able to apply it to the design of a process.

Understand Safety in Accordance with HAZOPS

Students will understand safety constraints and be able to use HAZOPS and fault-tree analyses in process design.

Process Synthesis Constraints

Students will understand environmental, social, political, ethical, health and safety, manufacturability, and sustainability constraints and be able to incorporate these into process synthesis.

Multiple-Unit Processes

Students will be able to design multiple unit processes and be able to optimize them with respect to energy efficiency and economics.

Unit Operations Laboratory 1

Experimental verification of unit operations design principles; data collection and reduction; report preparation.

CH EN
475

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	CH EN 376 & ENGL 316 & STAT 201
Recommended	Ch En 391.
Taught	Fall, Winter, Spring
Programs	Containing CH EN 475

Course Outcomes

Hands-on Lab Experiments

Students will gain hands on experience with chemical processes, units, and corresponding equipment through lab experiments

Key Dimensionless Quantities

Students will understand and be able to describe the physical significance of key dimensionless quantities including Re.

Modes Experience

Students will understand qualitatively conduction, forced and free convection, and radiation and have experience with one or more modes during experiments.

System Analyzation

Students will be able to analyze systems containing multiple resistances to heat transfer during laboratory experiments.

UO Lab Experiments

Students will understand convective heat transfer and be able to use heat transfer coefficients as they relate to the UO Laboratory experiments.

Process Variables

Students will demonstrate familiarity and experience with the measurement of process variables (e.g., P, T, flow rate, conc.) using manual and/or electronic devices and computers.

Lab Techniques

Students will demonstrate knowledge of basic laboratory techniques.

Scientific Method Strategies

Students will be able to use the scientific method and problem solving strategies, as well as statistical methods, to design, carry out, and analyze experiments in order to solve engineering problems.

Process Control Principles

Students will demonstrate familiarity and experience with the application of process control principles on an industrial control system.

Chemical Process Equipment

Students will demonstrate familiarity and experience with chemical process equipment.

Engineering Statistics

Students will demonstrate an understanding of basic engineering statistics in their laboratory reports

Graphical Data

Students will demonstrate effective interpretation of graphical data.

Problem Solving

Students will demonstrate an ability to solve engineering problems.

Ch En Topic Integration

Students will be able to integrate topics from various Chemical Engineering courses to solve realistic problems in the areas of heat transfer, fluid flow, and thermodynamics.

Creative Thinking

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Input Data Evaluation

Students will be able to obtain and evaluate appropriate input information/data from databases, handbooks, correlations, experiments, literature, etc.

Solution Sophistication

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Lab Safety

Students will understand and practice safe laboratory and chemicals-handling principles.

Oral Presentations

Students will be able to give effective, well organized oral presentations including the handling of questions and the use of appropriate visual aids.

Technical Report Writing

Students will be able to write effective, well organized technical reports, including formal engineering reports and short letter reports.

Teamwork

Students will practice good teamwork principles.

Performance Calculations

Students will be able to do performance calculations on heat exchangers from experimental data and demonstrate abilities or understanding in one or more of the following aspects: heat exchanger sizing, heat exchanger design, fouling, utilization of overall heat transfer coefficients, types of heat exchangers, and materials of construction.

Flow System Design

Students will be able to design or analyze flow systems involving one or more of the following aspects: pipes, valves, fittings, pumps, flow meters, Newtonian fluids, non-Newtonian fluids, laminar flow, and turbulent flow.

Technical Material

Students will demonstrate effective reading of technical material.

Top

Separations

Stage operations, distillation, extraction, and absorption; design applications.

CH EN 476

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 373 & CH EN 376
Note	College Lecture attendance required.
Taught	Fall
Programs	Containing CH EN 476

Course Outcomes

Operating Lines

Students will be able to solve steady-state material and energy balances as they relate to operating lines and multi-stage separation units.

Mixture Phase Diagrams

Students will be able to read mixture phase diagrams (solid solubility, liquid-liquid, VLE) and construct mass balances from them using the lever rule, tie lines, etc.

Mass Transfer Coefficients

Students will be able to estimate mass transfer coefficients and use them to determine mass transfer rates across phase boundaries.

Phase Equilibrium

Students will be able to apply solution thermodynamics fundamentals to solve VLE, LLE, SLE, and GLE problems including bubble point, dew point and flash calculations.

Solution Thermodynamics Basics

Students will understand the fundamental concepts of solution thermodynamics including chemical potential, fugacity, activity, partial molar properties, ideal solutions, and excess properties.

Graphical Data

Students will demonstrate effective interpretation of graphical data.

Process Simulator

Students will be able to use a process simulator to design separation columns.

Solve Engineering Problems

Students will demonstrate an ability to solve engineering problems.

Solve Engineering Problems

Students will be able to integrate topics from various Chemical Engineering courses to solve realistic problems.

Critical Thinking

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Engineering Intuition

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Safety

Students will understand and have a basic knowledge of how safety considerations are incorporated into engineering problem solving.

Environment

Students will understand and have a basic knowledge of how environmental considerations are incorporated into engineering problem solving.

Basic Separation Techniques

Students will have an overall understanding of basic separation techniques used in industry, the principles upon which they are based, and their limitations and assets.

Flash Calculations

Students will be able to set up and solve single-stage flash calculations.

Tray-type Columns

Students will be able to design tray-type columns (e.g., number of trays, tray efficiency, column height, column diameter, product specs) and packed columns (e.g., height of column, packing material, column diameter, flooding velocity).

Liquid-Liquid Extraction

Students will be able to find the number of stages required for liquid-liquid extraction from ternary phase diagrams.

Batch Distillation

Students will be able to solve binary batch distillation design problems with and without rectifying stages.

Non-ideal Phase Behavior

Students should understand the implications of non-ideal phase behavior (e.g., azeotropes and partial miscibility) and the practical constraints of pressure, temperature, and available utilities on distillation column design.

Technical Material

Students will demonstrate effective reading of technical material.

↑Top

Unit Operations Laboratory 2

Experimental verification of unit operations design principles; data collection and reduction; report preparation.

CH EN
477

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	CH EN 386 & CH EN 475 & CH EN 476
Taught	Winter, Spring
Programs	Containing CH EN 477

Course Outcomes

Hands-on Lab Experiments

Students will gain hands on experience with chemical processes, units, and corresponding equipment through lab experiments

Mass Transfer Coefficients

Students will be able to estimate mass transfer coefficients and use them to determine mass transfer rates for both external and internal flows and across phase boundaries.

Kinetics Fundamentals

Students will understand fundamentals of kinetics including definitions of rate and forms of rate expressions during laboratory experiments.

Measurement of Process Variables

Students will demonstrate familiarity and experience with the measurement of process variables (e.g., P, T, flow rate, conc.) using manual and/or electronic devices and computers.

Lab Techniques

Students will demonstrate knowledge of basic laboratory techniques.

Scientific Method Strategies

Students will be able to use the scientific method and problem solving strategies, as well as statistical methods, to design, carry out, and analyze experiments in order to solve engineering problems.

Chemical Process Equipment

Students will demonstrate familiarity and experience with chemical process equipment.

Engineering Statistics

Students will demonstrate an understanding of basic engineering statistics in their laboratory reports

Rate Expressions

Students will be able to determine rate expressions by analyzing reactor data including integral and differential analysis on constant- and/or variable-volume systems in laboratory experiments.

Graphical Data

Students will demonstrate effective interpretation of graphical data.

Problem Solving

Students will demonstrate an ability to solve engineering problems.

Ch En Topic Integration

Students will be able to integrate topics from various Chemical Engineering courses to solve realistic problems in the areas of kinetics and separations.

Creative Thinking

Students will exhibit critical and creative thinking skills for analysis and evaluation of problems and cause-effect relationships.

Obtain & Evaluate Data

Students will be able to obtain and evaluate appropriate informational/data from databases, hand books, correlations, experiments, literature, etc.

Solution Sophistication

Students will be able to rationalize units, make order of magnitude estimates, assess reasonableness of solutions, and select appropriate levels of solution sophistication.

Lab Safety

Students will understand and practice safe laboratory and chemicals-handling principles.

Oral Presentations

Students will be able to give effective, well organized oral presentations including the handling of questions and the use of appropriate visual aids.

Technical Report Writing

Students will be able to write effective, well organized technical reports, including formal engineering reports and short letter reports.

Teamwork

Students will practice good teamwork principles.

Performance Calculations

Students will be able to size and do performance calculations on single, isothermal plug-flow, CSTR, or batch reactors for a single homogeneous or heterogeneous reaction from experimental data.

Column Design

Students will be able to design tray-type columns (e.g., number of trays, tray efficiency, column height, column diameter, product specs) and/or packed columns (e.g., height of column, packing material, column diameter, flooding velocity).

Technical Material

Students will demonstrate effective reading of technical material.

Top

Introduction to Semiconductor Processing

Introduction to unit operations related to silicon-based semiconductor processing. Topics include substrate preparation, photolithography, doping, etching, deposition, CMP, interconnects, and device basics.

CH EN 481

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	CHEM 112 & MATH 303; Or equivalents. Junior standing in chemical engineering; EC En 452 must be taken concurrently.
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics--Undergraduate

Classroom study based on student and faculty interest.

CH EN 493R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Broad Education

Students will gain a broad understanding of engineering fundamentals and practices.

Top

Undergraduate Research

Final report required; 2 hours maximum allowed for degree credit.

CH EN 498R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Research Experience

Students will perform fundamental research on specialized topics in a mentored learing enviroment.

Top

Molecular Modeling

Fundamentals of quantum mechanics, statistical mechanics, and molecular-level modeling. Basics of computational chemistry and simulations using deterministic and stochastic methods (molecular dynamics and Monte Carlo) to calculate thermodynamic and transport properties of fluids and fluid mixtures.

CH EN 513

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 373; or CHEM 463; or concurrent enrollment.
Taught	Winter odd years

Course Outcomes

Basics of Molecular Modeling

Understand and be conversant with the basic principles of molecular modeling. These include simple stochastic and deterministic simulations, the fundamental equations of statistical mechanics, computational chemistry, and molecular simulation Understand and be conversant with the basic principles of molecular modeling. These include simple stochastic and deterministic simulations, the fundamental equations of statistical mechanics, computational chemistry, and molecular simulation

Relating Molecular Concepts to Observables

Develop an intuitive thinking pattern that relates observable phenomena to molecular concepts

Calculate Thermophysical Properties

Be able to calculate a wide variety of thermophysical properties from fundamental molecular concepts using QSPR correlations, computational chemistry, molecular simulation, and statistical mechanics

Real Fluid Properties from Simulations

Understand the fundamental relations of statistical mechanics and how to apply them (analytically) to ideal gases and how to use them to evaluate real-fluid properties from molecular simulations

Developing, Running, and Interpreting Molecular Simulations

Be able to put together, run, and interpret the results of Monte Carlo and molecular dynamics simulations to study phenomena and/or properties

Obtaining Molecular Properties from Quantum Chemistry Calculations

Be able to use modern quantum chemical software to optimize molecular geometries and obtain molecular properties and descriptors using a model chemistry

Top

Biomedical Engineering Principles

Application of chemical engineering principles to model physiologic systems and to solve medical problems.

CH EN 518

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 374 & CH EN 376; or equivalent.
Taught	Winter

Course Outcomes

Total-body Mass Balances

Students will be able to formulate total-body mass balances including the major incoming and outgoing components for the human body.

Transport Characterisitics

Students will be able to discuss the transport characteristics of biological membranes in terms of permeability and to estimate the ion flux, electrochemical potential, or chemical species concentrations associated with a particular environment.

Neuroprosthetic Device

Students will be able to discuss the factors important to the effectiveness of a neuroprosthetic device.

Man-made Flow Systems

Students will be able to describe and to numerically predict major aspects of the humancirculatory system and the behavior of blood in physiologic and man-made flow systems.

Mechanical Behavior

Students will be able to analyze the mechanical behavior of physiological tissue and biomaterials in terms of stress-strain behavior, viscoelasticity, and motion.

Biomaterials

Students will be able to describe the general classes of biomaterials and how they address requirements in various biomedical applications.

Tissue Engineering Processes

Students will be able to describe the basic processes of tissue engineering and the associated cell growth and transport issues.

Medical Imaging

Students will be able to describe the major types of medical imaging and the advantages and disadvantages of each.

Biosensors

Students will be able to describe several common strategies used in biosensors and to explain the need for such sensors.

Time Behavior of Chemical Species

Students will be able to formulate the equations to describe the time behavior of a chemical species for given physiological model, transport, and reaction assumptions.

Drug Delivery Systems

Students will be able to describe several medical circumstances for which drug delivery systems would be advantageous and to formulate the equations to describe the release of a drug into a patient under such circumstances.

Hemodialysis

Students will be able to describe the clinical requirements for hemodialysis and to mathematically estimate the rate of removal of metabolic products by normal kidneys and during hemodialysis.

Oxygen & Carbon Dioxide Transfer

Students will be able to mathematically estimate the transfer of oxygen and carbon dioxide in the lungs and in artificial oxygenators.

Bioethics

Students will be able to discuss the foundational principles of bioethics and the legal and sociological factors that affect their implementation.

Top

Biochemical Engineering

Applying chemical engineering principles to biochemical systems.

CH EN 519

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 374 & CH EN 386; or concurrent enrollment.
Taught	Winter even years

Course Outcomes

Biotechnology Applications

Identify, recognize, and appreciate engineering contributions in biotechnology applications.

Tools of Biochemical Engineering

Be familiar with the tools of biochemical engineering (PCR, rDNA technology, protein engineering, protein display, fermentation, etc.).

Protein Drugs

Understand how protein drugs are discovered, produced, and purified.

Enzyme and Metabolic Engineering

Understand the role of enzyme and metabolic engineering in synthetic biology.

Bioreactors

Utilize material balances to evaluate and optimize cell growth and substrate/product utilization in bioreactors.

Recovery and Purification

Apply engineering principles to recover and purification techniques of bioprocess.

Literature

Read and understand primary literature articles

Top

Industrial Catalytic Processes

Fundamentals of catalytic chemistry and materials; applications to important industrial catalytic processes. Includes catalyst materials and preparation, catalyst characterization, fixed-bed reactor design, and catalyst deactivation.

CH EN 528

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	CH EN 386
Taught	Spring Contact Department

Course Outcomes

Key Industrial Catalytic Processes

Students will learn about key industrial catalytic processes in the production of chemicals, refining of petroleum, and control of the environment.

Process Chemistry

Students will learn the key aspects of the process chemistry, kinetics, mechanisms, catalyst deactivation, reactor design and process design of 13 globally-significant catalytic processes.

Catalysis Principles

Students will apply principles of catalysis to derivation of rate expressions and reactor design calculations for a few processes.

Top

Thermodynamics of Multicomponent Systems

Fundamental concepts and applications in first and second laws, equilibrium and stability, phase equilibrium, and homogeneous and heterogeneous chemical equilibrium.

CH EN 531

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 373; or CHEM 463; or concurrent enrollment.
Taught	Fall

Course Outcomes

Open Systems & Pure Fluids

Perform 1st & 2nd analysis of heat and work interactions for open systems.Calculate process variables for pure fluids using equations of state, departure functions, and corresponding states.

Pure-Fluid Calculations & Relationships

Calculate properties of pure fluids (e.g., vapor pressure, molar volumes, etc.) using correlations and equations of state. Calculate the properties of mixtures using ideal mixing properties and excess properties. Show relationships between pure-fluid properties (e.g., Clapeyron Equation) and determine partial molar enthalpies, volumes, and entropies from experimental data and from equations for excess Gibbs energy.

Open Systems & Pure Fluids

Perform 1st & 2nd analysis of heat and work interactions for open systems.Calculate process variables for pure fluids using equations of state, departure functions, and corresponding states.

Phase Equilibrium

Write down the basic equations for vapor-liquid equilibrium using the gamma and phi methods. Find vapor-liquid equilibrium phase compositions, dew points, and bubble points for binary systems with ideal gas phase using the method. Calculate, at a given temperature, pressure, and feed composition, liquid and vapor compositions and amounts vaporized using the gamma and phi methods. Calculate liquid-liquid compositions using excess Gibbs energy equations. Calculate solid-liquid solubilities.

Pure-Fluid Calculations & Relationships

Calculate properties of pure fluids (e.g., vapor pressure, molar volumes, etc.) using correlations and equations of state. Calculate the properties of mixtures using ideal mixing properties and excess properties. Show relationships between pure-fluid properties (e.g., Clapeyron Equation) and determine partial molar enthalpies, volumes, and entropies from experimental data and from equations for excess Gibbs energy.

Chemical Equilibrium

Know and use the relationship among heats of formation, absolute entropy and Gibbs energy of formation. Know and use the relationship between Gibbs energy of formation and the equilibrium constant. Calculate the equilibrium distribution of reacting ideal gas mixtures. Calculate equilibrium compositions and temperature for a given heat interaction (e.g., adiabatic, isothermal, or given heat leak) for a given feed compostion, pressure, and initial temperature and real fluids. Find the equilibrium distribution for complex reactions.

Phase Equilibrium

Write down the basic equations for vapor-liquid equilibrium using the gamma and phi methods. Find vapor-liquid equilibrium phase compositions, dew points, and bubble points for binary systems with ideal gas phase using the method. Calculate, at a given temperature, pressure, and feed composition, liquid and vapor compositions and amounts vaporized using the gamma and phi methods. Calculate liquid-liquid compositions using excess Gibbs energy equations. Calculate solid-liquid solubilities.

↑Top

Transport Phenomena

Transport mechanisms and coefficients and fundamental field equations for momentum, heat, and mass transport, with application to system design.

CH EN
533

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 376 & MATH 303; or CH EN 376 & MATH 447; ChEn 476 or concurrent enrollment.
Recommended	Math 447.
Taught	Fall

Course Outcomes

Conservation Laws

Derive the equations of change from conservation principles for a one-dimensional system.Derive the equations of change from conservation principles for an arbitrary curvilinear coordinate system.

Dimensional Analysis

Apply the principles of dimensional analysis to the equations of change to generate terms containing dimensionless parameters such as Re, Pr, Sc, Gr, and Pe.For a given engineering problem, determine which terms in the equations of change are most significant in controlling the velocity, temperature, and concentration distributions.

Vector Notation

Mathematically interpret transport equations that are expressed using vector and tensor notation.Manipulate and generate solutions to equations using vector and tensor notation

Solutions to the Equations of Change

Generate analytic solutions to the equations of change when there is one independent variable, including unidirectional flow of an incompressible fluid with combined convection and diffusion.Demonstrate the principles for solving the equations of change for an incompressible fluid with two independent variables (two spatial, or time and one spatial).

Interfacial Transport

Solve simple interfacial transport problems with either heat, mass, or momentum transfer, including the use of Cf, Nu, and Sh.Solve interfacial transport problems with combined heat, mass, and momentum transfer; make "blowing factor" corrections to heat and mass transfer when the net-mass-transfer rate is high.

Transport Properties

Estimate viscosity, thermal conductivity, and mutual diffusivity from simple theories such as corresponding states and Chapman-Enskog.Explain the molecular origins of observed transport properties and predict qualitatively the transport performance of newly encountered materials.

Turbulence

Qualitatively explain the origins and nature of turbulence.

Multicomponent Mass Transfer

Describe the rationale and use of the Stefan-Maxwell equation for multicomponent mass transfer.

Innovation

Analyze the viability of proposed solutions to engineering problems in terms of transport processes.Apply knowledge of transport processes to generate new solutions to engineering problems.

↑Top

Kinetics and Catalysis

Theories and principles of chemical kinetics, including heterogeneous catalysis and reactor design.

CH EN 535

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 386
Taught	Fall

Course Outcomes

Definitions, Rate Functions and Stoichiometry

Define reaction rate; use extent of reaction for defining species concentrations.(a) General properties of rate function & five empirical rules; and (b) purposes of studying kinetics.

Theory of Chemical Kinetics

(a) Define elementary step and its rate. (b) Estimate pre-exponential factors from transition-state theory for homogeneous reactions.(a) collision and transition-state theories; and (b) BEBO theory; properties and calculations of partition functions. Estimate pre-exponential factors from TST for surface-phase species.

Kinetic Tools

Derive a rate expression from a sequence of elementary steps for a homogeneous chain reaction or a heterogeneous catalytic reaction.(a) Applicability and limitations of kinetic tools, including SSA, LCA, RDS, and MASI; open/closed sequences.

Adsorption/Surface Properties

(a) Derive Langmuir adsorption isotherms; (b) calculate BET surface area from N2 adsorption in a solid; (c) calculate dispersion of supported metal catalysts from uptake data.(a) Molecular processes involved in adsorption/desorption of molecules on a solid surface; (b) information available from a full-range isotherm.

Kinetics of Surface Reactions

(a) Derive rate expressions for Langmuir-Hinshelwood, Eley-Rideal, and two-site mechanisms of surface reactions; (b) fit rate data to a LH rate expression to determine values of the kinetic constants and specify acceptable statistical measures of the goodness of fit.(a) Principles and guidelines for experimental design and collecting rate data; (b) methods for fitting rate data to empirical and theoretically based rate models; (c) the microkinetics approach to modeling reaction kinetics.

Heat & Mass Transfer in Solid Catalysts

Calculate concentration and temperature gradients in film and pellet, % resistances for heat/mass transport and reaction, combined and effective diffusivities, and isothermal/-nonisothermal effectiveness factors.(a) Mechanisms of and fundamental equations for heat/mass transport processes during reaction in a solid, porous catalyst; (b) criteria for heat/mass transfer and pore-diffusional disguises.

Reactor Design Essentials

Set-up and solve energy, mass, and momentum balances for a 1D adiabatic or heat-exchange packed-bed reactor, incorporating film mass transfer and pore diffusional resistances and effects of gaseous expansion, to obtain catalyst requirements, axial temperature profile, and pressure drop.3D, unsteady-state equations for conservation of mass, energy, and momentum and simplification to 1D, steady-state reaction.

Top

Computer Design Methods

Computer-aided design and numerical methods of chemical engineering processes.

CH EN 541

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 376 & MATH 303; or CH EN 376 & MATH 334; or equivalent.
Taught	

Course Outcomes

Computational Techniques

Students will apply computational techniques to solve a wide range of numerical problems arising in Chemical Engineering

Numerical Computer Programming

Students will become proficient in numerical computer programming.

Numerical Methods

Students will learn theory, algorithms, implementation, and analysis of output for numerical methods including the following:

- Round off and truncation errors
- Stability and convergence criteria
- Direct and iterative solution of linear systems of equations
- Solution of nonlinear algebraic systems of equations
- Solution of linear and nonlinear systems of initial and boundary value ordinary differential equations
- Classification and characteristics of partial differential equations
- Solution of elliptic, parabolic, and hyperbolic partial differential equations using finite difference and finite volume methods
- Numerical integration and interpolation of functions

↑Top

Polymer Science and Engineering

Foundation science and theory of polymer chemistry and physics and their implications in engineering applications. Topics include polymerization chemistry, structure-property relationships, polymer physics, and transport properties.

CH EN 578

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CH EN 378; or equivalent.
Taught	Winter even years, Spring odd years

Course Outcomes

Polymer & Monomer Identification

Students can name polymers and identify the monomers from which the polymers are built.

Polymer Configuration & Conformation

Students recognize the roles that polymer configuration and conformation have upon polymer physical and chemical properties.

Chain Polymerizations

Students can describe the mechanisms of chain polymerizations, and can predict reaction rates and polymer chain lengths.

Step Polymerizations

Students can describle the mechanisms of step polymerizations, and can predict reaction rates and polymer chain lengths.

Polymer Design

Based on tabulated mechanical properties, students can design polymer structures to sustain engineering loads, and can predict deformations under load.

Manufacturing Processes

Students can name various manufacturing processes and can do simple formulation of manufacturing processes to build things from polymers.

Polymer Recycling

Students recognize the principles of polymer recycling and can select appropriate recycle or reuse methods to balance economics and environmental responsibility.

Industrial Scale Polymerization Processes

Students can analyze industrial scale polymerization processes and evaluate the advantages and disadvantages of various processes.

Polymer Scenario or Application

For a given scenario or application, students can propose various polymers that meet the requirements, identify the monomers required to make the polymers, and design the industrial polymerization and manufacturing processes to produce the desired object for the application.

Top

Special Topics - Intermediate

Special topics for advanced undergraduate students and for graduate students.

CH EN 593R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Non-curricular Knowledge

Students will develop knowledge and skills about topics addressed at the appropriate level but not regularly taught as part of the department curriculum

Top

Elementary College Chemistry

Structure of matter and the chemical consequences of that structure.

CHEM 100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	PhyS 100 or equivalent.
Note	For nonscience and nonmedical majors.
Taught	Contact Department

Course Outcomes

Chemistry principles

Students will be able to view the world around them in chemical terms. Students will use the concepts of atoms, molecules, and their properties to understand a variety of phenomena.

Problem solving

Students will be able to make basic quantitative calculations regarding a number of chemical concepts in preparation for more rigorous, college-level chemistry courses.

↑Top

Introductory General Chemistry

Atomic and molecular structure, periodic relationships, states of matter, chemical reactions and stoichiometry, acids and bases.

CHEM 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 97 or equivalent.
Note	Primarily for nonscience majors who require a broad introduction to general chemistry.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 101

Course Outcomes

Big Picture

Students will be able to view the world around them in chemical terms. Students will use the concepts of atoms, molecules, and their properties to understand a variety of phenomena.

Problem Solving

Students will be able to make qualitative and/or quantitative predictions regarding a number of chemical concepts including chemical reactions and stoichiometry, calorimetry, osmosis, gases, acid/base chemistry, chemical equilibria, and radioactivity.

↑Top

Concepts of Chemistry

The chemical nature of the world and the process of scientific inquiry. Application to critical scientific issues facing society.

CHEM 102

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Chemistry principles

Students will be able to view the world around them in chemical terms. Students will use the concepts of atoms, molecules, and their properties to understand a variety of phenomena.

Critical thinking about scientific claims

Students will demonstrate the ability to distinguish between reliable and questionable scientific claims as related to current, relevant issues facing society.

Science and religion

Students will discuss intelligently the relationship between modern science and religious belief.

Top

General College Chemistry 1 with Lab (Integrated)

Atomic and molecular structure including bonding and periodic properties of the elements; reaction energetics, electrochemistry, acids and bases, inorganic and organic chemistry. Includes an exploratory laboratory component.

CHEM
105

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Math 110 (or equivalent) or concurrent enrollment.
Note	Primarily for students in engineering and biological sciences. Three lectures per week plus recitation sections and exploratory lab assignments.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 105

Course Outcomes

Chemistry fundamentals

Students will demonstrate a familiarity with the basic vocabulary and concepts of chemistry.

Quantitative laws

Students will demonstrate a qualitative and basic quantitative understanding of the fundamental chemical laws which govern the material substances in our universe and which express how one variable in nature depends on another.

Problem solving

Students will demonstrate the ability to manipulate quantitative descriptors of natural phenomena expressed both in the form of equations and of proportionalities, and solve chemistry problems using these skills.

Chemical Phenomenon

A successful Chemistry 105 students describes chemical phenomenon by first focusing on properties of the elements at the atomic level. Chemistry 105 students will gain a knowledge base of reactivity patterns of elements and compounds.

Field of Study

Chemistry 105 students will be able to use their chemistry experience, knowledge, and skills to better understand and work in their own field of study.

↑Top

General College Chemistry 2

Continuation of Chem 105 but covering most of the topics in a more quantitative way. Detailed treatment of thermodynamics and equilibria.

CHEM 106

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	CHEM 105; or CHEM 111
Note	Three lectures and one recitation section per week.
Taught	Fall, Winter, Summer
Programs	Containing CHEM 106

Course Outcomes

Mastery of Chemistry Fundamentals

Students will demonstrate an expanded mastery of the concepts that were learned in Chemistry 105 including: kinetics, chemical equilibrium, acids and bases, solubility and complexation equilibrium, electrochemistry, thermodynamics, organic, biochemistry, and nuclear chemistry.

Problem Solving

Students will demonstrate the ability to solve mathematical problems, typically using algebra, in kinetics, chemical equilibrium, acids and bases, solubility and complexation equilibrium, electrochemistry, and thermodynamics.

Top

General College Chemistry Laboratory

Chemical properties, chemical reactions, collection and interpretation of data, preparation of reports.

CHEM 107

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Chem 106 or Chem 112 or concurrent enrollment.
Note	Required for most students needing one year of general chemistry.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 107

Course Outcomes

Chem 107

1. **Scientific Practices**: Students will develop proficiency as scientists by asking questions, planning and carrying out experiments, analyzing and interpreting data, using models, constructing explanations, supporting arguments with evidence, and clearly and effectively communicating the results of their experiments.
2. **Observation and Inference**: Students will demonstrate the ability to carefully observe the outcomes of experiments, use that evidence to make inferences about molecular-level events, and communicate that information using the symbolic notation of chemistry.
3. **Laboratory Techniques and Safety**: Students will demonstrate skill at basic laboratory and safety techniques including measuring mass and liquid volumes, transferring chemicals, using a centrifuge, employing appropriate personal protective equipment, and disposing of waste materials properly.

Top

Principles of Chemistry 1

Stoichiometry, kinetic-molecular theory, thermodynamics, states of matter, solutions and equilibria, electrochemistry, structure and bonding, chemical reactions, kinetics.

CHEM 111

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Math 110 or equivalent.
Recommended	High school chemistry, physics, and introductory calculus or concurrent enrollment in Math 112.
Note	Tutorial included.
Taught	Fall
Programs	Containing CHEM 111

Course Outcomes

Molecular Models

Students will demonstrate the ability to use valence shell and molecular orbital models of bonding to predict molecular shapes, reactivity, and spectroscopic properties.

Application of Kinetic Theory of Gases

Students will be able to apply the kinetic theory of gases, including properties of ideal gases and interactions that lead to non-ideal behavior, to predict gas behavior with varied temperature, pressure and volume.

Application of Chemical Thermodynamics

Students will demonstrate the ability to use core concepts of chemical thermodynamics, with emphasis on the first and second laws, to predict physical changes and reaction outcomes based on Gibbs energies.

Application of Quantum Mechanics to Atomic Theory

Students will be able to apply concepts of the quantum mechanical nature of light and matter to explain observations that originally led to the development of atomic theory.

Top

Principles of Chemistry 2

Continuation of Chem 111.

CHEM 112

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	Chem 111 or Chem 105 or equivalent.
Note	Tutorial included.
Taught	Winter
Programs	Containing CHEM 112

Course Outcomes

Applying Thermodynamics to Equilibria and Entropy

Students will be able to use thermodynamic principles and their application to physical and chemical equilibria to calculate entropic and enthalpic contributions to physical changes and reactions and predict equilibria given entropic and enthalpic changes.

Applying Acid-Base Theory

Students will be able to apply acid-base theory, including interactions of strong and weak acids and bases, to determination of pH values of solutions, calculating buffering capacity and performance of acid-base titrations. They will be able to use structural features of molecules to estimate acid and base strength.

Electrochemistry

Students will demonstrate an understanding of electrochemistry in designing simple electrodes and will use reduction/oxidation potentials to characterize electrodes.

Applying Transition State Theory to Reactions

Students will be able to apply transition state theory to reaction kinetics. Students will be able to model mathematically rates of multiple reaction types.

Periodic Table Principles

Students will be able to apply the periodic nature of the elements to classify elements and identify the compositions of inorganic salts.

↑Top

Introductory General Chemistry Laboratory

Principles and techniques of chemical measurements. Concepts introduced in general chemistry lecture courses reinforced.

CHEM
113

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Chem 112 or Chem 106 or concurrent enrollment (preferred). Chem 201 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing CHEM 113

Course Outcomes

Precise Quantitative Measurements

Perform precise quantitative measurements using volumetric glassware, analytical balances, and electrochemical and spectrophotometric instrumentation.

Application of Chem 111 and Chem 112 to Laboratory Measureme

Apply concepts of quantum mechanics, kinetics, equilibrium and thermodynamics taught in Chem 111 and Chem 112 to laboratory measurements.

Separation and Classification of Inorganic Cations and Anion

Apply a basic understanding of descriptive chemistry introduced in Chem 112 to the separation and classification of inorganic cations and anions.

Record Laboratory Procedures

Record laboratory procedures and results neatly and concisely in a laboratory notebook

Report Experimental Results

Report experimental results in a manner that gives proper attention to sources of experimental error.

↑Top

Freshman Seminar

Impact of chemistry and biochemistry on science and society. Overview of areas of chemistry and undergraduate research. Benefits of a chemistry or biochemistry degree for jobs, graduate or professional school.

CHEM
195

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Societal Impact

Students will appreciate the impact of chemistry and biochemistry on society.

Areas

Students will understand the distinctions between the main areas of chemistry and biochemistry.

Value of Degree

Students will recognize the value of a chemistry and biochemistry degree and the range of opportunities for degree holders.

Research options

Students will be aware of options to do undergraduate research.

↑Top

Chemical Handling and Safe Laboratory Practices

Safe handling of chemicals and safe practices in chemistry laboratories.

CHEM 201

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing CHEM 201

Course Outcomes

Regulations

Discuss regulations that govern a chemists activities: OSHO, EPA, DOT, CDC, NRC, and state agencies and specifically, the OSHA Laboratory Standard CFR 29 1910.1450 and EPA RCRA regulations (CFR 40) requiring "cradle to grave" responsibility

Chemical hazards

Identify chemical hazard classes and follow administrative guidelines to work safely in a laboratory environment and properly store and dispose of chemicals. These guidelines include regulated exposure limits PEL, STEL, IDLH, Ceiling and other measurable standards, such as the TLV, LD50, LC50, SADT, and guidelines for use of compressed gases and cryogenic materials.

Protective equipment

Demonstrate usage of protective equipment available for chemical exposure.

Accidents

Respond to laboratory accidents, such as spills, fires, and cuts, and clean up a mercury spill.

Fire safety

Recognize fire hazards and put out a fire using an ABC fire extinguisher.

Biological and radiological safety

Discuss biological and radiological safety, including biosafety levels, management of biological waste, lasers, and radionuclides.

↑Top

Quantitative and Qualitative Analysis

Principles of chemical equilibrium, quantitative chemical measurements, and qualitative detection of selected chemical species.

CHEM 223

Hours	4.0 Credit, 2.0 Lecture, 6.0 Lab
Prerequisites	CHEM 107; or CHEM 113
Note	Primarily for majors in molecular biology and the life sciences.
Taught	Fall, Spring
Programs	Containing CHEM 223

Course Outcomes

Course Objectives

The course is designed to develop research skills. The labwork will have a somewhat bioanalytical focus, e.g. the chemical analysis of biological molecules or biologically related ions and the use of biomolecules in assays. We will work to develop good laboratory practice, both conceptually and practically, and consider how to do good science. The combined lecture/lab approach will be used to help you understand quantitative approaches to analysis, sources of error, and the utility but also limitations of laboratory measurements. You will be asked to apply a portion of this knowledge to your own laboratory determinations. We will also discuss more advanced analytical methods involving chemical separations and instrumental analyses. This course fills one of the requirements for a minor in chemistry.

Top

Principles of Chemical Analysis

Principles of quantitative analysis, introductory instrumental methods, and computer applications to chemical analysis.

CHEM 227

Hours	4.0 Credit, 2.0 Lecture, 6.0 Lab
Prerequisites	CHEM 113
Taught	Fall, Spring
Programs	Containing CHEM 227

Course Outcomes

Laboratory Operations

Demonstrate skill in performing precise, careful, basic laboratory operations such as sample preparation, calibration techniques, spectrophotometry, electrochemical analysis, titrimetric and chromatographic methods

Basic Measurement

Explain basic measurement methods and devices

Reporting Scientific Results

Show proficiency in reporting scientific results in numerical, graphical, and written formats, and be able to explain the ethical standards for such reports

Data Analysis Computer Programs

Show proficiency in using computer programs for data analysis

Apply Basic Statistics to Data Analysis

Apply basic statistics to data analysis including, confidence intervals, t-test, linear regression, propagation of error, sampling statistics and signal-noise enhancement

Evaluate Experiments and Data

Critically evaluate experiments and data with respect to theory and models

Application of Knowledge to New Problems

Apply knowledge to new problems, including the design and validation of new analytical methods

Top

Introductory Bio-organic Chemistry

Principles of organic chemistry and biochemistry relating to biomolecule structure and function.

CHEM 285

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	Chem 101 or equivalent.
Taught	Fall, Winter, Spring
Programs	Containing CHEM 285

Course Outcomes

Metabolism of Carbohydrates, Lipids and Proteins

Students will understand the metabolism of carbohydrates, lipids, and proteins in humans. They will be able to describe in structures and words the metabolism of sugars through the pathways of glycolysis, the citric acid cycle, and the electron transport chain.

Organic Functional Groups

Students will understand the structure and reactivity of organic functional groups, such as alcohols, aldehydes, carboxylic acids, and amides. For example, students will learn that aldehydes and ketones typically undergo addition reactions.

Biomolecules

Students will understand the structure and reactivity of the biomolecules that have those functional groups. For example, students will be able to demonstrate that carbohydrates are aldehydes and ketones that undergo addition reactions to form hemiacetals and polysaccharides with acetal linkages.

Top

Research Training Experience

Developing competence in methods of research, safe practices, and application of classroom knowledge to research problems leading to confidence and independence in research work.

CHEM 297R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

Research skills

The student will develop the fundamental skills necessary to participate in mentored research in future semesters with a specific research group under the tutelage of a faculty member.

↑Top

Guided Learning for Chemistry Instruction

Methods for guiding the learning of high school chemistry students, including modeling of instruction and practice in preparing and conducting demonstrations.

CHEM 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 107; or CHEM 113
Recommended	Chem 201.
Taught	Winter
Programs	Containing CHEM 331

Course Outcomes

Pedagogy and Teaching Chemistry

Develop and broaden an understanding of the explanations of natural phenomena with chemistry principles to encourage student interest in the world around them.

Chemistry Fundamentals

Enrich and supplement the chemical principles and concepts learned in university chemistry courses to fully understand basic chemical principles.

Laboratory and Problem Solving Skills

Develop and refine a variety of laboratory and problem solving strategies: dimensional analysis, microscale chemistry, Virtual ChemLab, and inquiry methods.

↑Top

Organic Chemistry 1

Fundamentals of bonding, structure, and reactions of organic compounds, including molecular geometry, polarity, conformation, isomerism, functional groups, stereochemistry, reactions and reaction mechanisms, and spectroscopy.

CHEM
351

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	CHEM 105; or CHEM 111
Note	Primarily for majors in chemical engineering and the biological sciences.
Taught	Fall, Winter, Spring
Programs	Containing CHEM 351

Course Outcomes

Recognizing and Naming Classes

Recognize functional group classes commonly encountered in organic chemistry and name representative molecules from each class using IUPAC rules for organic nomenclature.

Structure and Reactivity Prediction

Predict structure and reactivity of alkanes, alkenes, alkynes, aromatic hydrocarbons, alcohols, ethers, epoxides, and alkylhalides based on such factors as carbon atom hybridization, bond length, bond strength, and bond polarity.

Curved Arrow Mechanisms

Recognize and provide curved arrow mechanisms for the following types of organic reactions: additions, substitutions, and eliminations.

Energetically-Preferred Conformations

Predict the energetically preferred conformation for straight-chain and branched alkanes, and for substituted cycloalkanes.

R and S Configurations/Distinguishers

Determine R and S configurations for chiral molecules and distinguish between enantiomers, diastereomers, meso compounds, and conformational isomers.

Mass Spectra Determining Molecule Structure

Interpret 1H NMR, 13C NMR, IR, UV, and mass spectra and use these data to determine the structure of organic molecules.

Relative Energy Prediction

Predict the relative energies of reactive intermediates such as radicals, carbocations, and carbanions, based on structural considerations such as orbital hybridization, hyperconjugation, and resonance stabilization.

Top

Organic Chemistry 1 - Majors

Fundamentals of bonding, structure, and reactions of organic compounds, including molecular geometry, polarity, conformation, isomerism, functional groups, stereochemistry, reactions and reaction mechanisms, and spectroscopy. Chem 351M provides a more in-depth treatment of the above topics than Chem 351.

CHEM 351M

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	CHEM 105; or CHEM 111
Note	For majors in chemistry and biochemistry.
Taught	Fall
Programs	Containing CHEM 351M

Course Outcomes

Recognizing and Naming Classes

Recognize functional group classes commonly encountered in organic chemistry and name representative molecules from each class using IUPAC rules for organic nomenclature.

Structure and Reactivity Prediction

Predict structure and reactivity of alkanes, alkenes, alkynes, aromatic hydrocarbons, alcohols, ethers, epoxides, and alkylhalides based on such factors as carbon atom hybridization, bond length, bond strength, and bond polarity.

Curved Arrow Mechanisms

Recognize and provide curved arrow mechanisms for the following types of organic reactions: additions, substitutions, and eliminations.

Energetically-Preferred Conformations

Predict the energetically preferred conformation for straight-chain and branched alkanes, and for substituted cycloalkanes.

R and S Configurations/Distinguishers

Determine R and S configurations for chiral molecules and distinguish between enantiomers, diastereomers, meso compounds, and conformational isomers.

Mass Spectra Determining Molecule Structure

Interpret 1H NMR, 13C NMR, IR, UV, and mass spectra and use these data to determine the structure of organic molecules.

Relative Energy Prediction

Predict the relative energies of reactive intermediates such as radicals, carbocations, and carbanions, based on structural considerations such as orbital hybridization, hyperconjugation, and resonance stabilization.

Top

Organic Chemistry 2

Emphasis on organic reactions, reaction mechanisms, synthesis, and spectroscopy building on the foundation of Chem 351, including carbonyl chemistry, and chemistry of aromatic compounds, organic acids and bases, polymers, and biomolecules.

CHEM
352

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	CHEM 351; or CHEM 351M
Note	Primarily for majors in chemical engineering and the biological sciences.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 352

Course Outcomes

Predict Structure and Reactivity

Predict structure and reactivity of aldehydes, ketones, carboxylic acids, esters, anhydrides, amides, b-ketocarbonyl containing compounds, amines, and phenols.

Curved Arrow Mechanisms

Recognize and provide curved arrow mechanisms for the following types of organic reactions: electrophilic & nucleophilic aromatic substitution, nucleophilic carbonyl addition, nucleophilic acyl substitution, carbonyl condensation, [4 2] cycloaddition, and substitution ato a carbonyl.

Recognize and Predict Reactivity

Recognize and predict the reactivity of the following reactive species and/or reactive intermediates: Grignard reagents, Wittig reagents, organolithiums, diorganocuprates, enols, enolates, aryl diazonium ions, and benzynes.

Recognize and Predict Structure/Reactivity

Recognize and predict the structure and reactivity of the following classes of biologically important organic molecules: carbohydrates, amino acids, proteins, and lipids.

Top

Organic Chemistry 2 - Majors

Emphasis on organic reactions, reaction mechanisms, synthesis, and spectroscopy building on the foundation of Chem 351M, including carbonyl chemistry, the chemistry of aromatic compounds, organic acids and bases, polymers, and biomolecules. Chem 352M provides a more in-depth treatment of the above topics than Chem 352.

CHEM
352M

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	CHEM 351M; or CHEM 351
Note	For majors in chemistry and biochemistry.
Taught	Winter
Programs	Containing CHEM 352M

Course Outcomes

Predict Structure and Reactivity

Predict structure and reactivity of aldehydes, ketones, carboxylic acids, esters, anhydrides, amides, b-ketocarbonyl containing compounds, amines, and phenols.

Curved Arrow Mechanisms

Recognize and provide curved arrow mechanisms for the following types of organic reactions: electrophilic & nucleophilic aromatic substitution, nucleophilic carbonyl addition, nucleophilic acyl substitution, carbonyl condensation, [4 2] cycloaddition, and substitution ato a carbonyl.

Recognize and Predict Reactivity

Recognize and predict the reactivity of the following reactive species and/or reactive intermediates: Grignard reagents, Wittig reagents, organolithiums, diorganocuprates, enols, enolates, aryl diazonium ions, and benzynes.

Recognize and Predict Structure/Reactivity

Recognize and predict the structure and reactivity of the following classes of biologically important organic molecules: carbohydrates, amino acids, proteins, and lipids.

↑Top

Organic Chemistry Laboratory--Nonmajors

Physical and chemical properties, isolation and purification, characterization, syntheses.

CHEM 353

Hours	1.0 - 2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	CHEM 351; or CHEM 351M; concurrent enrollment in Chem 352 or Chem 352 strongly preferred.
Note	For predentistry, premedicine, and other majors who do not intend to take Chem 455.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 353

Course Outcomes

Traditional Organic Reactions

Perform a broad range of traditional organic reactions at the micro scale including: nucleophilic carbonyl additions, hydroboration, nucleophilic acyl substitution, electrophilic aromatic substitution, [4 2] cycloaddition, and photochemical alkene isomerization.

Organic Chemistry Techniques

Implement fundamental organic chemistry techniques for carrying out basic experiments, and purifying products, at the micro scale including: extraction, distillation, recrystalization, column chromatography, and TLC.

Form Conclusions

Make correct conclusions about the outcome of experiments after collecting basic physical data, and after providing unambiguous interpretation of the necessary spectra.

↑Top

Organic Chemistry Laboratory--Majors

Physical and chemical properties, manipulative skills, isolation and purification, characterization and identification, syntheses.

CHEM
354

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Chem 352 or Chem 352M or concurrent enrollment (preferred).
Taught	Fall, Winter, Spring
Programs	Containing CHEM 354

Course Outcomes

Traditional Organic Reactions

Perform a broad range of traditional organic reactions at the micro scale including: nucleophilic carbonyl additions, hydroboration, nucleophilic acyl substitution, electrophilic aromatic substitution, [4 2] cycloaddition, and photochemical alkene isomerization.

Organic Chemistry Techniques

Implement fundamental organic chemistry techniques for carrying out basic experiments, and purifying products, at the micro scale including: extraction, distillation, recrystalization, column chromatography, and TLC.

Form Conclusions

Make correct conclusions about the outcome of experiments after collecting basic physical data, and after providing unambiguous interpretation of the necessary spectra.

↑Top

Organic Chemistry Laboratory 2 - Nonmajors

Physical and chemical properties, isolation, purification, characterization, identification, and syntheses of organic compounds.

CHEM 355

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	CHEM 353
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Traditional Organic Reactions

Perform a broad range of traditional organic reactions at the micro scale including: nucleophilic carbonyl additions, hydroboration, nucleophilic acyl substitution, electrophilic aromatic substitution, [4 2] cycloaddition, and photochemical alkene isomerization.

Organic Chemistry Techniques

Implement fundamental organic chemistry techniques for carrying out basic experiments, and purifying products, at the micro scale including: extraction, distillation, recrystalization, column chromatography, and TLC.

Form Conclusions

Make correct conclusions about the outcome of experiments after collecting basic physical data, and after providing unambiguous interpretation of the necessary spectra.

Top

Technical Writing Using Chemical Literature

Intensive technical writing course based on chemical literature sources.

CHEM 391

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 227 & CHEM 352; or CHEM 227 & CHEM 352M
Note	Fulfills GE Advanced Writing requirement.
Taught	Fall, Winter
Programs	Containing CHEM 391

Course Outcomes

Communicate Results

Communicate the results of scientific experiments in oral reports, technical graphics, and written reports.

Research Literature

Search the chemical literature for published works relevant to a project of interest, and to read and understand technical literature related to the discipline.

Apply Classroom Knowledge in Research Laboratory

Draw on classroom knowledge to contribute to solutions of problems encountered in a research laboratory.

Post-Graduate Opportunities

Make informed choices among post-graduate opportunities for work or further education.

Ethics

Understand professional and scientific ethics.

↑Top

Synthesis and Qualitative Organic Analysis

Laboratory course emphasizing isolation, purification, and characterization of major and minor products from selected syntheses.

CHEM
455

Hours	3.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	CHEM 354; or CHEM 353; Chem 201 or concurrent enrollment.
Note	For chemistry and other science majors.
Taught	Fall
Programs	Containing CHEM 455

Course Outcomes

Design New Reactions to Obtain Desired Products

Critically evaluate literature references, in particular experimental reaction details including reagents, starting materials, solvent, temperature, apparatus, stoichiometry, and scale. Adapt and modify known procedures to design and execute new reactions to obtain desired products on small and moderate scales (mg–g).

Completion of Reactions

Monitor and evaluate the successful completion of reactions using TLC with various solvents and modes, solvent changes and co-spot interpretation.

Reactions Using Appropriate Systems

Work up reactions using the appropriate organic and aqueous system based on polarity and acid/base properties including drying and solvent removal operations.

Basic Purification

Perform basic purification operations using recrystallization, distillation, chromatography with proper choice of solvents, techniques, mode of operation, etc. based on the properties of the product compound.

Hands on Operation

Evaluate purity and identification of structures using hands on operation of NMR, IR, MS, and polarimetry.

Complete Peak Assignment

Prepare sample, set up and obtain routine 1D 1H and 13C NMR spectra showing adequate signal locking, shimming, formatting, data processing, spectra interpretation with complete peak assignment.

NMR Theory

Demonstrate understanding of NMR theory including magnetic field resonance, radio frequency pulse sequences, shift, splitting, polarization transfer, signal correlation, 2D experiments including homo and heterocorrelation spectroscopy, COSY, HSQC, NOESY, and multiple bond techniques, HMBC, TOCSY

MS Theory

Demonstrate understanding of MS theory including ionization techniques, EI, CI, FAB, ES, MALDI, detection techniques, fragmentation patterns of functional groups, molecular ion, base peak, isotopes, N-rule.

Polarimetry Theory

Demonstrate understanding of polarimetry theory including plane polarized light, interaction with chiral compounds, optical rotation and determination of enantiomeric excess.

Write Clear Lab Reports

Write clear lab reports including clear experimental detail, operation, characterization, interpretation, evaluation, and conclusions.

Top

Physical Chemistry 1

Quantum mechanics, group theory, atomic and molecular structure, spectroscopy, computational methods, statistical mechanics.

CHEM 462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 302 & PHSCS 123; Chem 227 or concurrent enrollment; Chem 351M or 351; Phscs 220 or concurrent enrollment.
Taught	Fall
Programs	Containing CHEM 462

Course Outcomes

Wave Functions and Operators

Demonstrate understanding of wave functions and operators, including solving for eigenvalues and expectation values

Properties of Model Systems

Solve for properties of model systems, including particle in a box, harmonic oscillator, rigid rotor, Hydrogen-like atoms

Approximation Techniques

Apply approximation techniques (variation and perturbation) to relate model system to real chemical systems

Interpret and Extract Information on Molecular Shape

Apply quantum models of molecules to interpret spectra and extract information on molecular shape

Characterize Molecular Properties

Characterize molecular properties by solving for molecular symmetry

Solve for Simple Bonding Orbitals

Solve for simple bonding orbitals using valence bond, linear combinations of atomic orbitals and symmetry adapted linear combinations

Solve for the Partition Function of Molecular Systems

Solve for the partition function of molecular systems, including translational, rotational, vibrational and electronic energies

↑Top

Physical Chemistry 2

Thermodynamics and equilibria, states of matter, kinetic-molecular theory, kinetics, statistical mechanics.

CHEM 463

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462 & PHSCS 220
Recommended	Math 302.
Taught	Winter
Programs	Containing CHEM 463

Course Outcomes

Find Connections

Demonstrate connections between molecular interactions and equations of state

Understand and Use Molecular Models

Describe physical and chemical phenomena in terms of molecular and bulk models and understand the limitations of these models

Describe Chemical Reactions

Describe the kinetics of chemical reactions in terms of molecular mechanisms and empirical rate laws

Laws of Thermodynamics

Apply the laws of thermodynamics to physical and chemical processes, including phase transitions, mixtures, chemical equilibrium, and electrochemical processes

Analyze and Interpret Data

Analyze and interpret experimental data to draw conclusions about physical and chemical processes

Top

Physical Chemistry Laboratory 1

Experiments related to physical chemistry: thermodynamics and equilibria, phase transitions, kinetic-molecular theory, kinetics; computer manipulation of data, report preparation.

CHEM 464

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Chem 463 or 467 or 468 or concurrent enrollment.
Note	May be taken before, after, or concurrent (preferred) with Chem 465.
Taught	Winter
Programs	Containing CHEM 464

Course Outcomes

Collect Data

Collect quantitative data using a variety of instruments, including calorimeters and spectrometers

Fit Data to Models

Fit collected data to mathematical models and extract molecular and bulk parameters

Prepare Graphs/Tables Based on Data

Prepare and present clear graphs and tables, showing data from experiments

Lab Reports

Write clear lab reports in standard scientific journal format

Oral Presentations

Prepare and give high quality oral presentations

↑Top

Physical Chemistry Laboratory 2

Experiments related to physical chemistry: quantum mechanics, group theory, atomic and molecular structure, spectroscopy, computational methods, statistical mechanics; computer manipulation of data, report preparation.

CHEM
465

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Chem 462 or 467 or 468 or concurrent enrollment.
Note	May be taken before, after, or concurrent (preferred) with Chem 464.
Taught	Winter
Programs	Containing CHEM 465

Course Outcomes

Collect Spectroscopic Data

Collect quantitative spectroscopic data using a variety of instruments, including FT-IR, UV/Vis

Fit Data to Models

Fit collected data to physical chemical mathematical models and extract molecular parameters

Experiment with Molecules

Perform molecular computations on the molecules in laboratory experiments

Prepare Graphs/Tables Based on Data

Prepare and present clear graphs and tables, showing data from experiments

Lab Reports

Write clear lab reports in standard scientific journal format

↑Top

Physical Chemistry for Engineers

Quantum mechanics, atomic and molecular structure, spectroscopy, computational methods, statistical mechanics, thermodynamics and equilibria, states of matter, kinetic-molecular theory, kinetics.

CHEM
467

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 351 & MATH 302 & PHSCS 121; or CHEM 351 & MATH 314 & PHSCS 121
Recommended	Ch En 263.
Note	For chemical engineering majors and other interested students in fields of engineering and physical science.
Taught	Fall
Programs	Containing CHEM 467

Course Outcomes

Fundamentals

understand the fundamentals of classical thermodynamics, quantum mechanics, reaction kinetics, and statistical mechanics, including foundational principles, key mathematical relationships and derivations, at a deeper, more rigorous level than Chem 111H and 112.

Relate

be able to relate atomic/molecular properties and interactions to bulk properties and vice versa.

Interpret

be able to interpret atomic and molecular spectra in terms of quantum mechanical models.

Describe

be able to describe the kinetics of chemical reactions in terms of molecular mechanisms and empirical rate laws.

Apply

be able to apply the laws of thermodynamics to physical and chemical processes.

Analyze

be able to analyze and interpret experimental data to draw conclusions about chemical processes from a wide range of disciplines, including chemistry, biology, engineering and geology.

Develop and Use

be able to develop and use models, both conceptual and mathematical, of physical and chemical phenomena and understand the limitations of these models.

Top

Biophysical Chemistry

Applications of physical chemistry to biological systems. Spectroscopic applications, computational methods, structural biochemistry, thermodynamics, equilibria, statistical mechanics, transport properties, kinetics, quantum mechanics.

CHEM 468

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 481 & MATH 113 & PHSCS 123; or CHEM 481M & MATH 113 & PHSCS 123
Note	For biochemistry (BS) majors and those interested in the health professions or biochemistry. (For prerequisites, Phscs 220 may be taken concurrently.)
Taught	Winter
Programs	Containing CHEM 468

Course Outcomes

Fundamental Concepts in Four Principal Areas

Describe conceptually the fundamental concepts in the four principal areas of physical chemistry: classical thermodynamics, statistical thermodynamics kinetics and quantum mechanics

Define and Manipulate Concepts Mathematically

Define mathematically the concepts outlined in 1) and manipulate the fundamental and derived equations associated with these concepts

Use Skills to Calculate or Predict Conditions

Use the above skills to calculate or predict the equilibrium conditions or direction of spontaneous biochemical processes that are involved in metabolism or energy transfer events given appropriate thermodynamic data and initial system conditions

Mathematical and Graphical Techniques

Employ mathematical and graphical techniques on enzyme kinetic data to extract key parameters and to identify inhibition mechanisms

Solve Schroedinger Equation Problems

Solve simple Schroedinger equation problems (e.g., particle in a box), identify boundary conditions, and explain the significance of boundary conditions on the observance of quantized effects

Predictions of Behavior

Relate the simple Hamiltonians from above to biological molecules and systems and generalize from the simple results to make predictions regarding behavior in the biological systems

Nature of Electronic Energy Levels

Identify the nature of electronic energy levels in key photoactive biological molecules and use spectroscopic data to probe these levels

Apply Concepts to Photosynthesis and Vision

Apply fundamental concepts of electronic structure and reaction kinetics to the steps in photosynthesis and vision

Physical Chemistry Perspectives Lead to Deeper Understanding

Provide examples in which physical chemistry perspectives have enabled a deeper more complete understanding of the structure and function of biological molecules and complex biological systems

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

CHEM 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing CHEM 477R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Biochemistry

First-semester biochemistry. Molecular components of cells, chemical structure and function, enzymes, metabolic transformations, photosynthesis.

CHEM
481

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 352 & PDBIO 120; or CHEM 352 & BIO 130
Note	For chemistry majors and students in biological sciences who contemplate pursuing advanced degrees, including medicine. (For prerequisite, Chem 352M may be used in place of Chem 352. Get a permission-to-add code from the course instructor.)
Taught	Fall, Winter, Spring
Programs	Containing CHEM 481

Course Outcomes

Mastery of Key Concepts

Demonstrate mastery of key concepts in the Biochemistry subdiscipline and articulate the relationships between chemistry and biology. This outcome is elaborated in outcomes 2-5 below

Explain How Structure Determines Biological Function

Explain how the structure of biomolecules such as proteins, nucleic acids, lipids, and carbohydrates determines their biological function

Enzymes Catalyze Reactions

Describe how enzymes catalyze reactions in terms of thermodynamics, kinetics, and mechanistic strategies

Energy from Metabolic Reaction

Understand how energy is generated from metabolic reaction pathways

Understanding Reactivity in Metabolic Pathways

Push arrows to predict and understand reactivity in metabolic pathways

Communicate in Writing

Communicate scientific ideas clearly to other specialists in writing

Research

Identify and understand primary research articles relevant to a specific biochemical question of current interest

Interpret and Critique Experimental Data

Interpret and critique experimental data relating to biochemical models

Top

Biochemistry--Majors

First-semester biochemistry. Molecular components of cells, chemical structure and function, enzymes, metabolic transformations, photosynthesis.

CHEM
481M

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 352M & PDBIO 120; or CHEM 352M & BIO 130
Note	For chemistry and biochemistry majors only. (For prerequisite, Chem 352 may be used in place of Chem 352M. Obtain a permission-to-add code from the class instructor.)
Taught	Fall
Programs	Containing CHEM 481M

Course Outcomes

Mastery of Key Concepts

Demonstrate mastery of key concepts in the Biochemistry subdiscipline and articulate the relationships between chemistry and biology. This outcome is elaborated in outcomes 2-5 below

Explain How Structure Determines Biological Function

Explain how the structure of biomolecules such as proteins, nucleic acids, lipids, and carbohydrates determines their biological function

Enzymes Catalyze Reactions

Describe how enzymes catalyze reactions in terms of thermodynamics, kinetics, and mechanistic strategies

Energy from Metabolic Reaction

Understand how energy is generated from metabolic reaction pathways

Understanding Reactivity in Metabolic Pathways

Push arrows to predict and understand reactivity in metabolic pathways

Communicate in Writing

Communicate scientific ideas clearly to other specialists in writing

Understanding Reactivity in Metabolic Pathways

Push arrows to predict and understand reactivity in metabolic pathways

Research

Identify and understand primary research articles relevant to a specific biochemical question of current interest

Interpret and Critique Experimental Data

Interpret and critique experimental data relating to biochemical models

↑Top

Mechanisms of Molecular Biology

Second-semester biochemistry. Nucleic acid biochemistry and molecular biology: nucleotide metabolism, chromosome and chromatin structure, DNA structure and replication, RNA transcription and gene expression, protein synthesis and regulation, eukaryotic gene systems, signal transduction.

CHEM
482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 481M; or CHEM 481
Taught	Winter
Programs	Containing CHEM 482

Course Outcomes

Draw and Explain

Draw the structure of DNA, determine the topology of a plasmid, explain the chemical sequence of events that occur during DNA replication and draw structural changes that occur due to mutation.

Determine

Determine how to perform and interpret an electrophoresis separation of DNA fragments, southern blot, restriction map, polymerase chain reaction, and a DNA sequencing reaction with necessary controls.

Design

Design a DNA cloning strategy, explain controls necessary, and write procedural plan.

Mechanism

Draw and explain the mechanism of RNA transcription and how RNA is processed, spliced, and regulated. Understand the basic mechanisms of transcriptional regulation using the example of transcription of genes necessary for cholesterol synthesis.

Techniques

Determine when and how to use techniques that involve RNA: Northern blots, quantitative PCR, microarrays, S1 nuclease and primer extension mapping of the transcriptional start with appropriate controls.

Sequence

Determine the sequence of amino acids in a protein from a series of nucleotides.

Process

Draw and explain the process of protein translation and how it is regulated.

Interpret

Determine where a protein is localized in a tissue or cell: interpret a western blot, protein fusion assays.

Interacts

Determine with what a protein interacts: Interpret gel shift assays, Chromatin Immunoprecipitation, DNA footprinting, and yeast two hybrid reporter assays.

Maintain

Maintain faith through challenges and ethical boundaries in reporting and interpreting data.

Top

Structural Biochemistry

Molecular structures of proteins, RNA and DNA as determinants of biological function. Topics include thermodynamics of folding and binding, structural determination, spectroscopy, modeling, protein recognition.

CHEM
489

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 468
Taught	Fall
Programs	Containing CHEM 489

Course Outcomes

Motifs and Symmetries in Macromolecular Structures

Identify motifs and symmetries in macromolecular structures and chemical interactions that maintain structural integrity

Relate Structure to Biological Function

Relate the structure of a macromolecule to its biological function

Structural Information for Biological Macromolecules

Describe how X-ray crystallography, nuclear magnetic resonance, cryogenic electron microscopy, and circular dichroism techniques give structural information for biological macromolecules

Communicate Orally and In Writing

Communicate scientific ideas (e.g. structure-function relationships) clearly and concisely to others orally and in writing, and use ethical standards in oral and written presentations

Work With Peers

Work with peers to answer scientific questions

Top

Senior Seminar

Research topics presented by faculty and visiting scientists. Completion of undergraduate portfolio.

CHEM 495

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CHEM 594R
Note	Required of all seniors in all chemistry and biochemistry degree programs the last semester in residence.
Taught	Fall, Winter
Programs	Containing CHEM 495

Course Outcomes

Become Familiar With Current Research

Become familiar with a variety of current research areas by listening to numerous visiting researchers describe their recent research results.

Prepare for Seminar Presentations

Prepare for seminar presentations by reading literature articles written by visiting speakers before attending the presentation.

Write Summaries of Research Papers

Improve science-writing skills by writing summaries of research papers.

Notes in Presentations

Take notes in presentations attended to record thoughts and ideas for future reference.

Reflect on BYU Education

Reflect on your BYU education and evaluate how it helps you achieve your goals.

↑Top

Academic Internship: Chemistry and Biochemistry

Research experience in an industrial, academic, or government laboratory in collaboration with a BYU faculty colleague/supervisor.

CHEM
496R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent; Chem 201 or concurrent enrollment or special safety training.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 496R

Course Outcomes

Internship

The student will carry out a successfull internship connecting classroom principles to real-world applications.

Internship report

The students will provide a written report or oral presentation explaining the technical work performec in the internship and its connection to the chemistry curriculum.

Top

Mentored Learning in Analytical Chemistry

Undergraduate research experience.

CHEM 497R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

497R-Analyt

Under the guidance of a faculty mentor, students will carry out research that helps them progress toward the completion of an undergraduate degree in Chemistry or Biochemistry

↑Top

Mentored Learning in Biochemistry

Undergraduate research experience.

CHEM 497R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

497R-biochem

Under the guidance of a faculty mentor, students will carry out research that helps them progress toward the completion of an undergraduate degree in Chemistry or Biochemistry

↑Top

Mentored Learning in Chemistry Education

Undergraduate research experience.

CHEM 497R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

497R-chemEd

Under the guidance of a faculty mentor, students will carry out research that helps them progress toward the completion of an undergraduate degree in Chemistry or Biochemistry

↑Top

Mentored Learning in Inorganic Chemistry

Undergraduate research experience.

CHEM
497R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall Term 2, Winter Term 2, Summer

Course Outcomes

497R-inorg

Under the guidance of a faculty mentor, students will carry out research that helps them progress toward the completion of an undergraduate degree in Chemistry or Biochemistry

Top

Mentored Learning in Organic Chemistry

Undergraduate research experience.

CHEM 497R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

497R-organic

Under the guidance of a faculty mentor, students will carry out research that helps them progress toward the completion of an undergraduate degree in Chemistry or Biochemistry

↑Top

Mentored Learning in Physical Chemistry

Undergraduate research experience.

CHEM 497R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

497R-Physical

Under the guidance of a faculty mentor, students will carry out research that helps them progress toward the completion of an undergraduate degree in Chemistry or Biochemistry

Top

Undergraduate Special Problems

Undergraduate research experience.

CHEM 497R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 497R

Course Outcomes

497R

Under the guidance of a faculty mentor, students will carry out research that helps them progress toward the completion of an undergraduate degree in Chemistry or Biochemistry

Top

Honors Thesis

CHEM
499R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent and Chem 201 or concurrent enrollment or special safety training.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CHEM 499R

Course Outcomes

Honors thesis

The students will carry out a research project and write an acceptable honors thesis.

Top

(Chem-C S-Geol-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

CHEM 500

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing CHEM 500

Course Outcomes

Business Skills

Demonstrate knowledge of business skills necessary to function as a scientist working in industry.
Be able to explain how corporate politics can affect your career.

Project Management

Learn the basics of project management and understand why this is important to business success

Effective Communication

Learn how to present concepts and ideas in a clear and effective manner in both oral and written form.

Business Finance

Learn how to read and understand a business financial accounting statement (both internal and external)

Technology Readiness

Understand the different levels of technology readiness and the process of moving a project through these levels to completion

Business Projects and Finances

Learn to read and understand corporate accounting statements and data and understand the basic ideas of project and portfolio management.
Learn the steps to moving an idea from concept to completion in a business setting.

Business Presentations and Writing

Learn the basics of effective business presentations and writing

⬆Top

Inorganic Chemistry

In-depth treatment of theoretical concepts in inorganic chemistry and solid state, organmetallic, and bioinorganic chemistry.

CHEM 514

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462; or CHEM 468
Taught	Fall
Programs	Containing CHEM 514

Course Outcomes

Describe Atoms and Molecules

Students will be able to describe atoms and molecules.

Describe Physical and Electronic Properties of Inorganic Com

Students will be able to describe the physical and electronic properties of inorganic compounds such as metals, ionic solids, coordination compounds and nanomaterials.

Assign Point Groups and Deduce Symmetries

Students will be able to assign point groups and deduce the symmetries of atomic orbitals, molecular orbitals, and molecular vibrations.

Draw and Name Coordination Compounds

Students will be able to draw and name coordination compounds.

Identify Compounds, Reactions, and Mechanisms

Students will be able to identify stable organometallic compounds, common organometallic reactions, and catalytic mechanisms.

Describe Metalloproteins

Students will be able to describe several metalloproteins.

Write and Orally Present Element Report

Students will be able to write and orally present a report on an element or family of elements.

↑Top

Advanced Inorganic Laboratory

Synthesis, characterization, and properties of materials; coordination and organometallic compounds.

CHEM 518

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	CHEM 514; Chem 201 or 601 or concurrent enrollment.
Taught	Winter
Programs	Containing CHEM 518

Course Outcomes

Safely Handle Lab Equipment

Students will be able to safely and with proficiency handle solvents, chemicals, glassware, and instruments.

Use Solid-State Techniques to Synthesize Compounds

Students will be able to use solid-state techniques to synthesize compounds and characterize the compounds they synthesize.

Synthesize, Isolate, Characterize and Explain Properties

Students will be able to synthesize, isolate, characterize and explain the properties of main group, coordination, organometallic, and bioinorganic compounds.

Write Scientific Lab Reports

Students will be able to write scientific lab reports.

Complete Lab Experiments Independently and in Small Grops

Students will be able to work independently and in small groups to complete laboratory experiments.

Top

Instrumental Analysis Lecture

Modern instrumental methods and basic principles of instrumentation.

CHEM 521

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462 & PHSCS 220; or CHEM 467 & PHSCS 220; or CHEM 468 & PHSCS 220
Taught	Fall
Programs	Containing CHEM 521

Course Outcomes

Role of Main Components

Students will, with the aid of user manuals, be able to effectively operate optical spectrometers, mass spectrometers, and chromatographs based on a fundamental understanding of the components that make up those instruments.

Method Development

Students will be able to develop an effective method for the analysis of a sample, with appropriate consideration of sample type, instrument selection based on well-defined figures of merit, validation with appropriate standards, quality control, and statistical analysis in reporting of uncertainties.

Interpretation of Results

Students will gain textbook experience in the interpretation of optical, chromatographic, and mass spectrometric measurement in anticipation of hands-on experience with the techniques in Chemistry 523.

Electronic Measurement Principles

Students will understand the concepts of input impedance, output impedance, impedance matching, and A/D conversion, and will be able to apply that understanding to the proper connection of a signal source with an electronic measuring device.

Signals and Noise

Students will understand the origins of noise in analytical measurements and will be able to apply that understaning in a variety of signal processing techniques that optimize signal-to-noise ratios and improve analytical performance of instrumental methods.

Top

Instrumental Analysis Laboratory

Continuation of Chem 521. Laboratory experience with modern analytical instrumentation.

CHEM
523

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	CHEM 521; Chem 201 or 601 or concurrent enrollment.
Taught	Winter
Programs	Containing CHEM 523

Course Outcomes

Accurate Chemical Analyses

Make accurate chemical analyses using a variety of instrumental techniques.

Communicate Clearly in Writing

Describe their findings clearly and concisely in writing, including interpretation of results and statistical analysis.

Organize Data in Graph and Tabular Formats

Present data in graph and/or tabular formats effectively.

Apply Instrumental Analysis to Their Own Design

Apply what they have learned about instrumental analysis to carry out a new procedure of their own design.

Explain Observations

Explain observations made during the course of an experiment.

Variables Affect on Outcome

Discuss how experimental variables affect the outcome of a measurement.

Identify Appropriate Instrumental Methods

Identify appropriate instrumental methods for given chemical analysis problems, taking into account such factors as sample type, interferences, sensitivity, and selectivity.

Identify and Resolve Problems

Identify and resolve problems when they arise in analyses.

↑Top

Advanced Organic Chemistry

Physical aspects of organic chemistry; mechanisms, reaction intermediates, bonding, stereochemical and stereoelectronic effects, molecular orbital theory, Lewis acidity and basicity.

CHEM 552

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 352M; or CHEM 352; Chem 462 and 463 (or Chem 468).
Taught	Fall
Programs	Containing CHEM 552

Course Outcomes

Outcome 1

Predict relative energies and locations of frontier molecular orbitals for organic molecules of intermediate complexity using linear combinations of atomic orbitals and hybridized orbital approaches.

Outcome 2

Perform calculations using *ab initio*, semi-empirical, density functional, and molecular mechanics approaches to predict energies and structures of ground and transition states.

Outcome 3

Use reaction kinetics, linear free energy relationships, isotope labeling, stereo-electronic effects and stereochemical outcomes to determine reaction mechanisms.

Outcome 4

Predict reaction mechanisms of major classes of organic reactions, including substitutions, eliminations, additions and radical reactions.

Outcome 5

Recognize the impact of non-covalent interactions in complex systems and reaction mechanisms.

↑Top

Advanced Organic Chemistry

Synthetic aspects of organic chemistry; oxidations, reductions, concerted reactions, stereoselectivity, synthetic equivalents, protecting groups. Examples of natural product total synthesis.

CHEM
553

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 352; or CHEM 352M
Taught	Winter
Programs	Containing CHEM 553

Course Outcomes

Outcome 1

Formulate a retrosynthetic analysis and propose a total synthesis route for a previously un-synthesized complex natural product.

Outcome 2

Apply protecting group strategies in feasible routes to complex natural products and/or other organic molecules of biological or theoretical interest.

Outcome 3

Recognize and be able to apply standard methods for carbon-carbon bond forming reactions including: alkylation of nucleophilic carbon; reactions of carbanions with carbonyl groups; reactions involving transition metals; reactions of compounds of boron, silicon, and tin; and cycloadditions.

Outcome 4

Recognize and be able to apply standard methods for carrying out the following types of synthetic transformations: reductions of carbonyls and other functional groups, oxidations, electrophilic additions, aromatic substitution reactions.

Outcome 5

Predict reaction mechanisms for the reaction types listed in outcomes 3 and 4.

↑Top

Organic Spectroscopic Identification

Theory and practice of spectrometric methods of identifying organic compounds, including infrared, ultraviolet nuclear magnetic resonance, and mass spectrometries.

CHEM 555

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Students who have completed Chem 455 are not eligible to enroll in Chem 555.
Taught	Fall

Course Outcomes

Outcome 1

Students will develop problem-solving skills by identifying the molecular structure of organic compounds using multiple spectrometric techniques including IR, UV, MS, and NMR (both 1D and 2D spectra).

Outcome 2

Students will receive training on the open-access research instruments used for spectrometric analysis. This includes the IR, UV, MS, NMR spectrometers and the polarimeter, with an emphasis on 1D and 2D NMR methods.

Outcome 3

Students will complete an unknown identification project that gives them practice preparing their own samples, operating the instruments to acquire their own spectra and interpreting this data to identify their unknowns.

Top

Chemical Thermodynamics

Development of the principles of chemical thermodynamics, including laws, pure materials, mixtures, equilibria, and elementary statistical mechanics.

CHEM
561

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462 & CHEM 463
Taught	Fall Contact Department
Programs	Containing CHEM 561

Course Outcomes

Chem 561 - Thermodynamics

Students will demonstrate knowledge in chemical thermodynamics.

↑Top

Reaction Kinetics

Theoretical aspects of chemical kinetics in the gas phase and in solution. Rates and mechanisms in solution, rapid reactions, and other topics.

CHEM
563

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462 & CHEM 463
Taught	Winter even years
Programs	Containing CHEM 563

Course Outcomes

Outcome 1

Solve simple and complex (coupled or sequential) kin etic expressions to obtain rate constants, reaction lifetimes, and activation energies, for gas, liquid, surface, and catalyzed reactions.

Outcome 2

Use statistical reaction theories, including transition state theory and RRKM, to both predict and interpret chemical reaction rates.

Outcome 3

Interpret the results of experiments that measure dynamic processes, such as cross-molecular beam experiments.

Outcome 4

Use the concepts of detailed balance and microscopic reversibility to connect the results of experiments that measure dynamic processes to experiments that obtain kinetic results.

Outcome 5

Calculate the potential energy surface (PES) for a simple chemical reaction, explain the relationship between the PES and the outcomes of a chemical reaction including how different types of energy influence the reaction given the PES.

↑Top

Introduction to Quantum Chemistry

Introduction to physical and mathematical aspects of quantum theory, emphasizing application of the Schrodinger wave equation to chemical systems.

CHEM
565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462 & CHEM 463
Taught	Fall
Programs	Containing CHEM 565

Course Outcomes

Outcome 1

Write and solve the Schrödinger equation in 1, 2 or 3 dimensions for 1, 2, or *N* particles for typical model problems and describe the meaning and significance of the solutions.

Outcome 2

Interpret the wavefunctions in #1 by calculating probability in a region, expectation values and matrix elements of Hermitian operators corresponding to physical observables.

Outcome 3

Use as necessary to solve problems: commutators of operators, basis set expansions, perturbation theory (degenerate and nondegenerate) and the variational principle.

Outcome 4

Describe how the Hartree-Fock SCF method works and use Slater determinants of spin and spatial eigenfunctions to build anti-symmetric atomic wavefunctions

Top

Statistical Mechanics

Introduction to classical and quantum statistical mechanics, including Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications of statistical thermodynamics to gases, liquids, and solids.

CHEM 567

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462 & CHEM 463
Recommended	Chem 565.
Taught	Winter Contact Department
Programs	Containing CHEM 567

Course Outcomes

Outcome 1

Use probability density functions to describe a system, and recognize simple probability functions and their properties including Gaussian (normal), binomial (or multinomial), and Poisson distributions.

Outcome 2

Use combinatorics to define probabilities in simple systems.

Outcome 3

Describe how to choose a Gibbsian ensemble for calculation of system properties. Be able to recognize when the following ensembles are appropriate: microcanonical (N,V,E), canonical (N,V,T), grand canonical (V,T,m), isobaric-isothermal (N,T,P). Know how to construct the partition function in each case.

Outcome 4

Calculate average system quantities and thermodynamic variables using the appropriate partition function.

Outcome 5

Calculate the size of fluctuations of system properties and relate them to the number of particles in a system.

Outcome 6

Use proper statistics for classical particles and for quantum particles (bosons or fermions).

Outcome 7

Calculate canonical partition functions for translation, rotation, and harmonic vibration. Use them for applications and know when they don't apply.

Outcome 8

Explain the meaning, significance and range of applicability of these fundamentals: ergodic hypothesis, equipartition theorem, and Bose-Einstein condensation.

Outcome 9

Use statistical mechanical principles to describe chemical equilibrium constants.

Outcome 10

Apply statistical mechanical principles to simple crystals, blackbody radiation and imperfect gases.

Outcome 11

Use the Metropolis Monte Carlo method to calculate statistical averages for a system. Know how to choose an efficient sampling method.

Outcome 12

Show how to use molecular dynamics to calculate statistical averages for a molecular system. Know when molecular dynamics is more appropriate than Monte Carlo methods. Know the advantages and disadvantages of common trajectory propagation algorithms.

Outcome 13

Obtain the radial distribution from the probability function for a system, from Monte Carlo calculations or molecular dynamics trajectories and evaluate system properties from the radial distribution function.

Outcome 14

Use Monte Carlo and transfer matrix methods to study a system of interacting spins as a model of phase transitions.

Top

Fundamentals of Spectroscopy

Atomic and molecular spectroscopy and application of group theoretical concepts. Types of experiments and interpretation of data.

CHEM
569

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 462; or CHEM 468
Taught	Winter even years
Programs	Containing CHEM 569

Course Outcomes

Outcome 1

Explain the electric and magnetic properties of radiation, molecules and bulk matter and solve problems related to these properties.

Outcome 2

Solve time-dependent quantum mechanical problems and apply these solutions to spectroscopy where light is the time-dependent perturbation.

Outcome 3

Explain angular momentum as possessed by atomic or molecular systems, various descriptions of how angular momentum can be coupled, and how conservation of angular momentum is important to spectroscopy.

Outcome 4

Apply solutions of the Schrödinger equation for simple systems (particle in a box, rigid rotor, harmonic oscillator, etc) to real systems (vibrational, rotational, and electronic energy states) for use in determining the energy of stationary states.

Outcome 5

Explain the origin of selection rules and derive electric and magnetic dipole, quadrupole, etc. selection rules for simple model quantum systems.

Outcome 6

Use symmetry arguments, including group theory and parity, to simplify the interpretation and explanation of atomic and molecular spectra.

Outcome 7

Use solutions to the model systems and the selection rules the predict spectra for atomic and molecular systems.

Outcome 8

Fit experimentally obtained spectra to the mathematical models to obtain physical constants.

↑Top

Polymer and Materials Chemistry

Survey of synthetic and biopolymers, modern materials, and their chemistry, including synthesis, chemical and physical characterization, and applications.

CHEM 571

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chem 352 or Chem 351M; Chem 462 or Chem 468.
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Advanced Biochemical Methodology 1

Analytical and structural determination methods used in biochemical research, including mass spectrometry-based proteomics, immunotechniques, atomic force and electron microscopy, NMR and X-ray diffraction.

CHEM 581

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 482
Note	One of two required courses for biochemistry graduate students. May be taken before or after Chem 583.
Taught	Fall
Programs	Containing CHEM 581

Course Outcomes

Understand the theory, instrumentation and applications of proteomic, immunological and structural methods currently used to address important biochemical questions.

Interpret and critique data from these techniques.

Design appropriate experiments and apply these techniques to their own research problems.

Recognize important technological advances in proteomic, immunological and structural methods.

Present findings from the primary literature describing the application of these methods to significant biochemical questions in a professional manner.

Top

Advanced Biochemical Methodology 2

Maintenance and expression of genetic information, the role of nucleic acids in biology at the chemical and structural level, and methods to study and control nucleic acid function as a means of solving biological problems.

CHEM 583

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 482
Note	One of two required courses for biochemistry graduate students. May be taken before or after Chem 581.
Taught	Winter
Programs	Containing CHEM 583

Course Outcomes

Describe how genetic information is stably maintained, how it is expressed, and how that expression is regulated, with an emphasis on the mechanism by which molecular machines perform these processes.

Understand methods for studying the structure and function of nucleic acids and methods for manipulating gene expression in living systems.

Interpret and critique data obtained using these methods as reported in the primary scientific literature.

Communicate this understanding in both oral and written formats. [

Design appropriate experiments and apply the techniques of nucleic acid biochemistry to their own research problems.

↑Top

Advanced Biochemistry Methods 1

Introduction to current biochemical research methods, techniques, and instrumentation directed toward the isolation and characterization of DNA, RNA, and proteins including, DNA cloning, protein expression, enzyme kinetics, and nucleic acid and protein ligand interactions.

CHEM 584

Hours	3.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	CHEM 482
Taught	Fall
Programs	Containing CHEM 584

Course Outcomes

Design and execute experiments with nucleic acids applicable to prokaryotic systems

Apply nucleic acid techniques to isolate, purify, characterize, manipulate, amplify and express DNA and/or RNA in prokaryotic systems.

Design and execute experiments with proteins derived from gene expression in prokaryotes

Characterize and manipulate proteins obtained from gene expression in prokaryotic organisms.

Clearly communicate research approaches and data

Communicate in written and verbal forms the methods and results of experimentation. Provide sufficient explanation of experimental techniques and approaches to enable others to repeat experiments and verify results.

Use of existing resources to address research questions

Utilize available resources (e.g., online, manufacturer's protocols) to plan, execute, and troubleshoot experimental approaches.

Top

Advanced Biochemistry Methods 2

Continued development of expertise in and the application of biochemical research methods, techniques, and instrumentation building on the skills and experience gained in Chem 584 including, the design and carrying out of directed group research projects.

CHEM
586

Hours	3.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	CHEM 584
Taught	Winter
Programs	Containing CHEM 586

Course Outcomes

Design and execute experiments with nucleic acids using eukaryotic organisms.

Apply nucleic acid techniques to isolate, purify, characterize, manipulate, amplify and express DNA and/or RNA in eukaryotic systems

Design and execute experiments with proteins derived from gene expression in eukaryotes

Characterize and manipulate proteins obtained from gene expression in eukaryotic organisms.

Clearly communicate research approaches and data.

Communicate in written and verbal forms the methods and results of experimentation. Provide sufficient explanation of experimental techniques and approaches to enable others to repeat experiments and verify results.

Demonstrate the ability to use existing resources to address research questions.

Utilize available resources (e.g., online, manufacturer's protocols) to plan, execute, and troubleshoot experimental approaches.

↑Top

General Seminar

Research topics presented by faculty and visiting scientists.

CHEM 594R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required one semester in residence of all senior BS majors in chemistry and biochemistry.
Taught	Fall, Winter
Programs	Containing CHEM 594R

Course Outcomes

Current Research

Become familiar with a variety of current research areas by listening to numerous visiting researchers describe their recent research results.

Prepare for Seminar Presentations

Prepare for seminar presentations by reading literature articles written by visiting speakers before attending the presentation.

Science-Writing Skills

Improve science-writing skills by writing summaries of research papers.

Note Taking Skills

Take notes in presentations attended to record thoughts and ideas for future reference.

Top

Special Topics in Chemistry

CHEM
596R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing CHEM 596R

Course Outcomes

Special topics in Chemistry - 500 level

Students will demonstrate an advanced level of knowledge in a chosen specialty area.

Top

Beginning Mandarin

Basic grammar, vocabulary building, speaking.

CHIN
101

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing CHIN 101

Course Outcomes

Effective Writing

Write short paragraphs, notes and similar texts at the ACTFL novice low level. (See Chinese major learning outcome 2)

Practices and Conventions

Demonstrate a basic understanding of a variety of Chinese cultural practices and communicative conventions. (See Chinese major learning outcome 3)

Speaking and Understanding

Speak and understand Mandarin Chinese at the ACTFL novice mid level. (See Chinese major learning outcome 1)

Effective Listening

Listen to conversations, dialogs, and live interaction at the ACTFL novice mid level. (See Chinese major learning outcome 1)

↑Top

Beginning Mandarin

Continuation of Chin 101.

CHIN 102

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	Chin 101 or equivalent.
Taught	Fall, Winter, Summer
Programs	Containing CHIN 102

Course Outcomes

Effective Listening

Listen to conversations, dialogs, and live interaction at the ACTFL novice high level. (See Chinese major learning outcome 1).

Speaking and Understanding

Speak and understand Mandarin Chinese at the ACTFL novice high level. (See Chinese major learning outcome 1).

Effective Writing

Write short paragraphs, notes, and similar texts at the ACTFL novice mid level. (See Chinese major learning outcome 2).

Practices and Conventions

Demonstrate a basic understanding of a variety of Chinese cultural practices and communicative conventions. (See Chinese major learning outcome 3)

Top

Beginning Chinese Reading

Chinese writing system, reading, and basic composition using Chinese characters.

CHIN 112

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Equivalent of one year spoken Mandarin skills.
Taught	Fall, Winter, Summer

Course Outcomes

Effective Writing

Write short paragraphs, journal entries, notes, and similar texts at the ACTFL novice mid level. (See Chinese major learning outcome 2)

Speaking and Understanding

Speak and understand Mandarin Chinese at the ACTFL intermediate low level. (See Chinese major learning outcome 1)

Etymology

Understand the structure and composition of Chinese characters and beginning level etymology. (See Chinese major learning outcome 2)

↑Top

Chinese Calligraphy

Training in the art of writing Chinese characters with a brush.

CHIN 200R

Hours	2.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Chin 101 or equivalent.
Taught	Fall, Winter

Course Outcomes

Write basic Chinese characters using calligraphy

Write basic Chinese characters using one or more of the writing styles of Chinese calligraphy (see Chinese major expected learning outcome 3).

Explain the importance of Chinese calligraphy

Explain the importance of Chinese calligraphy in Chinese culture and civilization (see Chinese major expected learning outcome 3).

Top

Intermediate Mandarin

Advanced grammar, the writing system, reading and writing, speaking.

CHIN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Chin 102.
Taught	Fall, Winter, Spring
Programs	Containing CHIN 201

Course Outcomes

Speaking and Understanding

Speak and understand Mandarin Chinese at the ACTFL intermediate-low level. (See Chinese major learning outcome 1)

Listening Comprehension

Understand conversations and dialogs at the ACTFL intermediate-low level. (See Chinese major learning outcome 1)

Effective Writing

Write short essays, journal entries, and notes at the ACTFL novie-high level. (See Chinese major learning outcome 2)

Cultural Practices

Demonstrate an introductory level understanding of Chinese cultural practices. (See Chinese major learning outcome 3)

Top

Intermediate Mandarin

Advanced grammar, the writing system, reading and writing, speaking.

CHIN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Chin 201.
Taught	Fall, Winter, Summer
Programs	Containing CHIN 202

Course Outcomes

Speaking and Understanding

Speak and understand Mandarin Chinese at the ACTFL intermediate-mid level. (See Chinese major learning outcome 1)

Listening Comprehension

Understand conversations and dialogs at the ACTFL intermediate-high level. (See Chinese major learning outcome 1)

Effective Writing

Write short essays, journal entries, and notes at the ACTFL intermediate-low level. (See Chinese major learning outcome 2)

Social Practices and Behavior

Demonstrate a fundamental understanding of Chinese social practices as well as linguistically and culturally appropriate behavior. (See Chinese major learning outcome 3)

Top

Intermediate Conversation

Emphasis on fluency and vocabulary building.

CHIN 211R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	CHIN 102
Taught	Fall, Winter

Course Outcomes

Speaking and Understanding

Speak Mandarin Chinese at the ACTFL intermediate low level. (See Chinese major learning outcome 1)

Listening Comprehension

Understand conversations and dialogs at the ACTFL intermediate low level. (See Chinese major learning outcome 1)

Practices and Interactions

Demonstrate an introductory level understanding of Chinese cultural practices and appropriate social interactions. (See Chinese major learning outcome 3)

↑Top

Third-Year Mandarin

Discourse grammar, advanced reading.

CHIN
301

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Chin 202.
Taught	Fall, Winter
Programs	Containing CHIN 301

Course Outcomes

Comprehending Non-Technical Spoken Mandarin

Comprehend non-technical spoken Mandarin in controlled contexts at the ACTFL advanced-low level. (See Chinese major learning outcome 1)

Speaking Mandarin Chinese

Speak Mandarin Chinese at the ACTFL intermediate-high level, demonstrating the ability to defend a point of view, narrate events, and give a basic presentation. (See Chinese major learning outcome 1)

Reading Informal and Easy Formal Texts

Read a variety of informal and easy formal texts at the ACTFL advanced-low level, demonstrating the ability to summarize, skim, scan texts and guess unknown words from context. (See Chinese major learning outcome 2)

Writing Notes, Correspondence, and Short Essays

Write notes, correspondence, and short essays at the ACTFL intermediate-mid level. (See Chinese major expected learning outcome 2)

Understanding Chinese Culture and Society

Demonstrate an understanding of Chinese cultural features as well as contemporary Chinese society. (See Chinese major expected learning outcome 3)

Top

Third-Year Mandarin

Advanced-level Mandarin skills, especially media discourse and reading.

CHIN 302

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Chin 301.
Taught	Fall, Winter
Programs	Containing CHIN 302

Course Outcomes

Listening Comprehension

Understand the main points of spoken Chinese on television and radio news broadcasts at the ACTFL advanced-mid level. (See Chinese major learning outcome 1)

Reading Journalistic Texts

Read journalistic texts at the ACTFL advanced-mid level, demonstrating the ability to both skim and scan texts as well as read for details. (See Chinese major learning outcome 2)

Summarizing, Writing, and Translating

Summarize news stories, express personal insights, and write and translate descriptive reports in formal written Chinese at the ACTFL intermediate-high level and in spoken Chinese at the advanced-low level. (See Chinese major learning outcome 2)

Understanding Discourse

Understand the structure of Chinese media discourse, including grammar and stylistics, within the Chinese cultural context. (See Chinese major learning outcome 3)

Top

Advanced Conversation

Emphasis on sophisication of speech.

CHIN 311R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Chin 202 or equivalent.
Taught	Fall, Winter

Course Outcomes

Listening Comprehension

Understand conversations and dialogs at the ACTFL advanced mid level. (See Chinese major learning outcome 1)

Speaking Chinese

Speak Chinese at the ACTFL advanced low level (See Chinese major learning outcome 1)

Practices and Interactions

Demonstrate an intermediate level understanding of Chinese cultural practices and appropriate social interactions. (See Chinese major learning outcome 3)

Top

Selected Readings of Modern Chinese

Complements overall language competency through reading modern texts selected from a wide range of styles and genres.

CHIN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHIN 302
Taught	Fall, Spring
Programs	Containing CHIN 321

Course Outcomes

Discussing Chinese Literary Genres

Discuss Chinese literary genres, works, and authors in their social, historical, and religious contexts, demonstrating the ability to argue and support supporting and opposing points of view in both formal written Chinese at the ACTFL intermediate-high level and in spoken Chinese at the ACTFL advanced-low level. (See Chinese major learning outcomes 1 and 3)

Reading and Comprehending Selected Texts

Read and comprehend selected texts in modern literary Chinese at the ACTFL advanced mid level, demonstrating a knowledge of key grammatical patterns. (See Chinese major learning outcome 2)

Chinese Culture

Analyze and discuss Chinese culture and how it influences Chinese language and literature. (See Chinese major learning outcome 3)

↑Top

Selected Readings of Modern Chinese

Complements overall language competency through reading modern texts selected from a wide range of styles and genres.

CHIN
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHIN 302
Taught	Winter, Summer
Programs	Containing CHIN 322

Course Outcomes

Writing Conventions

Write notes, routine social correspondence, and short essays at the ACTFL advanced-low level while demonstrating an awareness of formal Chinese writing conventions. (See Chinese major learning outcome 2)

Reading Skills

Read a variety of formal and informal genres of writing at the ACTFL advanced-mid level. (See Chinese major learning outcome 2)

Research Paper

Write essays and research papers in Chinese at the ACTFL advanced-low level, demonstrating the ability to express personal experiences and opinions as well as well-documented and well-argued research. (See Chinese major learning outcome 2)

Formal Letters

Write formal letters related to school and employment at the ACTFL advanced-low level. (See Chinese major learning outcome 2)

Narratives and Descriptions

Write narratives and descriptions at the ACTFL advanced-low level while demonstrating an awareness of formal Chinese writing conventions. (See Chinese major learning outcome 2)

↑Top

Structure of Chinese

Sound, syntax, meaning, and word structure of Mandarin Chinese and its implications to problems of learning Chinese.

CHIN
325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHIN 202
Taught	Fall
Programs	Containing CHIN 325

Course Outcomes

In depth Knowledge of Chinese

Demonstrate an in depth knowledge of the structure of Modern Standard Chinese, including its sound system, syntax, discourse structure, and morphology (see Chinese major expected learning outcome 3).

Relate Language to Social Context

Relate the language to its social context (see Chinese major expected learning outcome 3).

Analyze Language Errors

Analyze learner errors in order to resolve problems in ones own spoken and written Mandarin (see Chinese major expected learning outcomes 1 and 2).

Research, Writing and Presentation Skills

Research, write, and present short reports on aspects of the Chinese language.

↑Top

Introduction to Chinese Linguistics

Dialectology, phonology, syntax, semantics, discourse, morphology, and sociolinguistics.

CHIN 326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHIN 202
Taught	Winter
Programs	Containing CHIN 326

Course Outcomes

Culturally Contextualize Chinese Language

Put the Chinese language into its broader historical and geographic context (see Chinese major expected learning outcome 3).

Structure of Modern Chinese

Demonstrate an understanding of the major components of structure of Modern Chinese (see Chinese major expected learning outcomes 1-3).

Understand Chinese Language Variation

Show an understanding of variation in the Chinese language and its implications in high level communication contexts

Knowledge of Chinese Dialects

Demonstrate a general knowledge of the dialects of Chinese and how they relate to one another (see Chinese major expected learning outcome 3).

Research, Writing and Presentation Skills

Research, write, and present short reports on aspects of the Chinese language.

Top

Chinese Translation and Interpretation

Translation techniques, with practice in oral and written translation either from Chinese to English or from English to Chinese.

CHIN 327

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHIN 301
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing CHIN 327

Course Outcomes

Put Chinese language in context

Put the Chinese language into its broader historical and geographic context (see Chinese major expected learning outcome 3).

Use translation terminology

Utilize basic vocabulary of translation theory.

Explain translation practice

Explain the development of translation practice in China (see Chinese major expected learning outcome 3).

↑Top

Chinese Film in Translation

Survey course covering the silent era to the present, including selections from Republican China, the People's Republic of China, Taiwan, and Hong Kong.

CHIN
342

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Spring
Programs	Containing CHIN 342

Course Outcomes

Knowledge

Students will deepen their understanding of Chinese film in translation.

↑Top

Chinese Literature in Translation--Poetry

All readings in English; topics vary.

CHIN
343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing CHIN 343

Course Outcomes

Outline Facts of Chinese Poetry

Outline the basic facts of early Chinese poetry: authors, genres, titles (see Chinese major expected learning outcome 3).

Analyze and Appreciate Chinese Literature

Utilize the basic approaches to analyzing and appreciating literature (see Chinese major expected learning outcome 3).

Write Clear and Convincing Prose

Write clear, convincing prose, and understand the basics of proper formatting and documentation for scholarly prose.

Top

Chinese Literature in Translation--Prose

All readings in English; topics vary.

CHIN 344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing CHIN 344

Course Outcomes

Literary Terminology and Frameworks

Acquire and apply knowledge of literary terminology and frameworks for literary analysis (see Chinese major expected learning outcome 3).

Chinese Literature and its Ties to Culture

Analyze and discuss classical and modern Chinese narrative literature and its relations to Chinese cultural traditions (see Chinese major expected learning outcome 3).

Write Coherently and Cohesively

Write coherently and cohesively in English.

↑Top

Chinese Culture

Selected topics in traditional, modern, and contemporary Chinese culture.

CHIN
345R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing CHIN 345R

Course Outcomes

Demonstrate cultural literacy

Demonstrate cultural literacy of the foundations of Chinese civilization: geography, history, philosophy, thought, political systems and social structures (see Chinese major expected learning outcome 3).

Explain how cultural factors shape allied disciplines

Explain how cultural factors and institutions have shaped and continue to shape allied disciplines in Chinese studies including language, literature, linguistics, and the visual arts (see Chinese major expected learning outcome 3).

Write coherently in English

Write coherently and cohesively in English.

Top

Introduction to Chinese Philosophy

Introduction to native Chinese philosophies of Confucianism and Taoism. Readings in translation of Lun-yu, Meng-tsu, Lao-tzu, and Chuang-tzu. Themes include self, society, and cosmos.

CHIN 346

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing CHIN 346

Course Outcomes

Summarize facts, figures, and dates

Summarize the important facts, figures, and dates relevant to early Chinese philosophy (see Chinese major expected learning outcome 3).

Outline major schools of Chinese philosophy

Explain the broad outlines of the major schools of Confucianism, Mohism, Daoism, and Legalism, and understand their roles in the development of Chinese society and thought (see Chinese major expected learning outcome 3).

Formulate philosophical questions

Formulate philosophical questions.

Write clear prose

Write clear, convincing prose, and understand the basics of proper formatting and documentation for scholarly prose.

↑Top

Business Chinese

Introduction to terminology and format of business communication in Chinese, emphasizing both reading and writing of various forms of business communication.

CHIN 347

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chin 301 or instructor's consent.
Taught	Fall, Winter
Programs	Containing CHIN 347

Course Outcomes

Communicate effectively

Communicate orally in Modern Standard Chinese at the intermediate high level on business-related topics (see Chinese major expected learning outcome 1).

Write business texts

Write notes, correspondence, and other short business texts at the ACTFL intermediate low level. (see Chinese major expected learning outcome 2).

Apply linguistic and cultural knowledge

Apply knowledge of Chinese language and culture to real life business and daily life situations in a linguistically, socially, and culturally appropriate ways (see Chinese major expected learning outcome 3).

↑Top

Chinese Language Teaching Procedures

Acquiring knowledge and skills specific to teaching Chinese as a foreign language. Conducted in Chinese and English.

CHIN
377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chin 301 or instructor's consent.
Taught	Fall
Programs	Containing CHIN 377

Course Outcomes

Teaching

Students will prepare lesson plans and implement their plans in teaching demonstrations (see Chinese major expected learning outcome 3).

Evaluate and develop language teaching materials

Learn to critically evaluate existing language materials and teaching methods, develop an understanding of curriculum design and materials development, and develop effective teaching materials (see Chinese major expected learning outcome 3).

Demonstrate knowledge of teaching four language skills

Demonstrate an understanding of the basic principles and methods of teaching the four language skills: listening, speaking, reading, and writing, within a cultural context (see Chinese major expected learning outcomes 1-3).

Apply basic theories and methods of instruction

Apply a knowledge of basic theories and methodologies for teaching a foreign language including being able to use a performance-based approach for teaching Chinese (see Chinese major expected learning outcome 3).

↑Top

Academic Internship

On-the-job cultural and/or language experience.

CHIN 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	CHIN 202
Taught	Contact Department

Course Outcomes

Increase Chinese language proficiency

Increase proficiency in Chinese speaking, listening, reading, and/or writing through participating in an internship (see Chinese major expected learning outcomes 1 and 2).

Apply Cultural Knowledge

Apply knowledge of Chinese culture in a professional work setting (see Chinese major expected learning outcome 3).

Top

Classical and Literary Chinese

Introduction to syntax and stylistic patterns.

CHIN 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chin 301 or equivalent.
Taught	Fall
Programs	Containing CHIN 441

Course Outcomes

Explain Grammatical Usage

Explain the use of the common grammatical particles and patterns essential in mastering the intricacies and subtleties of "classical" Chinese prose (see Chinese major expected learning outcome 3).

Classical Chinese Vocabulary

Discuss and apply the meanings and usages of the standard vocabulary of classical Chinese (see Chinese major expected learning outcome 3).

Early Chinese Thought

Summarize the thought of each important early thinker (see Chinese major expected learning outcome 3).

Top

Classical and Literary Chinese

Introduction to syntax and stylistic patterns.

CHIN 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHIN 441
Taught	Winter
Programs	Containing CHIN 442

Course Outcomes

Read Documentary Chinese Prose

Read, analyze, and discuss documentary Chinese prose (see Chinese major expected learning outcome 3).

Compare Literary Styles and Discuss Chinese Culture

Compare and contrast the literary craftsmanship exhibited by the writers of documentary Chinese and discuss traditional Chinese history, literature, and religion (see Chinese major expected learning outcome 3).

Continue Learning Classical Chinese Grammar

Explain the use of the basic grammatical particles introduced in Chin 441, learn some more advanced ones, and practice using them in new contexts (see Chinese major expected learning outcome 3).

Top

Modern Chinese Literature

Authors, themes, and writing styles of the period 1915--1949. Texts in Chinese.

CHIN
443

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chin 321 or 322.
Taught	Fall
Programs	Containing CHIN 443

Course Outcomes

Read Modern Chinese Literature

Read, analyze, and discuss Chinese literary texts from the modern (1900-1949) period in Chinese (see Chinese major expected learning outcomes 2 and 3).

Discuss Chinese Literature in Chinese

Discuss modern Chinese literary texts in Chinese with fluency and increasing sophistication, demonstrating facility for expressing subjective judgments on literature and other abstract topics in Chinese (see Chinese major expected learning outcomes 1-3).

Analyze Modern Chinese Literature in its Cultural Context

Analyze and discuss modern Chinese literary genres, works and authors in their social, historical, and religious contexts (see Chinese major expected learning outcome 3).

Top

Contemporary Chinese Literature

Contemporary literature of Taiwan and the PRC. Texts in Chinese.

CHIN 444

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chin 321 or 322.
Taught	Winter
Programs	Containing CHIN 444

Course Outcomes

Read Contemporary Chinese Literature

Read, analyze, and write about Chinese literary texts from the contemporary (1949-present) period in Chinese (see Chinese major expected learning outcomes 2 and 3).

Discuss Contemporary Chinese Literature

Discuss contemporary Chinese literary texts in Chinese with fluency and increasing sophistication, demonstrating facility for expressing subjective judgments on literature and other abstract topics in Chinese (see Chinese major expected learning outcomes 1 and 3).

Analyze Cultural Context of Contemporary Literature

Analyze and discuss contemporary Chinese literary genres, works and authors in their social, historical, and religious contexts (see Chinese major expected learning outcome 3).

Top

Chinese Poetry

Readings in Chinese poetry. Topics vary from classical and modern poetry. Various themes and genres introduced, emphasizing shi poetry. Texts in Chinese.

CHIN 445R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHIN 343 & CHIN 441
Taught	Contact Department
Programs	Containing CHIN 445R

Course Outcomes

Knowledge

Students will deepen their understanding of Chinese poetry.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

CHIN 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing CHIN 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Individual Study in Chinese

Assignments to fit individual needs of the advanced student.

CHIN 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Project approval by instructor.
Taught	Contact Department

Course Outcomes

Focused acquisition of knowledge

Students will concentrate on a specific topic of study and increase their knowledge of and ability to use language appropriate to that field (see Chinese major expected learning outcomes 1-3).

Top

Senior Seminar for Majors

Research methods in Chinese language sources. Paper required.

CHIN 495

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Advanced knowledge of Chinese.
Taught	Fall, Winter
Programs	Containing CHIN 495

Course Outcomes

Core Aspects of Chinese Civilization

Analyze and discuss core aspects of Chinese civilization including classical Chinese language and literature, modern and contemporary Chinese literature and film, Chinese culture, and/or the Chinese language. (See Chinese major learning outcome 3)

Seminar Presentations and Discussions

Give seminar presentations and participate in seminar discussions, thus demonstrating critical thinking and presentation skills.

Capstone Paper

Write a capstone paper or report that requires primary and secondary research using the Chinese language. (See Chinese major learning outcome 2 and 3)

English Writing Skills

Demonstrate English writing skills by completing a seminar capstone paper, problem sets, short essays and/or other written work.

Top

Academic Internship

On-the-job cultural and/or language experience.

CHIN
599R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Coordinator's and department's consent.
Taught	

Course Outcomes

Demonstrate knowledge and skills

The students will utilize a significant range of skills and abilities in a professional setting.

Top

Honors Introduction to Greek and Roman Literature

Homer's Illiad, Sophocles' Oedipus the King, Vergil's Aeneid, and other important works of the Greeks and Romans.

CL CV 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	All readings in English.
Taught	Contact Department

Course Outcomes

Principles and Practice of Literary Method

Successful students will begin to apply principles and practice of literary method with specific reference to ancient texts.

Ancient Literary Works

By studying Aristotle's *Poetics* and then analyzing subsequest readings in epic poetry, tragedy, and philosophy in light of the Aristotle's ancient literary criticism students will be able to begin reading Greek and Roman texts (in translation) with a uniquely ancient perspective. They will be able to better understand all ancient literary works.

Literary History of Classical Literature

Students will begin to understand the literary history of Classical literature in the larger context of political and cultural history.

Evaluating Texts

Students should be able to evaluate texts through close reading and express the results of this evaluation in essays.

↑Top

Introduction to Greek and Roman Literature

Homer's Iliad, Sophocles' Oedipus the King, Vergil's Aeneid, and other important works of the Greeks and Romans.

CL CV 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	All readings in English. Honors also.
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing CL CV 110

Course Outcomes

Principles and Practice of Literary Method

Successful students will begin to apply principles and practice of literary method with specific reference to ancient texts.

Ancient Literary Works

By studying Aristotle's *Poetics* and then analyzing subsequest readings in epic poetry, tragedy, and philosophy in light of the Aristotle's ancient literary criticism students will be able to begin reading Greek and Roman texts (in translation) with a uniquely ancient perspective. They will be able to better understand all ancient literary works.

Literary History of Classical Literature

Students will begin to understand the literary history of Classical literature in the larger context of political and cultural history.

Evaluating Texts

Students should be able to evaluate texts through close reading and express the results of this evaluation in essays.

↑Top

Honors Classical Tradition 1: Antiquity to Renaissance

Civilization from Greek and Roman antiquity to the Italian Renaissance, emphasizing Greco-Roman culture--its institutions, literature, arts, and ideas.

CL CV 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Precise Knowledge of Human Events

Successful students will demonstrate a precise knowledge of human events, ideas, and accomplishments generally recognized as formative in the history of civilization, with emphasis on contributions of Greek and Roman society.

Broad General Understanding of Classical Tradition

Successful students will demonstrate a broad general understanding of the development of the classical tradition from Homer through the Italian Renaissance and the roles of individuals, peoples, and cultures in establishing the roots of western civilization.

Appreciation of Representative Works

Successful students will appreciate representative works that have established idealized relationships of mankind to the divine, to one another, and to nature.

Lifelong Engagement and Appreciation of Great Works

Successful students will evince preparation for lifelong engagement with and appreciation of great works of the classical tradition.

Top

The Classical Tradition 1: Antiquity to the Renaissance

Civilization from Greek and Roman antiquity to the Italian Renaissance, emphasizing Greco-Roman culture--its institutions, literature, arts, and ideas.

CL CV 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing CL CV 201

Course Outcomes

Precise Knowledge of Human Events

Successful students will demonstrate a precise knowledge of human events, ideas, and accomplishments generally recognized as formative in the history of civilization, with emphasis on contributions of Greek and Roman society.

Broad General Understanding of Classical Tradition

Successful students will demonstrate a broad general understanding of the development of the classical tradition from Homer through the Italian Renaissance and the roles of individuals, peoples, and cultures in establishing the roots of western civilization.

Appreciation of Representative Works

Successful students will appreciate representative works that have established idealized relationships of mankind to the divine, to one another, and to nature.

Lifelong Engagement and Appreciation of Great Works

Successful students will evince preparation for lifelong engagement with and appreciation of great works of the classical tradition.

↑Top

Honors Classical Tradition 2: Reformation to Modern

Civilization from the Reformation to the twentieth century, emphasizing the heritage of Greco-Roman culture--its institutions, literature, arts, and ideas.

CL CV 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Broad Understanding of Classical Tradition

Students will demonstrate a broad general understanding of the development of the classical tradition from the Northern Renaissance to the present day and the roles of individuals, peoples, and cultures in treating the rise of western civilization.

Precise Knowledge

Students will demonstrate a precise knowledge of human events, ideas, and accomplishments generally recognized as formative in the history of civilization, with focus primarily on the contributions of Greek and Roman society.

Appreciate Representative Works

Students will appreciate representative works that have established idealized relationships of mankind to the divine, to one another, and to nature.

Preparation for Lifelong Learning

Students will evince preparation for lifelong engagement with and appreciation of great works of the classical tradition.

↑Top

The Classical Tradition 2: Reformation to Modern

Civilization from the Reformation to the twentieth century, emphasizing the heritage of Greco-Roman culture--its institutions, literature, arts, and ideas.

CL CV 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Offered	Honors also.
Programs	Containing CL CV 202

Course Outcomes

Broad Understanding of Classical Tradition

Students will demonstrate a broad general understanding of the development of the classical tradition from the Northern Renaissance to the present day and the roles of individuals, peoples, and cultures in treating the rise of western civilization.

Precise Knowledge

Students will demonstrate a precise knowledge of human events, ideas, and accomplishments generally recognized as formative in the history of civilization, with focus primarily on the contributions of Greek and Roman society.

Appreciate Representative Works

Students will appreciate representative works that have established idealized relationships of mankind to the divine, to one another, and to nature.

Preparation for Lifelong Learning

Students will evince preparation for lifelong engagement with and appreciation of great works of the classical tradition.

Top

Greek and Roman Mythology

Greek and Roman gods, heroes, and myths, emphasizing literature but also giving attention to representations in the visual arts.

CL CV 241

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing CL CV 241

Course Outcomes

Reading and Writing

Through the reading and writing assignments successful students will develop skills in sound thinking and critical reading.

Reading and Analyzing Greek and Roman Myths

Successful students will intelligently read and analyze various Greek and Roman myths in anthologies and in complete works - e.g. Homer's *Odyssey*, Aeschylus' *Oresteia*, Ovid's *Metamorphoses*, Eugene O'Neill's *Morning Becomes Electra*.

Appreciation for the Aesthetics of Western Civilization

Students will develop an appreciation for the aesthetics of western civilization's most pervasive and seminal texts.

↑Top

Honors Greek and Roman Mythology

Greek and Roman gods, heros, and myths, emphasizing literature but also giving attention to representatives in the visual arts.

CL CV 241

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Reading and Writing

Through the reading and writing assignments successful students will develop skills in sound thinking and critical reading.

Reading and Analyzing Greek and Roman Myths

Successful students will intelligently read and analyze various Greek and Roman myths in anthologies and in complete works - e.g. Homer's *Odyssey*, Aeschylus' *Oresteia*, Ovid's *Metamorphoses*, Eugene O'Neill's *Morning Becomes Electra*.

Appreciation for the Aesthetics of Western Civilization

Students will develop an appreciation for the aesthetics of western civilization's most pervasive and seminal texts.

Top

Golden Age of Greece

History of Civilization, culture, and daily life of Greece as indicated through its literature, art, history, and archaeology.

CL CV
245

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	All readings in English.
Taught	Winter odd years
Programs	Containing CL CV 245

Course Outcomes

Classical Greece and Western Cultural Development

Successful students will learn how Classical Greek literature, philosophy, warfare, religion, and art have influenced the development of later western culture.

Greek Golden Age

Through the careful exploration of the humanities and history of the Greeks in their so-called Golden Age (fifth and fourth centuries BC) successful students will develop a greater understanding of Classical Greek culture, literature, and politics.

Classical Text Critical Analysis

Successful students will develop a greater ability to evaluate a Clasical text (in translation) critically and intelligently.

↑Top

Golden Age of Rome

History of Civilization, culture, and daily life of Rome as indicated through its literature, art, history, and archaeology.

CL CV 246

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	All readings in English.
Taught	Winter even years
Programs	Containing CL CV 246

Course Outcomes

Classical Roman Culture, Literature, and Politics

Through the careful exploration of the humanities and history of the Romans in their so-called Golden Age (the Late Republic and the Augustan Age) successful students will develop a greater understanding of Classical Roman culture, literature, and politics.

Roman Literature, Philosophy, Warfare, Religion, and Art

Successful students will learn how Roman literature, philosophy, warfare, religion, and art have influenced the development of later western culture.

Evaluating Classical Texts

Successful students will develop a greater ability to evaluate a Classical text (in translation) critically and intelligently.

Top

Greek and Roman Civilization and Literature in Film

Literature and civilization of ancient Greece and Rome as depicted in modern film with attendant problems of accuracy and historicity.

CL CV 261

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing CL CV 261

Course Outcomes

Understanding Classical Culture

Through the exploration of films that present Greek and Roman narratives - historical, mythological, contextual - successful students will develop a greater understanding of adaptations of Classical culture, literature, and politics.

Classical Tradition in Cinema

Successful students will learn how Classical texts have persistently formed the basis of narrative adaptation throughout the history of cinema, in overt and sometimes surprisingly covert ways.

Evaluating Cinematic Texts

Through assigned readings, screenings and individual viewing of films, classroom discussion and written papers, successful students will develop their ability to evaluate cinematic texts critically and intelligently.

↑Top

(Cl Cv-Hist 247) Greek History

Political, economic, social, and intellectual history of Greece from Mycenaean times to the Hellenistic period.

CL CV 304

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing CL CV 304

Course Outcomes

Primary Source Analysis

Successful students will consider available primary sources of information for ancient Greek history and be able to evaluate the reliability of those sources.

Ancient Greek Historical Sources

Successful students will consider available primary sources of information for ancient Greek history and be able to evaluate the reliability of those sources.

Greek Literature Analysis

Successful students will be exposed to selections of Greek literature and be able to evaluate those texts as sources for Greek history; critical skills will be improved by the careful treatment of historiographical texts.

Critical Theories

Successful students will discuss critical theories that are relevant to the texts treated in class and be able to evaluate and judge the rhetorical complexities facing the various authors discussed and how those authors resolved those complexities as they composed their historical narratives.

Historical Knowledge of Greek History

Successful students will demonstrate a basic understanding of Greek History from the Bronze Age to the Hellenistic Age

Historical Texts and Ancient Historiography

Successful students will be able to locate the historical texts treated in class in the context of Classical literature generally and of ancient historiography specifically.

Top

(ClCv-Hist 248) Roman History

Political, economic, social, and intellectual history of Rome from the foundation of the city to Constantine.

CL CV
307

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing CL CV 307

Course Outcomes

Historiography and Historical Evaluation

Successful students will be exposed to selections of Latin and Greek literature and be able to evaluate those texts as sources for Roman history; students' critical skills will be improved by the careful treatment of historiographical texts.

Critical Analysis

Successful students will discuss critical theories that are relevant to the texts treated in class and be able to evaluate the rhetorical complexities facing the various authors discussed and how those authors resolved those complexities as they composed their historical narratives.

Primary Sources of Information

Successful students will consider available primary sources of information for ancient Roman history and be able to evaluate the reliability of those sources.

Research and Historiography

Successful students will be able to locate the historical texts treated in class in the context of Classical literature generally and of ancient historiography specifically.

Knowledge of Roman History

Successful students will demonstrate a basic knowedge of Roman history from the Regal period to the decline of the Roman Empire.

Top

Classical Archaeology

Major excavations and antiquities of the Mediterranean region illustrating Greco-Roman history.

CL CV 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing CL CV 310

Course Outcomes

Knowledge of the History of Classical Archaeology

Through studying the history of Classical archaeology, from the 18th Century to the present, successful students will develop a greater understanding of how the study of Greek and Roman cultures have shaped modern European and American culture.

Working with the Artifacts of Classical Culture

Where appropriate, students will have opportunities to participate in archaeological excavation, preservation, and restoration and to demonstrate the skills required to excavate, preserve, and restore Classical artifacts.

Evaluating the Artifacts of Classical Culture

Through assigned readings, classroom discussion and written papers, successful students will demonstrate their ability to evaluate museum artifacts and archaeological data intelligently.

Top

Augustan Rome

Study of Roman cultural history in the Age of Augustus (in translation).

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Students will become familiar with current topics in this content area.

Top

Christianity and the Empire

Study of the literary and cultural impact of Ancient Rome's adoption of the Christian religion (in translation).

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Literary History

Successful students will understand the place of selected Greek and Latin authors in the literary history of Classical antiquity and locate them in the larger context of political and cultural history.

Top

Classic Historiography

Study of the texts of Ancient Greek and Roman historians in translation.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

↑Top

Early Rome

Study of Ancient Rome prior to the third century BCE.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

Top

Greek Art and Culture

Study of the major artistic and cultural developments in Ancient Greece from the Middle Bronze Age through the Hellenistic Period (in translation).

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Students will become familiar with current topics in this content area.

↑Top

Greek Ethical Thought

Study of Ancient Greek ethics and moral theory (in translation).

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

↑Top

Greek Historians

Study of the texts of Ancient Greek historians in translation.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

Top

Greek Political Thought

Study of Ancient Greek political philosophical and oratorical treatises in translation.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

Top

Greek Tragedy

Study of Ancient Greek Tragedy in translation.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

↑Top

Latin Literature in Middle America

Study of the reception of Latin Literature in Middle America.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

Top

Roman Art and Culture

Study of the major artistic and cultural developments in Ancient Rome from the Early Roman Republic until late antiquity (in translation).

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Students will become familiar with current topics in this content area.

Top

Roman Historians

Study of the texts of Ancient Roman historians in translation.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

Top

Roman Religion

Study of Ancient Roman religion from its beginnings to the end of paganism (in translation).

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

↑Top

The Etruscans

Study of the Etruscan civilization and culture in Italy before the rise of Rome (in translation).

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with current topics in this content area.

Top

Topics in Classical Literature and Civilization

Classical literary genres; rhetorical, philosophical, and historical writings; relationships of art and literature; or the classical tradition in the Middle Ages and Renaissance. Topics vary.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing CL CV 340R

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

Top

Troy in Art and Literature

Study of the reception of Ancient Troy in later art and literature.

CL CV 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

↑Top

Women in Antiquity

Study of the place of and representations of women in Ancient Greek and Roman literature and art (in translation).

CL CV
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers succcessful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

↑Top

(ClCv-Engl) Greek and Roman Classics and the English Tradition

Major works by such authors as Homer, the Greek and Roman tragedians, Thucydides, Vergil, and Petronius in English translation, emphasizing their influence on English and American literature.

CL CV
355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing CL CV 355

Course Outcomes

Comprehension

Successful students will demonstrate, through essays, written examination, and class discussion, a sound incipient understanding of the themes, situations, characters, formal structures, and contexts of representative classical and English texts.

Criticism

Successful students will demonstrate, through essays and written examination, the ability to practice literary criticism in the field of classical reception.

Critical Reading

Read critically and analyze selected classical texts in translation in the context of English literature.

Produce Polished and Competent Formal Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Literary History

Successful students will demonstrate, through exams and essays, an incipient understanding of some of the ways that classical literature and culture has shaped, and continues to shape, the development of English literature.

Appreciation

Successful students will have developed an informed sense of the quality of the texts, of their beauty (or not), of their relevance (or not) to life as a whole, and similar range of experiences which may or may not be demonstrable through academic evaluation.

Top

Judaism and Christianity in the Classical Near East

Historical and cultural contexts of early Judaism and Christianity; analysis of major Jewish and Christian texts produced in classical Near East; methodological emphasis.

CL CV 363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing CL CV 363

Course Outcomes

Classical Influence on the History and Culture of the Ancient Near East

Know and be able to interpret the significant events and developments in the history and cultures of the ancient Near East, in particular of Second Temple Judaism and Early Christianity in their Hellenistic and Roman contexts.

Ancient Text Interpretation

Be able to interpret major ancient Near East texts-including the Bible, Apocrypha, historiography, and early Christian literature-and analyze their significance for understanding the cultures in which they were produced.

Critical Thinking

Develop the capacity for informed, independent, critical thinking and be able to perform appropriate library and online research utilized in the professional study of the ancient Near East.

Analytical Writing

Be able to write sources analyses and exegetical papers that utilize approaches from the Social Sciences and Humanities and that integrate language and interpretive skills to analyze ancient Near Eastern topics

Academics and Faith

Have considered and received affirmation concerning the relationship between academics and faith, and will have been encouraged to engage in a spiritually informed, lifelong pursuit of learning, scholarship, and service.

Top

Acadmic Internship in Classics

Combined study-work experience related to classical studies majors (museums, libraries, international universities and centers, publishers, etc.).

CL CV 399R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	12 hours of classics course work (Latin, Greek, classical civilization, classcis) at the 300-level and above; classical studies major status.
Taught	Contact Department

Course Outcomes

Practical Experience

Through a semester- or term-length practicum in a business environment, successful students will strengthen social, communication, and organizational skills essential to competing in the job market after graduation.

Understanding World Cultures

Where appropriate, successful students will expand personal understanding of world cultures through in-country residence and improvement of foreign language skills.

Top

Library Internship - Classics

Combined study-work experience related to classical studies majors.

CL CV 399R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	12 hours of classics course work (Latin, Greek, classical civilization, classcis) at the 300-level and above; classical studies major status.
Taught	Contact Department

Course Outcomes

Internship

The students will utilize a significant range of skills and abilities in a professional setting

Top

Museum Internship - Classics

Combined study-work experience related to classical studies majors.

CL CV 399R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	12 hours of classics course work (Latin, Greek, classical civilization, classcis) at the 300-level and above; classical studies major status.
Taught	Contact Department

Course Outcomes

Internship

The students will utilize a significant range of skills and abilities in a professional setting.

Internship

The students will utilize a significant range of skills and abilities in a professional setting

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The students will utilize a significant range of skills and abilities in a professional setting

Practical Experience

Through a semester- or term-length practicum in a business environment, successful students will strengthen social, communication, and organizational skills essential to competing in the job market after graduation.

Understanding World Cultures

Where appropriate, successful students will expand personal understanding of world cultures through in-country residence and improvement of foreign language skills.

↑Top

Scholarly Internship - Classics

Combined study-work experience related to classical studies majors.

CL CV 399R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	12 hours of classics course work (Latin, Greek, classical civilization, classcis) at the 300-level and above; classical studies major status.
Taught	Contact Department

Course Outcomes

Internship

The students will utilize a significant range of skills and abilities in a professional setting

↑Top

Pro-Seminar in Classical Studies

Mechanics of researching and writing analytical papers in classical studies. Sectional and adjunct professors present seminal sub-disciplines and model research methods. Specialized library resources taught in practicum. Tutorials with faculty underpin focused research questions.

CLSCS
297

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	GREEK 201; or LATIN 201
Recommended	Latin 302 or Greek 301.
Taught	Winter
Programs	Containing CLSCS 297

Course Outcomes

Interpretation of Classical Scholarship

Successful students learn how to evaluate specialized scholarship under the direction of departmental faculty and library research specialists, who introduce students to their own research agenda in the process.

Developing and Expressing Original Interpretations of Classical Texts

Successful students will be able to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly expression original interpretations of these texts.

Strategies in Scholarship

Successful students acquire strategies in how to find, read, comprehend, and write about the most important scholarship in more and less particular sub-disciplines of classical scholarship.

Preparing for the Capstone Essay

Students develop a learning environment with an individual faculty mentor to define and begin to answer a particular research question that will be interesting and answerable in a capstone essay to be written during the senior year (Clscs 497).

↑Top

Ancient Literary Criticism

Survey emphasizing both chief works of the tradition and their practical application to reading of Greek and Latin authors.

CLSCS
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 302; or LATIN 302
Taught	
Programs	Containing CLSCS 420

Course Outcomes

Reading Greek and Latin

Successful students will demonstrate competence in reading both Greek and Latin.

Understanding Ancient Speech and Writing

Successful students will demonstrate an understanding of the ancient disciplines of speech and writing: grammar, rhetoric, poetics, and logic.

Evaluation of Texts

Successful students will be able to intelligently evaluate select texts-such as Aristotle's *Poetics*, Cicero's *De Oratore*, Horace's *Ars Poetica*, and Quintilian's *Institutio Oratoria*-through close reading.

Cultural Context

Successful students will demonstrate an understanding of cultural, intellectual, and politicall history from the fifth century B.C. to the time of St. Augustine, thus creating a context for the study of ancient critical theory.

Top

(Clscs-Hist) Topics in Greek and Roman History

Topics vary (e.g., rise of the Greek city-state, Greek political thought, classical historiography, Rome and the Etruscans, imperial Rome).

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Cl Cv 304-Hist 247 and Greek 201 (Greek topics) or Cl Cv 307-Hist 248 and Latin 201 (Roman topics).
Taught	Fall, Winter, Spring Contact Department
Programs	Containing CLSCS 430R

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the History of Greece or Rome (depending upon the special topic chosen for the course), successful students will come to understand the history of Greece and Rome. Topics may fall anywhere within the range of events from Bronze Age Greece to the end of the Roman Empire.

Top

4th Century Greece

In-depth study of the history of Ancient Greece during the tumultuous fourth century BCE.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Archaic Greece

In-depth study of the history of Ancient Greece during the Archaic period.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Athens: Rise and Fall

In-depth study of the history of Ancient Athens, focusing on its rise to and fall from political and military dominance.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding History of Greece

By approaching primary historiographical texts and secondary scholarship treating the Rise and Fall of Athens in the 5th Century BC, students will come to understand the history of Greece from the Persian Wars through the end of the Peloponnesian War.

Historical Evaluation

Students will consider availabe primary sources—both prose and verse literature—treating the Rise and Fall of Athens, and learn how to evaluate the reliabilty of those sources.

Top

Augustan Rome

In-depth study of the history of Ancient Rome during the first years of the principate under Augustus.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Classical Historiography

In-depth study of the texts of Ancient Greek and Roman historians.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Early Christianity

In-depth study of the history of the social, cultural, and political context of Early Christianity.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Evaluation of Primary Sources

Successful students will consider available primary sources for Christian history and New Testament studies, both prose and verse literature, and learn how to evaluate the reliabilty of those sources.

↑Top

Greek City-State

In-depth study of the history of the Greek city-state.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Hellenistic World

In-depth study of the history of the Hellenistic world.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Imperial Rome

In-depth study of the history of Ancient Rome under the emperors.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Julio-Claudians

In-depth study of the history of Ancient Rome during the reigns of the Julio-Claudian emperors, from Augustus to Nero.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding History of Christianity

By approaching primary historiographical texts and secondary scholarship treating the History of ancient Christianity, successful students will come to understand the history Christianity in the larger context of the Roman Empire.

Top

Late Roman Empire

In-depth study of the history of Ancient Rome from Constantine to the fall of the Western Roman empire.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Rise of Rome

In-depth study of the history of Ancient Rome's growth and domination of the Mediterranean world.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Roman Politics

In-depth study of the diachronic history of Ancient Roman political thought.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Roman Religion

In-depth study of the history of Ancient Roman religion from its beginnings to the end of paganism.

CLSCS
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Roman Revolution

In-depth study of the history of the Roman Civil Wars and the fall of the Roman Republic.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Rome

By approaching primary historiographical texts and secondary scholarship treating the Late Roman Republic and the transition to the Early Empire, students will come to understand the history of the Roman Revolution.

Top

Rome and Etruscans

In-depth study of the history of the Etruscans, both before and after the rise of Rome.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

World of New Testament

In-depth study of the history of the social, cultural, and political context of the Mediterranean world at the time of the New Testament.

CLSCS 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Evaluation

Through oral reports, examinations, and research papers successful students will demonstrate the ability to critically evaluate complex historical issues and to develop original interpretations of those issues.

Top

Classical Tradition in Criticism

Seminar exploring the reception of Ancient Greek and Roman thought in literary criticism.

CLSCS 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Classicism and Neoclassicism

Seminar exploring the reception of Ancient Greek and Roman thought in the Neoclassicism of the Age of Enlightenment.

CLSCS
490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Classics and Early America

Seminar exploring the reception of Ancient Greek and Roman thought in Early American culture.

CLSCS 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Clscs and Antebel Sth

Seminar exploring the reception of Ancient Greek and Roman thought in Southern United States in the antebellum period.

CLSCS 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Historiography

Seminar exploring the problems and methods involved in Ancient Greek and Roman historiography.

CLSCS 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Montaigne & Classical Tradition

Seminar exploring the reception of Ancient Greek and Roman thought in the works of Montaigne.

CLSCS 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Rhetoric and Poetics

Seminar exploring the central role of epideictic and poetic eloquence in Ancient Greek and Latin literature.

CLSCS 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Seminar in Classics

Combined topics in Greek and Latin (e.g., comparative epic poetry, classical tradition of criticism, Euripides and Seneca). Topics vary.

CLSCS 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing CLSCS 490R

Course Outcomes

This course is not currently offered.

This course is not currently offered.

Top

Directed Readings

Students will organize literary texts from Greek and/or Latin traditions into a cogent unit for study and analysis and conduct a thorough investigation into a problem or set of related problems presented by the study unit.

CLSCS 495R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Contract and instructor's consent.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Exit Examination in Classical Literature

Capstone essay culminates undergraduate experience in posing, researching, and writing in consultation with an advisor. Oral exam tests familiarity with a standardized reading list of classical texts. Attendance at weekly lectures expands familiarity with broad questions in classical scholarship.

CLSCS
497

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CLSCS 297; at least one course in Latin or Greek at 400-level.
Recommended	Coursework above 400-level in Latin and/or Greek.
Taught	Fall
Programs	Containing CLSCS 497

Course Outcomes

The Capstone Paper

Successful students will complete research on and write a capstone paper under the guidance of their chosen member of the Classics faculty. By writing this capstone paper, students will demonstrate 1) the ability to write analytical papers or the equivalent that apply close readings to Latin and Greek literary texts to develop and clearly express original interpretations of these texts nd 2) a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece and Rome.

↑Top

Civilization: Literature 1

Western civilization from antiquity to early Italian Renaissance, emphasizing socioeconomic, political, intellectual, and aesthetic developments, with primary focus on literary texts.

CMLIT 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Spring
Offered	Honors also.

Course Outcomes

Western Literary History: Ancients through Italian Renaissan

Demonstrate a sound, general understanding of major literary texts and the intellectual history of Western culture, through the Italian Renaissance.

Literature, History, and Philosophy

Show the capability to accurately and intelligently relate literary works to the main historical and philosophical trends of their times.

Critical Analysis and Effective Communication

Be able to analyze literary texts carefully, critically, coherently, and persuasively, both in discussion and in writing, using the basic tools of literary criticism.

Literature and Civilization

Explain what literature is and how its values are important to the study of Western civilization.

↑Top

Honors Civilization: Literature 1

Western civilization from antiquity to early Italian Renaissance, emphasizing socioeconomic, political, intellectual, and aesthetic developments, with primary focus on literary texts.

CMLIT 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Western Literary History: Ancients through Italian Renaissan

Demonstrate a sound, general understanding of major literary texts and the intellectual history of Western culture, through the Italian Renaissance.

Literature, History, and Philosophy

Show the capability to accurately and intelligently relate literary works to the main historical and philosophical trends of their times.

Critical Analysis and Effective Communication

Be able to analyze literary texts carefully, critically, coherently, and persuasively, both in discussion and in writing, using the basic tools of literary criticism.

Literature and Civilization

Explain what literature is and how its values are important to the study of Western civilization.

Top

Civilization: Literature 2

Western civilization from Europe's high Renaissance to the present, emphasizing socioeconomic, political, intellectual, and aesthetic developments, with primary focus on literary texts.

CMLIT
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter, Summer
Offered	Honors also.

Course Outcomes

Literature, History, and Philosophy

Show the capability to accurately and intelligently relate literary works to the main historical and philosophical trends of their times.

Western Literary History: Renaissance to Present

Demonstrate a sound, general understanding of major literary texts and the intellectual history of Western culture, from the Italian Renaissance to the present.

Critical Analysis and Effective Communication

Be able to analyze literary texts carefully, critically, coherently, and persuasively, both in discussion and in writing, using the basic tools of literary criticism.

Literature and Civilization

Explain what literature is and how its values are important to the study of Western civilization.

↑Top

Honors Civilization: Literature 2

Western civilization from Europe's high Renaissance to the present, emphasizing socioeconomic, political, intellectual, and aesthetic developments, with primary focus on literary texts.

CMLIT 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Literature, History, and Philosophy

Show the capability to accurately and intelligently relate literary works to the main historical and philosophical trends of their times.

Western Literary History: Renaissance to Present

Demonstrate a sound, general understanding of major literary texts and the intellectual history of Western culture, from the Italian Renaissance to the present.

Critical Analysis and Effective Communication

Be able to analyze literary texts carefully, critically, coherently, and persuasively, both in discussion and in writing, using the basic tools of literary criticism.

Literature and Civilization

Explain what literature is and how its values are important to the study of Western civilization.

↑Top

Civilization: World Literature 1

Major world civilizations, with an emphasis on comparative study of Asian and other non-Western traditions with Western traditions, from antiquity to 1500 AD, emphasizing socioeconomic, political, intellectual, and aesthetic developments, with primary focus on literary texts.

CMLIT
211

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

This course is not currently offered.

This course is not currently offered.

↑Top

Civilization: World Literature 2

Major world civilizations, with an emphasis on comparative study of Asian and other non-Western traditions with Western traditions, from 1500 AD to the present, emphasizing socioeconomic, political, intellectual, and aesthetic developments, with primary focus on literary texts.

CMLIT 212

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

This course is not currently offered.

This course is not currently offered.

⬆Top

Introduction to Literary Analysis and Comparative Literature

Methods of literary analysis, emphasizing basic issues of comparative literature and prosody and other problems related to foreign language texts.

CMLIT 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Reading knowledge of at least one foreign language.
Taught	Fall
Programs	Containing CMLIT 310

Course Outcomes

Comparative Literature History

Show an understanding of the history of the discipline.

Comparative Literature Theory

Articulate major theories of Comparative Literature as an academic discipline.

Research Methodologies and Tools

Explain and use methodological tools, including library research.

Multilingual Explication

Show an ability to closely explicate literary texts in at least two languages.

Critical Thinking and Fallacies

Demonstrate knowledge of the canons of critical thinking, and a grasp of fundamental thinking fallacies.

Top

Asian Literary Traditions

Comparative analysis of Asian literary works spanning several traditions.

CMLIT 342

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing CMLIT 342

Course Outcomes

Comparative Literary Analysis

Apply basic concepts of comparative literary analysis to course texts.

Asian Literary Traditions

Gain familiarity with Asian literary traditions, particularly India, China, and Japan.

Critical Analysis and Writing

Demonstrate strong critical reading, writing, and analytical skills across linguistic and national traditions.

↑Top

12th-Century Renaissance

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to the European twelfth century and Middle Ages more broadly.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- the European 12th century -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the European 12th century in at least two languages.

↑Top

17th-Century Literature

Problems of literary periodization in the 17th century.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to European seventeenth century.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- the European 17th century -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the European seventeenth century in at least two languages.

↑Top

18th-Century Literature

Problems of literary periodization in the 18th century.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to the eighteenth century.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- the eighteenth century -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the eighteenth century in at least two languages.

Top

20th-Century Literature

Problems of literary periodization in the 20th century.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to the twentieth century.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- the twentieth century -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the twentieth century in at least two languages.

↑Top

Classics and Early America

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to the period or movement at hand.

Research and Writing

Conduct thorough research into a problem specific to the period in question and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the period at issue in at least two languages.

Top

Medieval Literature

Problems of literary periodization in medieval literature.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to the European Middle Ages.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- the European Middle Ages -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the European Middle Ages in at least two languages.

↑Top

Modernism

Problems of literary periodization in Modernism.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to Modernism.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- Modernism -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about Modernist literary texts in at least two languages.

Top

Neoclassicism

Problems of literary periodization in Neoclassicism.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to Neoclassicism.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- Neoclassicism -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about Neoclassical literary texts in at least two languages.

Top

Postmodernism

Problems of literary periodization in Postmodernism.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to Postmodernism.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- Postmodernism -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about Postmodern literary texts in at least two languages.

↑Top

Realism

Problems of literary periodization in Realism.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to Realism.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- Realism -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about Realist literary texts in at least two languages.

Top

Renaissance Literature

Problems of literary periodization in Renaissance literature.

CMLIT
420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to the European Renaissance.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- the European Renaissance -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the European Renaissance in at least two languages.

Top

Romanticism

Texts and topics in Romancticism across linguistic fields and disciplines.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to Romanticism.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- Romanticism -- and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about Romantic literary texts in at least two languages.

Top

Studies in Periods and Movements

Topics vary.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CmLit 310 or Hum 350 or concurrent enrollment.
Taught	Fall odd years, Winter even years
Programs	Containing CMLIT 420R

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to the period in question.

Research and Writing

Conduct thorough research into a problem specific to the period in question and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts from the period in question in at least two languages.

Top

Symbolism

Problems of literary periodization in Symbolism.

CMLIT 420R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Literary Periodization

Articulate with considerable sophistication basic concepts and issues in literary periodization, showing an ability to deal with problems, texts, and figures specific to Symbolism.

Research and Writing

Conduct thorough research into a problem specific to the period in question -- Symbolism -- and write in a professional, scholarly manner about it.

Multilingual Study, Research and Writing

Show an ability to read, study, research, and write about Symbolist literary texts in at least two languages.

Top

Comedy

History and theory of comedy.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to comedy.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Epic

History and theory of epic.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to epic.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Lyric

Problems of lyric poetry.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to lyric poetry.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Novel

History and theory of long prose narrative.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to the novel.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

↑Top

Poetry and Poetics

CMLIT
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to the genre at hand.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Poetry of Americas

Problems of poetry across the Americas.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to the genre at hand.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Renaissance Novella

History and theory of short prose narratives from Boccaccio.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to the Renaissance novella.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Studies in Literary Genres

Various genres (e.g., novel, epic, tragedy) and problems of genre. Topics vary.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CmLit 310 or concurrent enrollment.
Taught	Fall even years
Programs	Containing CMLIT 430R

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to the genre at hand.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Swift and Travel Satire

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to the genre at hand.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

The Romance

History and theory of romance.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to the Romance.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Tragedy

History and theory of tragedy.

CMLIT 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Form

Articulate with considerable sophistication basic concepts and issues in the study of literary form, showing an ability to deal with problems, texts, and figures specific to Tragedy.

Research and Writing

Conduct thorough research into a problem of literary genre and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Arthurian Literature

History and development of Arthurian theme.

CMLIT 440R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Thematics

Articulate with considerable sophistication basic concepts and issues in the study of literary thematics, showing an ability to deal with problems, texts, and figures specific to Arthurian literature.

Research and Writing

Conduct thorough research into a problem from Arthurian literature and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Don Juan Theme

History and development of Don Juan theme.

CMLIT 440R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Thematics

Articulate with considerable sophistication basic concepts and issues in the study of literary thematics, showing an ability to deal with problems, texts, and figures specific to the Don Juan theme.

Scholarly Research and Writing

Conduct thorough research into a problem from the Don Juan theme and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Faust Theme

History and development of Faust theme.

CMLIT
440R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Thematics

Articulate with considerable sophistication basic concepts and issues in the study of literary thematics, showing an ability to deal with problems, texts, and figures specific to the Faust theme.

Research and Writing

Conduct thorough research into a problem from the Faust theme and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Studies in Themes and Types

Major literary themes (e.g., Faust, Don Juan, Ulysses, Arthur), types, motifs, and problems of literary typology. Topics vary.

CMLIT 440R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CmLit 310 or concurrent enrollment.
Taught	Winter odd years
Programs	Containing CMLIT 440R

Course Outcomes

Concepts and Issues in Literary Thematics

Articulate with considerable sophistication basic concepts and issues in the study of literary thematics, showing an ability to deal with problems, texts, and figures specific to the thematological topic at hand.

Research and Writing

Conduct thorough research into a problem of literary thematics and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

↑Top

Ulysses Theme

History and development of Ulysses theme.

CMLIT 440R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Thematics

Articulate with considerable sophistication basic concepts and issues in the study of literary thematics, showing an ability to deal with problems, texts, and figures specific to the Ulysses theme.

Research and Writing

Conduct thorough research into a problem from the Ulysses theme and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Asian Literature Traditions

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

East-West Relations

Relationship of Western and Eastern literary traditions and theories of literature.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and other areas of human knowledge.

Research and Writing

Conduct thorough research into a problem of relationship between eastern and western literature and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Literature and Cinema

Interrelationship of literary and cinematic art, problems of adaptation.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and film.

Research and Writing

Conduct thorough research into a problem of the relationship between literature and film and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts and films in at least two languages.

Top

Literature and History

Interrelationship of literary and historical study.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and history.

Scholarly Research and Writing

Conduct thorough research into a problem of the relationships between literary texts, or between literature on the one hand and history on the other, and write in a professional, scholarly manner about it.

Multilingual Study, Research and Writing

Show an ability to read, study, research, and write about texts in at least two languages.

Top

Literature and Music

Interrelationship of literary and musical art, problems of meaning.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and music.

Research and Writing

Conduct thorough research into a problem of the relationship between literature and music and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

↑Top

Literature and Myth

Interrelationship of literary study and study of myth.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and other areas of human knowledge.

Research and Writing

Conduct thorough research into a problem of relationship between literature and myth and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Literature and Politics

Interrelationship of literary art with political science.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and politics.

Research and Writing

Conduct thorough research into a problem of the relationship between literature and politics and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Literature of Sensibility

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and other areas of human knowledge.

Research and Writing

Conduct thorough research into a problem of literary relations and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

↑Top

Philosophy and Literature

Interrelationship of literary art with philosophical issues.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and philosophy.

Scholarly Research and Writing

Conduct thorough research into a problem of the relationship between literature and philosophy, and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about texts in at least two languages.

↑Top

Studies in Literary Relations

Interrelations of national literatures and figures and of literature with other areas of knowledge (art, history, law, psychology, music, etc.). Topics vary.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CmLit 310 or concurrent enrollment.
Taught	Fall odd years
Programs	Containing CMLIT 450R

Course Outcomes

Concepts and Issue in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and other areas of human knowledge.

Research and Writing

Conduct thorough research into a problem of literary relations and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

↑Top

Symbolism

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationship between literary texts, as well as the relationship between literature and other areas of human knowledge.

Scholarly Research and Writing

Conduct thorough research into a problem of the relationships between literary texts, or between literature on the one hand and other areas of human knowledge on the other, and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about texts in at least two languages.

Top

U.S. and Carribean Literature

CMLIT
450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and other areas of human knowledge.

Research and Writing

Conduct thorough research into a problem of literary relations and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

↑Top

Vergil, Augustine, and Dante

Literary influence, originality, status of classic.

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and other areas of human knowledge.

Research and Writing

Conduct thorough research into a problem of literary relations and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

↑Top

Wagner and Wagnerism

CMLIT 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Relations

Articulate with considerable sophistication basic concepts and issues in the study of the relationships between literary texts, as well as the relationship between literature and other areas of human knowledge.

Research and Writing

Conduct thorough research into a problem of literary relations and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts in at least two languages.

Top

Classical Rhetoric and Criticism

Foundational texts in literary theory from ancient Greece and Rome.

CMLIT 460R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Theory

Articulate with considerable sophistication basic concepts and issues in the study of literary theory, showing an ability to deal with problems, texts, and figures specific to the theoretical topic at hand.

Scholarly Research and Writing

Conduct thorough research into a problem of literary theory and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts and theory in at least two languages.

Top

Contemporary Theory

Problems in contemporary theory; topics vary.

CMLIT 460R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Theory

Articulate with considerable sophistication basic concepts and issues in the study of contemporary literary theory, showing an ability to deal with problems, texts, and figures specific to the theoretical topic at hand.

Research and Writing

Conduct thorough research into a problem of literary theory and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts and theory in at least two languages.

Top

Historical Literary Theory

History and development of literary theory from classical world to present.

CMLIT 460R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Theory

Articulate with considerable sophistication basic concepts and issues in the study of history of literary theory, showing an ability to deal with problems, texts, and figures specific to the theoretical topic at hand.

Research and Writing

Conduct thorough research into a problem of literary theory and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts and theory in at least two languages.

Top

Kierk and Rom Irony

CMLIT
460R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Theory

Articulate with considerable sophistication basic concepts and issues in the study of literary theory, showing an ability to deal with problems, texts, and figures specific to the theoretical topic at hand.

Research and Writing

Conduct thorough research into a problem of literary theory and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts and theory in at least two languages.

↑Top

Practical Criticism

CMLIT 460R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Concepts and Issues in Literary Theory

Articulate with considerable sophistication basic concepts and issues in the study of literary theory, showing an ability to deal with problems, texts, and figures specific to the theoretical topic at hand.

Scholarly Research and Writing

Conduct thorough research into a problem of literary theory and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts and theory in at least two languages.

Top

Studies in Literary Theory

Topics vary.

CMLIT 460R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CmLit 310 or concurrent enrollment.
Taught	Winter even years
Programs	Containing CMLIT 460R

Course Outcomes

Concepts and Issues in Literary Theory

Articulate with considerable sophistication basic concepts and issues in the study of literary theory, showing an ability to deal with problems, texts, and figures specific to the theoretical topic at hand.

Research and Writing

Conduct thorough research into a problem of literary theory and write in a professional, scholarly manner about it.

Multilingual Study, Research, and Writing

Show an ability to read, study, research, and write about literary texts and theory in at least two languages.

↑Top

Directed Readings

Course set up only in special circumstances and by permission for focused study of a topic in comparative literature.

CMLIT
495R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Literary Organization and Analysis

Show an ability to organize literary texts from at least three language traditions into a cogent unit for study and analysis.

Research

Conduct a thorough investigation into a problem or set of related problems presented by the study unit.

Top

Reading List Examination

Capstone essay based on individual reading list, demonstrating achievement of program outcomes.

CMLIT 497

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	CMLIT 310 & CMLIT 342; Three 400-level seminars.
Taught	Fall, Winter, Spring, Summer
Programs	Containing CMLIT 497

Course Outcomes

Scholarly Research and Writing

Prepare a detailed piece of scholarly research and writing based upon four to six texts chosen by faculty supervisors.

Comparative Literature Reading List

Demonstrate thorough knowledge of the Comparative Literature B.A. reading list.

↑Top

Honors Thesis

Complete an honors thesis with the aid of a thesis advisor. Also available for students who are pursuing a pre-approved mentored research project with a faculty advisor.

CMLIT 499R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Formulating Research, Thesis, and Methodology

Show an ability to formulate a proper piece of literary research, with an appropriate thesis statement and methodological approach.

Research Topic

Carry out thorough library and/or archival research on an approved topic.

Effective Writing and Critical Thinking

Exemplify exceptional writing and thinking skills in preparing a scholarly paper through several drafts and revisions.

Publishable Paper Submission

Submit a final, publishable piece of scholarship in the field of literary studies.

Top

Directed Readings

CMLIT 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Graduate coordinator`s consent.
Taught	

Course Outcomes

understand and analyze

Show an ability to understand and analyze literary texts in at least two languages.

articulate

Articulate with considerable sophistication basic concepts and issues in the study of literary texts across linguistic and national boundaries.

↑Top

Introduction to Speech-Language Pathology and Audiology

Overview of communication disorders, assessment strategies, and treatments.

COMD 133

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing COMD 133

Course Outcomes

Human Communication and Systems

Demonstrate basic understanding of human communication and the systems involved.

Clinical Applications

Demonstrate an initial understanding of the clinical applications of the fields of speech-language pathology and audiology.

Basic Concepts and Terms

Demonstrate understanding of some basic concepts and terms associated with the practice of speech-language pathology and audiology.

Familiarity with Disorders and Professions

Demonstrate basic familiarity with a variety of communication disorders and the professions of speech-language pathology and audiology.

↑Top

Speech Anatomy

Basic anatomy and physiology of speech mechanisms.

COMD 320

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	PDBIO 220
Taught	Fall, Winter
Programs	Containing COMD 320

Course Outcomes

Basic Anatomy

Students will demonstrate competent knowledge of the basic elements of anatomy.

Anatomy and Physiology of Respiration

Students will demonstrate competent knowledge of the anatomy and physiology of respiration.

Anatomy and Physiology of Phonation

Students will demonstrate competent knowledge of the anatomy and physiology of phonation.

Anatomy of Resonation and Articulation

Students will demonstrate competent knowledge of the anatomy of articulation and resonation.

Neuroanatomical and Neurophysiological Correlates of Speech

Students will demonstrate competent knowledge of the neuroanatomical and neurophysiological correlates of speech.

↑Top

Language Development

Overview of how children learn language, including its relationship to cognitive, neural, and social development; language development in bilingual, minority, and handicapped persons.

COMD
330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing COMD 330

Course Outcomes

Theories of Language Development

Demonstrate knowledge of the major theories of language development (social interactionist, linguistic, emergentism).

Components of Language

Define the major components of language (syntax, semantic, phonology, morphology, & pragmatics).

Cultural Factors of Language Development

Demonstrate knowledge of how cultural factors influence first and second language development.

Developmental Sequence of Language Behaviors

Demonstrate knowledge of the developmental sequence of pragmatic, semantic, syntactic, and morphologic language behaviors in production and comprehension modalities.

Development of Literacy

Demonstrate knowledge of the development of literacy.

↑Top

Clinical Phonetics

Transcription and analysis of normal and disordered sound production.

COMD 331

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing COMD 331

Course Outcomes

Elements of Phonetics

Students will apply the basic elements of phonetics.

Production and Transcription of English Vowels

Students will apply clinical phonetic skills and knowledge to the production and transcription of vowel sounds in American English.

Production and Transcription of English Consonants

Students will apply clinical phonetic skills and knowledge to the production and transcription of consonant sounds in American English.

Production and Transcription of Suprasegmental Aspects

Students will apply clinical phonetic skills and knowledge to the production and transcription of the suprasegmental aspects of speech.

Transcription of Disordered Speech and Dialects

Students will apply clinical phonetic skills and knowledge to the transcription of disordered speech and dialect variation.

Accommodations for Diversity and Disability

Students will adapt their use of clinical phonetics to accommodate for culturally and linguistically diverse (CLD) populations of varying ages and differing levels of disability.

Top

Language Science

Morphology, syntax, and semantic roles in language of children and adults; uses both manual and computer-assisted methods.

COMD 332

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing COMD 332

Course Outcomes

English Sentence Structure and Development

Discuss English sentence structure and its development in children using common descriptive terms.

Evaluate Transcriptions for Syntactic Constructions

Examine a transcript of a client's language sample and evaluate evidence that the client can use various syntactic constructions.

Top

Hearing Science and Acoustics

Hearing anatomy, physiology, and science.

COMD 334

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 167
Taught	Fall, Winter
Programs	Containing COMD 334

Course Outcomes

Decibels and Conversions

Demonstrate an understanding of the decibel and be able to convert among various reference systems.

Acoustics and Sound

Demonstrate an understanding of basic acoustic concepts.

Anatomy and Physiology of Auditory Pathway

Explain details of the anatomy and physiology of the auditory pathway.

↑Top

Language Impairment

Causes and characteristics of language impairment; techniques for diagnosis, assessment, and treatment of language disorders.

COMD
350

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	COMD 330 & COMD 332
Taught	Fall, Winter
Programs	Containing COMD 350

Course Outcomes

Problems with Developmental Language Disorder

Demonstrate knowledge of the linguistic, academic, and social problems associated with developmental language disorder.

Models of Developmental Language Disorder.

Describe general models of developmental language disorder.

Service Issues with Developmental Language Disorder.

Describe service delivery issues in the assessment of developmental language disorder.

Assessment Procedures

Demonstrate knowledge of assessment procedures to perform the following tasks: screening, qualifying a child for intervention services, determining goals in intervention, predicting the need for future intervention, and measuring progress in intervention.

Treatment of Developmental Language Disorder

Describe several approaches to the treatment of developmental language disorder (e.g., focused stimulation).

↑Top

Disorders of Articulation and Phonology

Causes and characteristics of phonological disorders; techniques for diagnosis, assessment, and treatment.

COMD 351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMD 331
Taught	Fall, Winter
Programs	Containing COMD 351

Course Outcomes

Nature of Speech Sound Disorders

Demonstrate knowledge regarding the nature of speech sound disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Assessment of Speech Sound Disorders

Demonstrate knowledge regarding the principles and methods of the assessment of speech sound disorders, using both formalized and non-formalized methods.

Speech Sound Disorders Interventions

Demonstrate knowledge regarding the principles and methods of speech sound disorders intervention.

↑Top

Neurofoundations of Language, Speech, and Hearing

Neuroanatomy and neurophysiology underlying normal and impaired language, speech, and hearing processes.

COMD 420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMD 320 & COMD 334
Taught	Fall, Winter
Programs	Containing COMD 420

Course Outcomes

Building Blocks

Demonstrate knowledge of the basic building blocks from cell to brain as those building blocks contribute to the areas of speech, language, and hearing.

Neural System Integration

Demonstrate the ability to integrate various neural systems and their interaction as the central nervous system formulates and modifies neural information in the processing of speech, language, and hearing.

Theoretical Model

Be able to construct a theoretical model of neurological involvement in peripheral and central disorders involving speech, language, and hearing function.

Top

Speech Science

Laboratory investigation of scientific bases of normal and disordered speech perception and production; for audiologists and speech language pathologists.

COMD 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMD 331 & COMD 334
Taught	Fall, Winter
Programs	Containing COMD 421

Course Outcomes

Principles of Speech Production

Demonstrate knowledge and competence in basic principles of speech production, including acoustic and physiological aspects and their measurement.

Quantifying Speech Disorders for Treatment Outcomes

Explain principles and methods of quantifying a variety of speech disorders, based on a sound grasp of the physiologic basis of normal function, with a goal of documenting treatment outcomes.

Applying Principles for Practice

Show understanding of the application of principles from the current research literature in measuring speech performance in preparation for participating in evidence-based practice.

Top

Medical Speech Pathology

Genetic, gestational, and neurogenic factors related to communication disorders in children and adults; role of the speech-language pathologist in medical teams.

COMD 430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 220 & COMD 320
Taught	Fall
Programs	Containing COMD 430

Course Outcomes

Preparing for Graduate Work

Demonstrate preparation for graduate coursework in organic and neurologic communication and swallowing disorders.

Role of SLP

Describe the collaborative role of the SLP on professional teams in medical settings.

Describing Disorders and Treatments

Describe the causes and characteristics of TBI, aphasia, voice disorders, motor speech disorders and swallowing disorders, and describe several treatment approaches used for those disorder areas by speech-language pathologists.

Top

Hearing Tests and Measures

Theory and practice of auditory assessment.

COMD 438

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	COMD 334
Taught	Fall, Winter
Programs	Containing COMD 438

Course Outcomes

Administering Audiological Testing

Become proficient in the administration of standard audiological testing in adults and older children.

Hearing Tests and Measurements

Demonstrate a theoretical and practical knowledge of hearing tests and measurements in the field of communicative disorders.

Hearing's Role in Communication Disorders

Demonstrate an understanding of the role of hearing and hearing disorders to the broader area of communication disorders.

Top

Aural Rehabilitation

Basic principles of hearing assessment and aural rehabilitation in children from birth to eight years.

COMD 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMD 438
Taught	Fall, Winter
Programs	Containing COMD 442

Course Outcomes

Aural Rehabilitation

Define aural rehabilitation and explain why the service is critical for those who have a hearing impairment.

Impact of Psychosocial Aspects of Hearing Loss

Discuss the psychosocial aspects of hearing loss, including the impact on the individual and the family.

Diagnostic Procedures in AR Program

Describe the diagnostic procedures needed as part of a comprehensive AR program, including the diagnosis of hearing loss and rehabilitation by means of amplification, cochlear implants, and other assistive devices.

↑Top

Professional Practices

Overview of issues related to clinical practice in public schools and other settings.

COMD 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMD 350
Recommended	ComD 351.
Taught	Fall, Winter
Programs	Containing COMD 450

Course Outcomes

Representing BYU and the Church

Students will learn the importance of being positive representatives of BYU and the Church of Jesus Christ of Latter-day Saints and will demonstrate their understanding by behaving in an ethical and professional manner when interacting with other professionals, clients, caregivers, faculty, staff, fellow students, and guest speakers. Students will write a one page reaction paper to document their understanding of professional integrity, religious integrity and what it means to represent BYU.

Applying Professional Behavior and Leadership

Students will apply professional behavior and leadership skills in their daily lives to improve their relationships with family, friends, fellow students, faculty, staff, ward members, and others. Students will write a one-page reaction paper to demonstrate their understanding of the importance of professional behavior as it relates to leadership.

Worthiness and Gospel Principles

Students will discover for themselves how their personal worthiness and commitment to the principles of the gospel of Jesus Christ will prepare them to be competent and confident professionals. Students will write a one-page reaction paper to demonstrate their understanding of the Honor Code and how it relates to potential cheating in this class.

Applying Contemporary Professional Issues

Students will demonstrate knowledge of contemporary professional issues through class discussion, class writings, role-plays, out-of-class writing assignments, quizzes and other application activities.

Editing and Improving Written Communication

Students will write two Diagnostic reports and will learn to value the editing process as a means to improve written communication by a) participating in a peer review b) working closely with a writing TA c) students will be required to revise reports based on TA feedback

Top

Readings

Directed reading in the field of Communication Disorders. Students meet with the instructor to assemble an individualized reading program in the field and agree upon the topic and organization of the course.

COMD 493R

Hours	0.5 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Topic Mastery

Students will demonstrate an advanced level of knowledge in a chosen specialty area.

Breadth of Knowledge

Students will explain relationships between key concepts in a specialty area.

↑Top

Undergraduate Research Experience

Gain laboratory research skills under the supervision of a faculty mentor. Experiences may include, but are not limited to, review of literature, experimental design, data gathering and analysis, interpretation, writing, presenting, and publishing of the research, as determined by the faculty mentor. Experiences will enhance student learning through hands-on activities and close collaboration with faculty or a qualified on-campus mentor.

COMD 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Permission of faculty mentor.
Note	Each faculty mentor will set the criteria for the letter grades.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Field Experience in Communication Disorders

Supervised experience in a clinical or educational service-delivery setting under the direction of a faculty member.

COMD 495R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	ComD faculty sponsorship.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Reflect on experiences

The students will reflect on and interpret internship experiences.

Range of skills

The students will apply a significant range of skills and abilities in a professional setting

Knowledge to practice

The students will put into practice the knowledge and theories they have learned in university courses in a professional setting.

Top

Mass Communication and Society

Historical and modern roles of mass media in society, emphasizing media effects on individuals and institutions.

COMMS 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.
Programs	Containing COMMS 101

Course Outcomes

Become Professional Media Thinkers

Students should be able to articulate the roles of communicators in their various professions.

Professional Expectations

Students should be acquainted with professional expectations such as meeting expectations.

Media in Society

Students should understand the history and role of professionals and institutions, whose media messages impact society.

Critical Thinking

Students should be able to think critically about complex issues related to media and society.

Diversity

Students should understand media coverage of multicultural and international peoples. Issues include fairness, accuracy and sensitivity to groups, as well as how media coverage promotes or distorts understanding between different groups and cultures.

Communication Skills

Students should become proficient communicators by writing in clear, accurate, fair, compelling and--where appropriate--persuasvie ways and by making smooth and compelling verbal presentaitons.

Cultural Dimensions

Students should be able to critique the organizational, economic and social constraints on media.

↑Top

Introduction to Advertising

Principles of advertising; critical evaluation of its role and value in American society. Experience in writing and creating ads for all media.

COMMS 230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing COMMS 230

Course Outcomes

Strategy

Students will learn to communicate effectively with their audiences through the understanding and application of advertising strategy.

Team Work

Students will learn to act professionally by working in advertising agency teams, presenting their campaigns, and interacting with client representatives.

Principles of Advertising

Students will be scholars of the mass communication process by understanding the history of advertising, the concepts of advertising theory, and the creation and implementation of advertising strategy.

Ethics

Students will apply Gospel-centered values as they learn to create and develop advertising strategy that is ethical and reflects a sensitivity of diversity.

Top

Introduction to Public Relations

Philosophy and practice of public relations in business, government, education, and other institutions. Study of publics, media, methods, press relations, and publicity.

COMMS
235

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing COMMS 235

Course Outcomes

Public Relations Fundamentals

Students will be introduced to the professional field of public relations, its history, theory and principles.

Public Relations Strategy

Students will learn the basic skills in the practice of strategic planning and implementation in public relations.

Ethical and Legal Behavior

Students will learn appropriate legal and ethical behavior in the field of public relations.

Diversity in Public Relations

Students will be exposed to issues of diversity in the public relations professio

History of Public Relations

Students will recognize the historical development of public relations.

Public Relations in Business and Society

Students will recognize the role of public relations in business and society.

Public Relations Practice and Theory

Students will establish a theoretical foundation for various practices of public relations and decision making.

Public Relations Process

Students will be able to explain the four-step public relations process of research, planning, communication and evaluation and apply the process to a public relation case.

Identifying and Addressing Key Public

Students will define key publics and explain how to identify and address them.

Effective Public Relations Practice

Students will understand the skills necessary for the effective practice of public relations, including professional writing skills, strategic thinking, planning, organization and crisis management.

Public Opinion and the Media

Students will understand how organizations work with the media and the crucial role of media in forming public opinion.

↑Top

Introduction to Communications Studies

Survey of mass communication theory and research; historical and philosophical development of communication theory.

COMMS
238

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Pre-communications status.
Taught	

Course Outcomes

Critical Thinking

Students will demonstrate critical and independent thinking related to the role of communication and society.

Communications Theory and Application

Students will have a deeper understanding of theories and know how to apply them in practical situations.

Inquiry Methods

Students will be able to discuss methods for communications inquiry.

Niche Building

Students will continue to build their own niche within the field and recognize the value of other approaches.

Top

Introduction to News Media

Theories and principles of journalism; critical evaluation of journalists' and news organizations' role and value in societies they serve.

COMMS 239

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing COMMS 239

Course Outcomes

Journalism Fundamentals

Students will be able to define the characteristics, purposes, problems, and potential of journalism.

Fundamentals

Students will be able to define the characteristics, purposes, problems, and potential of journalism.

Social Media

Students will demonstrate an ability to deploy social media technologies for the purposes of newsgathering, distribution and discourse.

Social media

Students will demonstrate an ability to deploy social media technologies for the purposes of newsgathering, distribution and discourse.

Professional Conduct

Students will articulate their own personal code of conduct for best practices of journalism.

Professional conduct

Students will articulate their own personal code of conduct for best practices of journalism.

Historical Context and Role

Students will understand the historical context of journalism's evolution and how that history has shaped contemporary practice and the role it plays in a democracy.

Historical context and role

Students will understand the historical context of journalism's evolution and how that history has shaped contemporary practice and the role it plays in a democracy.

Diversity

Students will understand how drawing from a diversity views-whether based on race, gender, or culture-contributes to more complete and accurate reportage.

Diversity

Students will understand how drawing from a diversity views—whether based on race, gender, or culture—contributes to more complete and accurate reportage.

Top

Media Ethics, Law and Responsibility

Introduction to First Amendment history and press freedom, law, and theory; media regulation and policy; relationship between law and ethics; key ethical issues in professional communications.

COMMS 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing COMMS 300

Course Outcomes

Legal Boundaries of Appropriate Use

Students will be able to practice communication within legal boundaries by employing appropriate use of others' work (in attribution, copyright, trademarks, etc.).

Legal Constraints and Defenses

Students will be able to practice communication within legal boundaries by demonstrating an ability to identify legal constraints and defenses that shape mass media messages.

Free Speech Laws and Statutes

Students will be able to practice communication within legal boundaries by writing and constructing messages that meet the laws and statutes applied to free speech.

First Amendment: Press and Speech

Students will demonstrate they value freedom of speech in the marketplace of ideas by knowing how First Amendment rights extend to press and speech.

Historical Development of Free Speech

Students will demonstrate they value freedom of speech in the marketplace of ideas by understanding the historical development of free speech.

Legal and Moral Limits of Free Speech

Students will demonstrate they value freedom of speech in the marketplace of ideas by recognizing the legal and moral limits of free speech.

Current Issues in Free Speech

Students will demonstrate they value freedom of speech in the marketplace of ideas by applying the concepts underlying this principle to current issues.

Preserving Freedom of Speech

Students will demonstrate they value freedom of speech in the marketplace of ideas by by showing a commitment to preserving freedom of speech, even when it may be contrary to majority views, opinions, or values.

Ethical Issues

Students will be able to demonstrate sensitivity to the ethical issues of their practice by becoming familiar with prominent cases that demonstrate ethical issues in the communication industries.

Professional Values and Ethical Behavior

Students will be able to demonstrate sensitivity to the ethical issues of their practice by identifying professional values that contribute to ethical behavior.

Ethical Complications in Professional Practice

Students will be able to demonstrate sensitivity to the ethical issues of their practice by discerning possible ethical complications in professional practice.

Addressing Ethical Concerns in Practice

Students will be able to demonstrate sensitivity to the ethical issues of their practice by defining a communications situation that addresses the ethical concerns of alternative actions or decisions.

Ethics Theory and Application

Students will be able to exercise moral reasoning when faced with ethical dilemmas by applying principles and theories of ethics to current issues.

Moral Reasoning and Ethics

Students will be able to exercise moral reasoning when faced with ethical dilemmas by articulating the values that underline their ethical framework.

Ethics and Gospel-Centered Values

Students will be able to exercise moral reasoning when faced with ethical dilemmas by resolving ethical dilemmas using moral reasoning based on Gospel-centered values.

Top

Mass Media History and Philosophy

Historical and philosophical development of today's media. Approaches may include theories of media change, social responsibility, economic factors, and influential pioneers.

COMMS 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 301

Course Outcomes

American Mass Media History

Students will understand how the technical, professional, and societal development of American mass media influenced current media philosophy.

American Media and Society

Students will understand the relationship between the development of American media, freedom of expression, and American society.

Contributors to American Media

Students will recognize the men and women who contributed to the development of American mass media.

Diversity

Students will gain an understanding of gender and race in relation to both the development and effect of mass media in American history.

Top

Popular Culture and Media

Impact of new and traditional media on popular culture. Approaches may include media criticism and cultural theories on the artifacts and drivers of cultural values.

COMMS 302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 302

Course Outcomes

Recognizing Pop Culture

Students will develop skills necessary to better recognize the pop culture atmosphere in which they live.

Pop Culture Semiotics

Students will learn how to use theory to analyze and deconstruct semiotic signs of pop culture.

Critical Analysis and Writing

Students will be able to think and write critically about issues of pop culture.

Top

Research Methods for Journalism

Qualitative and quantitative information-gathering strategies and techniques: interviewing, use of surveys and public records; online information gathering and data base analysis.

COMMS 308

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Major status.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 308

Course Outcomes

Research Methods

Students will demonstrate ability to employ various research methods to collect and analyze quantitative data and qualitative information for news. Such methods include, but are not limited to court and other public documents, surveys, and computer databases.

Ethical Research

Students will apply ethical standards to assess data and information for accuracy, reliability, and relevance.

Freedom of Information

Students will understand and defend the value of freedom of information and freedom of speech in the marketplace of ideas.

Quantitative Evaluation

Students will employ research techniques and to contextualize, evaluate, and organize data and information. Such methods include, but are not limited to the use of computer spreadsheets and databases.

↑Top

Account Planning Management

Development and execution of comprehensive strategic advertising qualitative research, including data collecting, interpretation, field investigating, audience analysis, and strategy development.

COMMS 309

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Winter, Spring
Programs	Containing COMMS 309

Course Outcomes

Account Planning

Students will communicate effectively with their audiences through understanding through the principles of account planning and applying them to clients' advertising problems.

Client Presentations

Students will act professionally by conducting qualitative research with participants and working directly with client representatives.

Research

Students will be scholars of the mass communication process by applying appropriate qualitative research methodologies and protocols and developing the creative brief.

Ethical research

Students will apply Gospel-centered values as they follow prescribed research protocol.

Top

Writing Branded Content

Principles and practices of writing persuasive content for multiple media platforms.

COMMS 310

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Major status; Comms 300 or concurrent enrollment.
Taught	Fall Term 2, Winter Term 2, Spring, Summer
Programs	Containing COMMS 310

Course Outcomes

Producing persuasive content

Students will understand how to employ strategies to create compelling and persuasive content for target publics or audiences.

Packaging content

Students will research, produce, and package stories that promote brands or organizations.

Writing headlines

Students will write headlines that capture the attention of target audiences or publics.

Top

Writing for News Media

Principles and practices of writing news content for multiple media platforms.

COMMS 311

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Major status; Comms 300 or concurrent enrollment.
Taught	Fall Term 2, Winter Term 2, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 311

Course Outcomes

Grammar and style

Students will demonstrate proficiency of proper grammar and AP Style to clearly and concisely write news content.

Story structures

Students will organize news accounts in inverted pyramid and other appropriate news styles.

Ethics, Law, and Diversity

Students will understand the ethical and legal implications of their work in the context of a global and diverse society.

↑Top

Digital Media Production

Practical application of visual and aural multimedia storytelling; acquisition, editing, and distribution of digital audio and video.

COMMS
312

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Major status; Comms 300 or concurrent enrollment.
Taught	Fall Term 2, Winter Term 2, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 312

Course Outcomes

Video and Audio Acquisition

Students will employ fundamental techniques to capture audio and video.

Video and Audio Editing

Students will demonstrate a basic ability to edit audio and video for various uses in the profession.

Top

Media Design and Graphics

Foundational principles and theories of visual communication; use of graphics to communicate information and support persuasive appeals.

COMMS 313

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Admission to the major.
Taught	Fall Term 2, Winter Term 2, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 313

Course Outcomes

Design Theory

Students will understand and apply design theory to the critique of media design and graphics.

Graphics creation

Students will create print and digital media messages and graphics.

Ethics, Law, and Diversity

Students will understand the ethical and legal implications of their work in the context of a global and diverse society.

↑Top

Social Media Management

Overview of major social media platforms, including best content practices for each; introduction to social media analytics and optimizations.

COMMS 314

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Admission to the major.
Taught	Fall Term 2, Winter Term 2, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 314

Course Outcomes

Message dissemination

Students will be able to effectively disseminate content through social media channels.

Analytics

Students will be able to use analytic tools to measure social media engagement.

SEO Strategies

Students will be familiar with SEO (search engine optimization) strategies.

Top

Media Entrepreneurship

Basic concepts and principles of emerging and evolving media business models, including effects of disruptive technologies; the role of consulting and practices of freelancing.

COMMS 315

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Admission to the major.
Taught	Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 315

Course Outcomes

Entrepreneurial principles

Students will recognize and describe principles of media entrepreneurship.

Theories and characteristics of the mass communications market

Students will define and elaborate on theories of the marketplace, startup culture, and digital innovation.

Top

Media Performance

Theory and practice of presenting information for video, audio, or before clients. May include pitches, proposals, news and sports presentations.

COMMS 316

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	Admission to the major.
Taught	Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 316

Course Outcomes

On camera and mic performance

Students will learn to clearly present information on camera, on microphone, and before audiences.

Approaches to media performance

Students will practice presenting news, sports, pitches, or client presentations.

Top

Public Relations Research and Measurement

Research methods and analysis critical to developing strategic public relations and measuring its effectiveness, emphasizing focus group and survey approaches with qualitative and quantitative statistical analysis.

COMMS 318

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Major status; Stat 121 or higher is recommended as a prerequisite, but may be taken concurrently with Comms 318.
Taught	Fall, Winter
Programs	Containing COMMS 318

Course Outcomes

The Value of Research

Students will appreciate the value of research to strategic public relations.

PR Research and Strategy

Students will understand the role of research in the strategic public relations process.

Ethical and Responsible Research

Students will understand how to conduct research in a way that is ethical and responsible.

Research Terminology

Students will use the terminology of research, especially related to public relations research and measurement.

Research Methodology

Students will choose the appropriate research method to answer research questions.

Focus Groups

Students will conduct a focus group and analyze qualitative data.

Survey Writing

Students will write a survey.

Sampling

Students will understand sampling strategies and be able to draw a random sample.

Survey Execution

Students will be able to conduct a survey.

Quantitative Measurement

Students will understand different levels of measurement related to quantitative research methods.

Data Analysis and Interpretation in SPSS

Students will be able to analyze and interpret survey results using SPSS.

Guidelines for Ethical Research

Students will understand and abide by the guidelines for conducting ethical research.

Writing and Presentation

Students will write and present research using appropriate style and format.

Effective Group Collaboration

Students will exhibit behavior that is conducive to a group/team project task.

↑Top

Research in Communication

Procedures and design considerations for studying media messages, audiences, and effects. Emphasizes survey and focus group approaches to data collection and analysis.

COMMS 319

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Major status.
Taught	Contact Department

Course Outcomes

Instrument Design

Students will design a survey instrument that meets the scientific criteria of reliability and validity.

Sampling

Students will know how to take an appropriate sample.

Statistical Analysis

Students will perform basic univariate and multivariate statistical analyses.

Research

Students will produce clear, comprehensive research reports for professional and scientific use.

Focus Groups

Students will design, plan, and implement a focus group.

Qualitative Inquiry

Students will analyze and interpret findings using appropriate qualitative methods of data inquiry.

Top

Public Relations Writing

Professional public relations writing and editing in a variety of formats as used in public relations applications.

COMMS 320

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	COMMS 310 & COMMS 313 & COMMS 336; Software proficiency in Adobe InDesign, Photoshop, and Premier.
Taught	Fall, Winter
Programs	Containing COMMS 320

Course Outcomes

Writing and Design Mastery

Students will master the basics of writing and design, including style, punctuation, spelling, grammar, and layout across a range of communications formats and tactics.

Print and Media Tactics and Formats

Students will gain experience in a variety of tactics and formats for print, electronic and social media and learn the standards, as well as the benefits and limitations of each.

Critical Thinking, Strategy, and Analysis

Students will develop and demonstrate in-depth thinking, strategic planning, audience analysis and targeting of key messages on all assignments. By the end of the semester, each student will have experienced writing in a variety of formats for a variety of media.

↑Top

News Reporting

Research and reporting skills. Database retrieval, interviewing, and gathering of audio, video, and still images. Beat reporting for newspapers and online media. Lab required.

COMMS 321

Hours	3.0 Credit, 2.0 Lecture, 5.0 Lab
Prerequisites	COMMS 211; or COMMS 310 & COMMS 311
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing COMMS 321

Course Outcomes

Information Gathering

Students will gather relevant and timely information for use in news content.

Creation of Journalistic Content

Students will employ journalistic style in creating news stories for targeted print and online audiences.

Professional Comportment

Students will develop ability to work well with others in a deadline-driven mass media environment.

Journalistic Values

Students will apply behave ethically and report fairly, including a diversity of voices.

↑Top

Feature Writing

Creating, writing, and pitching articles for nonfiction magazine markets; effective writing methods; analysis and criticism of articles.

COMMS 324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 321; Comms 308 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Feature Writing

Students will create meaningful article ideas and pitch them for niche and general audiences.

Storytelling

Students will learn and apply feature-style storytelling techniques in compelling ways.

Ethical Norms

Students will apply personal ethics and professional norms in reporting and writing.

Freelance Skills

Students will learn business and legal principles associated with freelance writing.

Diversity

Students will learn to include in their writing voices from diverse backgrounds and cultures.

↑Top

Broadcast Media Reporting

Principles and techniques of broadcast and online news reporting. Includes recording and editing reports of government, courts, and other institutions. Lab includes reporting for daily television and radio newscasts.

COMMS
325

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	COMMS 311 & COMMS 312; or COMMS 211 & COMMS 322; or COMMS 211 & COMMS 312; Comms 308 or concurrent enrollment.
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing COMMS 325

Course Outcomes

Newsgathering

Students will gather relevant and timely information for use in news content.

Content Creation

Students will employ journalistic style to create news stories for targeted broadcast audiences.

Professional Comportment

Students will develop the ability to work well with others in a deadline-driven mass media environment.

Ethics and Diversity

Students will apply behave ethically and report fairly, including in their reportage a diversity of voices.

Top

Special Topics in Broadcasting

Includes radio arts, specialty reporting, documentary production, and sports broadcasting.

COMMS 327R

Hours	3.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Variable outcome

Outcomes for this course depend upon the topic being taught and will be published in the syllabus.

Top

Backpack Journalism

Mobile media production, including field reporting, editing, and distributing news for multiple platforms.

COMMS 328

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	Departmental consent.
Taught	

Course Outcomes

Newsgathering

Students will use consumer and prosumer grade digital technology to gather video, audio, and still images.

Editing and Producing

While in the field, students will write news and edit video, audio and still images.

Social Media

Students will use social media to gather and disseminate news stories.

Ethics and Diversity

Students will behave ethically and report fairly, including voices that reflect the diversity of the community.

↑Top

Opinion Writing

Function of editorials, columns, commentaries, and reviews in the mass media.

COMMS
329

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Open enrollment.
Taught	Contact Department

Course Outcomes

Conceptualization

Students will demonstrate an understanding of the process of research, writing, and revising columns and opinion pieces.

Role of opinion

Students will understanding the role of opinion in journalism.

Ethics

Students will understand the ethical boundaries of opinion writing.

Writing

Students will be able to write clear and persuasive editorial copy.

Diversity

Students will consider diversity of thought, representing gender, race, class, and culture.

↑Top

Creating Advertising Concepts - Portfolio 1

Basic consumer advertising; copywriting, design, and layout developed from creative strategies. Solving creative problems.

COMMS 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 309; Comms 309; major status; software proficiency in InDesign, Adobe Photoshop, and Adobe Illustrator demonstrated by portfolio review.
Taught	Fall
Programs	Containing COMMS 330

Course Outcomes

Message Creation

Students will communicate effectively by creating messages that are salient to their audiences.

Teamwork

Students will act professionally by working in creative teams and presenting their original advertising concepts to selected audiences.

Analysis

Students will be scholars of the mass communication process by critically analyzing and evaluating their own work and other students' work.

Ethics

Students will apply Gospel-centered values as they learn to create appropriate messages for diverse audiences.

↑Top

Creating Advertising Concepts - Portfolio 2

Advanced consumer advertising: copywriting, design, and layout.

COMMS 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 330; Software proficiency in InDesign, Adobe Photoshop, and Adobe Illustrator demonstrated by portfolio review.
Taught	Winter
Programs	Containing COMMS 331

Course Outcomes

Message Creation

Students will communicate effectively by creating compelling advertising for multiple venues.

Teamwork

Students will learn to act professionally by working in creative teams and presenting their original advertising concepts to industry professionals.

Analysis

Students will be scholars of the mass communication process by critically analyzing and evaluating their own work, other students' work, and industry awarded work.

Ethics

Students will apply Gospel-centered values as they learn to create appropriate messages for diverse audiences.

↑Top

TV Commercial Production

Discussing and applying television commercial production principles; creating and executing TV commercial concepts.

COMMS 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status or instructor's consent.
Recommended	Comms 330.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Scripting

Students will be able to conceptually design and write commercial television scripts.

Production

Students will learn to apply commercial production principles for television using current technology.

Ethics & Diversity

Students will develop media that is ethical and reflects a sensitivity to diversity.

Top

Strategic Planning and Problem Solving

Cases selected from wide range of actual public relations problems confronting business, government, education, and other institutions. Focus on strategic planning matrix.

COMMS 336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Comms 318; Engl 312 or Engl 316 or MCom 320 or Phil 300; major status.
Taught	Fall, Spring
Programs	Containing COMMS 336

Course Outcomes

Analysis

Students will enhance their ability to think analytically and strategically about public relations plans.

Writing

Students will reinforce the need for succinct, clear, accurate, and grammatically correct writing.

Professional Practice

Students will increase their understanding of the professional practices and responsibilities of public relations.

Social Responsibility, Ethics, and Diversity

Students will increase their sensitivity to issues of social responsibility, ethics, and diversity.

↑Top

Advertising Account Management

Managing advertising agency accounts, including budgets, writing, new business pitches, and relationships with clients.

COMMS 337

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 309; Major status.
Taught	Fall, Winter
Programs	Containing COMMS 337

Course Outcomes

Writing and Presentation

Students will communicate effectively with their audiences by enhancing their practical business writing and presentation skills.

Team work

Students will act professionally by working in advertising agency teams, managing new business, and creating a resume and portfolio appropriate for the advertising industry.

Principles of Advertising

Students will be scholars of the mass communication process by understanding the history of account management, the concepts of advertising theory, and by immersing themselves in the current world of advertising.

Ethics

Students will apply Gospel-centered values as they learn to manage client expectations ethically.

Top

Media Sales and Promotion

Fundamentals of media sales process. Theory and application of persuasion relating to media sales.

COMMS 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Contact Department

Course Outcomes

Business practices

Students will have an understanding of good practices that are grounded in client relationships and based on trust and integrity.

Sales

Students will have an understanding of the requirements and expectations to be successful as a media salesperson.

Process

Students will have an understanding of the sales process, including prospecting, proposing, negotiating and closing the sale.

Process

Students will have an understanding of the emotional and logical process required as a media salesperson.

↑Top

Media and Their Audiences

Understanding media content and channels empowering and improving media consumption and interpretation. Approaches may include new technology, social media, consumer behavior, media criticism, and media literacy.

COMMS 351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 351

Course Outcomes

Media Message Delivery

Students will think critically to have an understanding of the conditions that influence and shape media distribution channels.

Theoretical Grounding

Students will understand relevant communication theory to explain various problems of media and their audiences.

Media Message Consumption

Students will think critically to have an understanding of technological, economic, or cultural conditions that influence the consumption and interpretation of media messages.

Diversity

Students will think critically about the portrayal of minority voices in domestic and global contexts.

↑Top

Communication Management Principles and Theory

Management principles and theory, emphasizing responsible management benefiting organizations and their stakeholders. Approaches may include crisis communication, media or agency management, and programming.

COMMS 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 360

Course Outcomes

Management Actions and Culture

Students should identify how to enhance their personal contribution to an organization by understanding management actions and culture.

Management Tools and Practices

Students should understand various management activities in an organization and learn to apply related technology, tools and practices.

Effective Group Work

Students should learn to work effectively in groups within an increasingly complex organizational environment.

Media Economics

Students should think critically to understand media economics, including the impact of changes in the economy on media organizations and strategic decisions.

Leadership Styles and Approaches

Students should understand leadership styles and approaches to people management. Define a set of leadership principles that you will practice in your career based on your values, ethics and philosophy.

Top

Photojournalism

Shooting, processing, selecting, and preparing images for use in various news platforms.

COMMS 365

Hours	3.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	
Programs	Containing COMMS 365

Course Outcomes

Evaluating Photographs

Students will judge newsworthiness of photographic images.

News Photography

Students will effectively document news subjects with photographic images.

Storytelling

Students will use photographic images and audio to tell stories.

Ethics & Law

Students will behave ethically, professionally and within legal boundaries.

Diversity

Students will take care to represent diversity in photography of subjects.

↑Top

Special Topics in Communications

Subject matter may vary. Specific topics emphasizing general issues related to all mass communication.

COMMS 370R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major or minor status.
Taught	Contact Department

Course Outcomes

Outcomes specific to topic

Students will be given learning outcomes that are specific to the topic being taught.

Top

Marketing Media Planning and Strategy

Media planning, theory, and practice in context of the marketing mix. Application of computer-based models as aids to media decisions. Writing of marketing- based media plans. Case study approach to both print and broadcast media.

COMMS 372

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 309; Major status.
Taught	Winter
Programs	Containing COMMS 372

Course Outcomes

Buying & Planning Strategy

Students will learn to communicate effectively with their audiences through the understanding and application of media buying and planning strategy.

Teamwork

Students will act professionally by working in media teams, presenting their media campaigns, and exhibiting literacy in the language of media planning and buying.

Theory

Students will be scholars of the mass communication process by understanding media concepts, advertising theory, current trends in media use, and the use of media industry databases.

Ethics & Diversity

Students will apply Gospel-centered values as they learn to create and develop media strategy that is ethical and reflects a sensitivity to diversity.

Top

International Media Systems

Comparison of media systems in countries and regions outside the United States. Approaches may include media systems analysis, normative theories of the media, and cultural values and norms.

COMMS
381

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Communications or international relations major or minor status.
Taught	Contact Department
Programs	Containing COMMS 381

Course Outcomes

Communication, Modernization, and Development

Students will learn the role of communication in modernization and development.

Media Systems History

Students will learn the history and development of media systems in nations around the world.

Media Systems and International Events

Students will learn the role of media systems in various countries and some international events that effect them.

International Communication

Students will learn the barriers and challenges to development and communication in different countries or regions.

Conflict and Oppression of Communication

Students will learn about the conflict and oppression of freedom of communications.

Communication Challenges

Students will appreciate the communication challenges facing different peoples.

Diversity and Communication

Students will experience increased respect for diversity of cultures and of the forms of communication.

Freedom of Expression

Students will recognize freedom of expression as a basic (yet relatively rare) human right.

↑Top

Issues in Global Communication

Issues relating to communicating in a global village. Approaches may include global information and policy, cultural imperialism, intercultural interaction, and multinational communication strategies.

COMMS 382

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Communications or international relations major or minor status.
Taught	Contact Department
Programs	Containing COMMS 382

Course Outcomes

Global Mass Communications

Students will explore the phenomena of global mass communications, focussing on the role of international communications in the modern world.

Vehicles, Sources, and Audiences of International Communication

Students will examine the diversity of vehicles, sources, and audiences of global communication, as well as the motivations of individuals, governments, and groups involved in the dissemination of information internationally.

21st Century Changes in Global Communication

Students will analyze global change in the Twenty-first Century, including the various instruments for international communication.

Ethics and Diversity in International Communication

Students will discuss ethics in international communication, including the problems of cultural communication between ethnic groups and diverse nationalities.

Socio-Political Challenges and International Communications

Students will examine some of the major political and humanitarian challenges of our times and the impact of international communications upon them.

Technology Development and International Communication

Students will study the technological developments that are making the flow of international information faster and more open, as well as the impediments and obstructions with which some governments and individuals attempt to impede that flow.

Top

Editing for News Media

Management and editing of newsflow in digital-first environment. Lab includes managing and editing news platforms.

COMMS
384

Hours	3.0 Credit, 2.0 Lecture, 6.0 Lab
Prerequisites	COMMS 308 & COMMS 321; or COMMS 308 & COMMS 328
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 384

Course Outcomes

Platform management

Students will manage content on multiple digital platforms.

Ethical Management of Newsflow

Students will demonstrate ability to recognize and edit news content to avoid ethical pitfalls (such as plagiarism and fabrication) and legal problems (such as defamation).

Visual Storytelling

Students wil develop and employ skills using industry standard software to engage in visual storytelling.

Diversity

Students will ensure editorial contect reflects a diversity of viewpoints and is representatitve of all people.

↑Top

Television News Producing

Theory and practice of producing and presenting information for television. Role of television news in society, nature of audiences, production techniques, and TV news management. Lab includes producing daily television newscast.

COMMS
385

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	COMMS 308 & COMMS 325; or COMMS 308 & COMMS 328
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing COMMS 385

Course Outcomes

Analysis of Newscasts and Audiences

Students will critically analyze newscasts and their audiences.

Diversity

Students will ensure editorial contect reflects a diversity of viewpoints and is representatitve of all people.

Newsroom Leadership

Students will demonstrate excellent leadership and team-building skills in a deadline-driven newsroom environment.

News Producing

Students will use editorial judgment, broadcast news writing and editing skills, and television producing methods to produce a 30-minute, live television newscast.

Technology

Students will use industry-standard editing and production tools to produce a daily 30 minute newscast.

News Editing

Students will demonstrate an ability to recognize and edit broadcast news content to avoid ethical pitfalls (such as plagiarism and fabrication) and legal problems (including defamation).

Top

Publication Graphics and Production

Layout and graphics for publications. Contemporary practices in production.

COMMS 388

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	Departmental consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Visual Communication

Students will identify and utilize industry terms, theories, and models to analyze and discuss visual communication.

Design

Students will create printed and electronic designs that are clear, relevant, and compelling.

Production

Students will demonstrate a mastery of production techniques, using industry-standard software.

Ethics and Legal

Students will employ appropriate ethical and legal use of others' work, including photos, artwork, trademarks, etc.

Top

Student Media Labs

Student-run media labs such as the Advanced Advertising Lab, Bradley Agency, Eleven News, and Daily Universe.

COMMS 390R

Hours	1.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	Appropriate introductory course (Comms 230, 235, or 239); lab advisor's consent.
Note	Cannot be combined with paid position in the same lab.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Account experience

Students will demonstrate an ability to contribute to projects managed by the Bradley Lab, Ad Lab, Universe and ElevenNEWS.

Top

International Media Studies Abroad

Study Abroad course emphasizing media and culture of region selected.

COMMS 395R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Reflection

Students will reflect on and process an IMS abroad experience, relating it to the a communications profession.

Diversity

Students will reflect on the role racial and cultural diversity plays in communications.

Top

Communications Practicum

Practice and projects in communication.

COMMS 396R

Hours	1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Instructor's consent and approval of task or projects.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Practicum

Students will meet practicum outcomes for a specific project or activity as specified the instructor.

↑Top

Projects in Communications

Projects in communication studies.

COMMS 398R

⏲ **Hours**	0.5 - 4.0 Credit, Arr Lecture, 0.0 Lab
☑ **Prerequisites**	Junior standing and sequence coordinator's consent. Project approval required before registration.
📅 **Taught**	Fall, Winter, Spring, Summer

Course Outcomes

Projects

Students will meet outcomes for a specific project or activity as specified the instructor.

Top

Academic Internship

Professional field experience.

COMMS
399R

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Major status; departmental consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing COMMS 399R

Course Outcomes

Experiential learning

Students will use coursework knowledge in a practical, professional setting with the support of a practitioner and faculty advisor.

↑Top

Media and the First Amendment

Advanced understanding of media law, policy, and regulation of free speech and press. Approaches may include Freedom of Information, rights of press, government control, and legal precedents regarding the First Amendment.

COMMS 406

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 300; Major status.
Taught	Contact Department
Programs	Containing COMMS 406

Course Outcomes

Freedom of Speech and Social Issues

Students will gain increased appreciation of freedom of speech in the marketplace of ideas and apply this concept to current social issues.

Social Advocacy and Government Policy

Students will understand the importance of social advocacy in a democracy to reinforce the concept that both media and citizens have unique opportunities to influence the direction of both government policies and public opinion.

Critical Thinking

Students think critically about the relationship between mass media and society and articulate the positive and negative effects of mass media practices on society.

Consumer Communication Interaction

Students will become more professional by understanding the complex interaction between consumers (public opinion), the news media, the legal process, and lobbying by corporations, associations, and other advocacy groups.

Professional Communication Skills and Strategy

Students will learn to apply professional and strategic communications skills to social advocacy situations.

↑Top

Media Effects

Effects resulting from the interaction between media and members of society. Approaches may include self-image, sterotypes, violence, and other social constructs and behaviors involving media consumption.

COMMS
411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 411

Course Outcomes

Critical and Independent Thinking

Students will demonstrate critical and independent thinking related to the role of communicaiton and society.

Media and Social Systems

Students will have a deeper, theoretical understanding of the impact of media on social systems.

↑Top

Media Advocacy and Social Change

Communication principles, theories, and approaches applied to effect social change. Approaches may include public policy, grass roots advocacy, social marketing, and social movements.

COMMS 416

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 416

Course Outcomes

Social Advocacy and Government Policy

As citizens, students will better understand the importance of social advocacy in democracy and understand that both media and citizens have unique opportunities to influence the direction of government policies as well as public opinion.

Lifelong Learning and Responsible Media Use

In the process of becoming life-long learners, students will regularly follow news media coverage of current events to gain an increased appreciation of freedom of speech in the market place of ideas and how to responsibly utilize it with current social and political issues.

Effects of Mass Media on Society

As voters, students will be able to think critically about the relationship between mass media and society and be able to articulate the positive and negative effects of mass media practices on society, especially as those effects relate to objectivity in political matters.

Consumer Communication Interactions

Students will become more professional by comprehending the complex interaction between citizens (public opinion), the news media, the legal process and lobbying by corporations, associations and other advocacy groups.

Social and Political Advocacy

Students will learn to make significant contributions as involved citizens by being able to ethically apply to social and political advocacy situations the communications skills they are now learning.

Top

Advertising Research Methods

Quantitative research methods used in marketing and advertising; the research process; planning, designing, and conducting studies; analyzing results using appropriate methodologies.

COMMS
417

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	COMMS 337 & COMMS 372; Major status.
Taught	Fall, Spring
Programs	Containing COMMS 417

Course Outcomes

Research Methods

Students communicate effectively by knowing and applying appropriate research methods that will lead to greater understanding of target market characteristics.

Scholarly Analysis

Students will be scholars of the mass communication process by applying research methods, analyzing data, and reaching conclusions that relate to client needs.

Team work

Students will act professionally by working in research teams, presenting their research findings, and interacting with clients.

Ethics

Students will apply Gospel-centered values as they follow prescribed research protocol.

Top

Advanced Print Reporting

News coverage of government, courts, education, business, international, or legal issues.

COMMS 420

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	COMMS 384
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 420

Course Outcomes

Source Evaluation

Students will demonstrate a high-level ability to evaluate the relative value and reliability of news information coming from a variety of sources, including anonymous and other sources.

Enterprise Journalism

Students will understand the pitfalls and merits of investigative journalism and apply ethical standards in producing news reporting that benefits the community.

Writing

Students will demonstrate professional-level writing skill in researching, writing and producing journalism content that has constructive purpose, depth, and perspective.

Diversity

Students will ensure editorial contect reflects a diversity of viewpoints and is representatitve of all people.

↑Top

Newsroom Leadership

Advanced concepts in newsroom management, ranging from editorial conceptualization and news judgment to copy editing, headline writing, and page design. Lab includes fulfilling senior editing positions.

COMMS 422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 384
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 422

Course Outcomes

Leadership and management concepts

Students will supervise newsroom personnel to demonstrate advanced leadership and knowledge of newsroom management concepts.

News Judgment

Students will demonstrate critical thinking and advanced news judgment related to story selection and approval of copy.

Headlines and page design

Students will demonstrate a mastery of headline writing and basic page design.

Ethics and law

Students will demonstrate mastery of editing news content to avoid ethical pitfalls, such as plagiarism and fabrication, and legal problems, including defamation.

Diversity

Students will ensure editorial content reflects a diversity of viewpoints and is representative of all people.

↑Top

Strategic Digital Storytelling and Publishing

A strategic writing course designed to provide public relations students with experience researching, writing, and publishing brand content on a PR industry blog. The class will operate as a media entity and serve as a social hub for insightful, relevant, and share-worthy storytelling for the PR industry, particularly those studying and starting careers in public relations.

COMMS 425

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	COMMS 318 & COMMS 320 & COMMS 336; Software proficiency in Adobe Photoshop, InDesign, and Premier.
Recommended	Experience with video and photo composition is also recommended.
Taught	Fall, Winter
Programs	Containing COMMS 425

Course Outcomes

Please contact the individual department for outcome information.

Top

Persuasion in the Media Age

A contemporary approach to examining theories, empirical research, and rhetorical practices pertaining to persuasion as well as the broader perspective of social influence. Emphasizes how media impacts persuasive practices and draws upon examples from advertising, public relations, journalism, popular culture, etc.

COMMS 426

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Communications major or minor status
Taught	Contact Department
Programs	Containing COMMS 426

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Advanced Advertising Concepting - Portfolio 3

Capstone course in creating consumer advertising concepts, copywriting, design, and layout. Emphasizes finished portfolios.

COMMS
433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 331
Taught	Fall
Programs	Containing COMMS 433

Course Outcomes

Portfolio Preparation

Students will prepare a portfolio worthy of positive reviews by top creative directors in the country's best ad agencies.

Show Submissions

Students will prepare advertising materials for submission to the creative awards shows and other venues, leading to internships, scholarships and advanced career placement.

Strategic Thinking and Creativity

Students will experience a stimulating and challenging atmosphere in which to continue improving strategic thinking processes and creative skills.

Top

Media Ethics and Moral Reasoning

Advanced application of moral reasoning and understanding of ethical issues in mass communication. Approaches may include current cases and issues, professional practices, and philosophical foundations of ethics.

COMMS 480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Comms 300 or instructor's consent.
Taught	Contact Department
Programs	Containing COMMS 480

Course Outcomes

Communication Ethics Fundamentals

Students will understand the moral foundations, philosophical theories and values underlying the ethics of professional communications, and the role of the media in a democratic society.

Moral Reasoning and Ethical Decision-Making

Students will develop moral reasoning skills and judgment mechanisms for informed ethical decision-making; for applying with precision, clarity, and subtlety a systematic, normative approach to the consideration, discussion and judgment of ethical dilemmas.

Assessing Moral Arguments

Students will understand and assess moral arguments.

Applied Ethics

Students will become knowledgeable about basic concepts in applied ethics such as deception, secrecy, loyalty, universality, reciprocity, etc.

Law, Ethics, and Religion

Students will understand the relationships among law, ethics, and religion.

Professional Ethics and Conduct

Students will develop a personal ethical framework and a commitment to ethical conduct as a professional communicator and as a member of society.

Top

Gender, Race, and Class in the Media

Applying critical theory to the interaction between media and underrepresented groups in society. Approaches may include stereotypes and portrayals, access to media, participation, and media ownership.

COMMS 481

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 481

Course Outcomes

Diversity

Students will be able to demonstrate an understanding of and sensitivity to issues related to gender, race, ethnicity, and sexual orientation.

Inclusiveness

Students will be inclusive of diverse viewpoints and cultures in a global society.

↑Top

Media and World Religions

The interaction of media, world religions, and beliefs. Approaches may include media coverage and portrayal of religion, religions' use of media, conflict between the two, and communicating across religious cultures.

COMMS
482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major or minor status.
Taught	Contact Department
Programs	Containing COMMS 482

Course Outcomes

Issues in Contemporary Media and Religion

Students will critically discuss and write about contemporary media and religion issues.

Communication Practice and Theory

Students will know and apply relevant theory to communication practice and phenomena.

Diverse Issues in Media and Religion

Students will examine and appreciate diverse media and religion issues outside their own traditions.

Top

Advanced Communications Studies

Contemporary developments in communication theory, research, and practice.

COMMS 483

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 319; or SOC 300; Comms 411 or concurrent enrollment.
Taught	Contact Department

Course Outcomes

Communication Issues in Contemporary Society

Students will be able to discuss, to think critically and analytically about, and to write knowledgeably about current literature and research related to communications issues in contemporary society.

Communication, Technology, and Society

Students will be able to discuss, to think critically and analytically about, and to write knowledgeably about the social role and effects of communications and communications technologies in society.

Contemporary Communications Practice

Students will be able to discuss, to think critically and analytically about, and to write knowledgeably about issues in contemporary practice of communications and other professions.

Communications Ethics and Ethical Theory

Students will be able to discuss, to think critically and analytically about, and to write knowledgeably about ethical issues that confront communicators, and ethical theory that can guide ethical decision making; the moral responsibility of professional communicators to make a positive difference within their sphere of influence.

Professional Preparation and Strategy

Students will be able to discuss, to think critically and analytically about, and to write knowledgeably about strategies for bridge-building from school to work and/or from undergraduate to graduate studies.

↑Top

Strategic Public Relations Campaigns

Capstone course applying communication principles to internal and external publics; fact finding, planning, and evaluating social interrelationships; major campaigns for selected clients.

COMMS 485

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 425; Software proficiency in Word, Excel, InDesign, Photoshop, and Premier are required. Strong understanding of social media platforms and analytic tools is also required.
Recommended	Comms 360; experience with video and photo composition and editing are recommended.
Taught	Fall, Winter
Programs	Containing COMMS 485

Course Outcomes

Public Relations Theory and Practice

Students will understand the relationship between theory and practice in public relations.

Analytical Thinking and Strategy

Students will apply analytical thinking to produce strategic and creative solutions to problems.

Synergy and Collaboration

Students will understand the value of synergy through collaboration in a group environment.

Making and Meeting Deadlines

Students will make deadlines, fulfill requirements, and meet the needs of a real-world client.

Creating Tactics

Students will produce tactics that satisfy strategic outcomes, with a critical eye to message creation and design.

Current PR Theory, Practice, and Ethics.

Students will understand current theories, practices and ethical responsibilities of public relations and gain respect for diversity of opinion and thought.

Working with Ambiguity

Students will learn to be more comfortable in working within some impost (or perhaps even occasionally unintentional) ambiguity.

Top

Advanced Broadcast Reporting

In-depth broadcast news coverage of major public issues and trends. Formats may include daily news reports, series, and documentaries.

COMMS
486

Hours	3.0 Credit, 3.0 Lecture, 5.0 Lab
Prerequisites	COMMS 385
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 486

Course Outcomes

Storytelling Techniques

Students will demonstrate proficiency in the techniques of visual and aural storytelling by creating advanced-level broadcast news stories.

Professional Preparation

Understanding the nature of changes in the broadcast profession, students will create portfolios of their work in order to gain employment.

Ethics

Students will employ and defend ethical principles expected in a free and diverse society.

Diversity

Students will ensure editorial contect reflects a diversity of viewpoints and is representatitve of all people.

Top

Advanced Broadcast Producing

Advanced concepts in television news producing, news judgment, audiences and newsroom leadership.

COMMS
488

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	COMMS 385; instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 488

Course Outcomes

Newsroom Management

Students will supervise newsroom personnel to demonstrate advanced leadership and knowledge of newsroom management concepts.

News Judgment

Students will demonstrate critical thinking and advanced news judgment related to story selection and approval of newscasts.

Audience Analysis

Students will analyze news ratings, audience surveys and related scholarly research.

Ethics

Students will demonstrate mastery of editing news content to avoid ethical pitfalls (such as plagiarism and fabrication) and legal problems (including defamation).

Editing

Students will demonstrate mastery in newswriting, editing, and presentation of images for broadcast.

Diversity

Students will ensure editorial contect reflects a diversity of viewpoints and is representatitve of all people.

Technology

Students will employ industry-standard technology relevant to the dissemination of broadcast news.

↑Top

Strategic Advertising Campaigns

Researching, planning, budgeting, creating, and writing national advertising campaigns; writing and producing a complete advertising plan, accompanied by a formal client presentation.

COMMS 489

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	COMMS 417; or COMMS 433; or concurrent enrollment by petition only.
Taught	Fall, Winter
Programs	Containing COMMS 489

Course Outcomes

Strategy Application

Students will learn to communicate effectively with their audiences through a comprehensive applicaiton of advertising strategy.

Professional Teamwork

Students will act professionally by working in advertising agency teams, presenting their advertising campaigns, and interacting with client representatives in a competitive environment.

Advertising Theory

Students will be scholars of the mass communication process by applying the concepts of advertising theory learned in previous courses to create comprehensive advertising campaigns.

Ethics and Diversity

Students will apply Gospel-centered values as they learn to create ethical and morally responsible persuasive messages for diverse audiences.

↑Top

Media Innovations Capstone

Synthesis of news media competencies gained through successful completion of directed project. Projects may include a digital media product, in-depth reportage or documentary, working prototype, market research, or scholarly work. Projects may be done individually or in groups.

COMMS
490

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	Comms 420 or Comms 422; Comms 486 or Comms 488.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing COMMS 490

Course Outcomes

Senior project

Students will propose and complete a professional-quality project that demonstrates mastery and synthesis of competencies learned in the news media curriculum.

Collaboration

Students will demonstrate the ability to work collaboratively with minimal supervision.

Creativity and innovation

Students will demonstrate creativity by producing an original or innovative media product.

Ethics and Diversity

Students will behave ethically and report fairly, including in their reportage a diversity of voices.

Top

Research and Readings in Communication Practice

Independent research projects and readings for communications majors.

COMMS 495R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Senior standing and instructor's approval of projects.
Note	Projects must be approved in advance of registration.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Research and Readings

Students will meet outcomes for a specific readings and research activity as specified the instructor.

↑Top

Academic Internship

Professional field experience.

COMMS 496R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major status; prerequisites satisfied; clearance by the Communications Department.
Taught	Fall, Winter, Spring, Summer
Programs	Containing COMMS 496R

Course Outcomes

Skills

Students will demonstrate proficiency in research, writing, creativity, and technical abilities.

Professionalism

Students will demonstrate professionalism by conducting themselves appropriately, meeting deadlines, and demonstrating a positive attitude and high level of commitment.

Ethics

Students will demonstrate ethical and legal behavior and show sensitivity to diversity.

Top

Mentored Research Practicum

Conducting research in a mentored environment with a faculty-sponsored research project.

COMMS 497R

Hours	1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Writing skills

Students will demonstrate an ability to effectively communicate research in a scholarly fashion.

Top

Exceptional Students: Principles of Collaboration

Basic principles and legislative issues in effectively communicating and collaborating with professionals, parents, and other service providers to meet needs of individuals with disabilities in inclusive educational environments. Lab.

CPSE
300

Hours	2.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing CPSE 300

Course Outcomes

Learning Difficulties and Accommodations

Analyze student's learning difficulties and plan appropriate accommodations.

Special Needs Learning Characteristics

Describe learning characteristics of special needs students.

Assessment Plans and School Support

Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

Collaboration

Collaboration: Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.

Interpersonal Relations

Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

Professional Practice

Professional Practice: Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.

Top

Practicum in Educational Partnerships

Collaborating with parents, professionals, and others to meet needs of individuals with disabilities in inclusive or special education environments.

CPSE 401R

Hours	1.0 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	Admission to elementary, secondary, or special education program.
Taught	Contact Department

Course Outcomes

Application

The students will utilize a significant range of skills and abilities in a professional setting

Top

Educating Students with Disabilities in Secondary Classrooms

Issues, policies, and methods in teaching secondary students with disabilities in general education classrooms. Lab.

CPSE
402

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 350 or concurrent enrollment; Sc Ed 276R or comparable major course; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing CPSE 402

Course Outcomes

Sensitivity

Demonstrate sensitivity to individuals with disabilities.

Effects of Diversity

Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

IEP

Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.

Research-supported Methods

Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.

Models and Strategies of Consultation

Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Definitions and Descriptions of Legal Structure

Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Personal Philosophy

Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.

Classroom Management Theories

Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

High and Low Incidence Disabilities

Describe the characteristics and educational implications of students with high and low incidence disabilities

General Curriculum

Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs

↑Top

Introduction to Special Education

Understanding the characteristics of students with various exceptionalities, ranging from mild to moderate to severe disabilities. How student with specific disabilities learn; using basic strategies for meeting their educational needs.

CPSE
403

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing CPSE 403

Course Outcomes

Learning characteristics and special learning needs

1. Describe the ways in which people differ, learning characteristics and special learning needs.

Legal structure of services

2. Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act.

Issues related to the identification of disabilities

3. Articulate issues related to the identification of students with disabilities, referral and placement and the need to provide differing levels of support.

Issues related to collaboration

4. Articulate issues related to collaboration in special education. Identify the skills for effective collaboration.

Policies and programs for young children

5. Describe policies and programs for young children; define elements of the Child Find system.

Steps in IEP

6. Describe the steps in the Individualized Education Program (IEP) process.

Characteristics, prevalence, and educational implications

7. Describe the characteristics, prevalence, and educational implications for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.

Characteristics, prevalence, and education implications

8. Describe the characteristics, prevalence, and educational implications for students with other health impairments, orthopedic impairment, visual impairments, autism, traumatic brain injury, deaf/blindness, and developmental delay.

Effects of cultural, ethnic, and language diversity

9. Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

Strategies

10. Identify strategies for accommodating to meet individual student needs.

Assessment results

10. Demonstrate the ability to use assessment results to make instructional decisions.

12-hour field experience

11. Complete a 12-hour field experience involving volunteer service with four students with disabilities (2 at each site) and submit assignments regarding the experience.

Top

Applied Behavior Analysis in Education

Strategies for educating individuals with or at-risk for disabilities. Prevention, early intervention, and treatment strategies.

CPSE 410

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	Admission to special education program; FBI fingerprint background clearance.
Taught	Fall
Programs	Containing CPSE 410

Course Outcomes

ABA history

(Knowledge-based objectives)
1. Describe the history of ABA.

Occurence of Human Behavior

2. Describe several approaches for explaining the occurrence of human behavior.

Ethical and Responsible use of ABA

3. Describe the ethical and responsible use of ABA.

FBA and BIP

4. Describe the components of a Functional Behavior Assessment and Behavior Intervention Plan.

Target replacement behaviors

5. Describe the function and format of target replacement behaviors and behavior objectives.

Data collection

6. Describe data collection and graphing procedures.

Single-subject designs

7. Describe a variety of single-subject designs, their elements, how they are used, and when they are used.

Appropriate consequences

8. Describe the principles that underlie the selection of appropriate consequences and providing differential reinforcement.

Stimulus control

9. Describe stimulus control, its various facets, and how it is used.

Generalization procedures

10. Describe the principle components of generalization procedures and provide appropriate rationale for training for generalization.

Self-management

11. Effectively describe the elements of self-management and how it might be taught to children, youth, and adults.

FBA

(Skill-based objectives)
1. Use the Functional Behavior Assessment procedures to determine the function of an identified problem behavior.

TRB

2. Develop a target replacement behavior (TRB) that serves the same function as the identified problem behavior.

Behavioral objective

3. Develop a behavioral objective that corresponds with the target replacement behavior.

Behavioral Data

4. Observe, count, and graph behavioral data that is based on the target replacement behavior.

TRB

5. Make data based decisions using these data to determine the most effective intervention to increase the occurrence of the TRB.

Appropriate techniques

6. Employ appropriate techniques for designing the Behavioral Intervention Plan. This includes manipulating setting events, using instructional methods, providing differential reinforcement, and arranging appropriate consequences.

↑Top

Assessment and Evaluation of Students with Exceptional Needs

Determining present levels of performance, classifying students for special education services, and writing goals and objectives for IEP development.

CPSE
420

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Admission to special education program; FBI fingerprint background clearance.
Taught	Fall
Programs	Containing CPSE 420

Course Outcomes

Basic terminology

Demonstrate an understanding of the basic terminology used in an assessment.

Ethical concerns

Discuss the ethical concerns related to assessment.

Procedures

Identify the procedure used for screening, pre-referral, referral, and classification.

Legal provisions

Outline legal provisions, regulations and program standards regarding assessment.

Application and interpretation of assessment scores

Describe the application and interpretation of assessment scores, including grade score vs. standard score, percentile rank, age/grade equivalents, and standings.

Assessments

Identify, administer, select and describe the different types of non-biased assessments using appropriate technology when necessary.

Informal test procedures

Discuss the components of and procedures for curriculum-based, portfolio, authentic, and functional assessment (informal test procedures), and apply these to different categories of exceptional children (e.g., L.D., E.D, & I.D.).

Influence of diversity

Discuss the influence of diversity on assessment, eligibility, programming and placement of exceptional learners.

Relationship between assessment and placement decisions

Describe the relationship between assessment and placement decisions.

Methods for monitoring student progress

Outline, develop or modify methods used for monitoring student progress.

Data-based goals and objectives

Use assessment information to derive appropriate statements for Present Levels of Academic Achievement and Functional Performance (PLAFFP) and measureable annual goals.

Top

Foundations in Language Arts Instruction for Students with Disabilities

Foundations in analyzing and delivering research-based language arts instruction to students with disabilities, including second language learners with disabilities.

CPSE
425

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing CPSE 425

Course Outcomes

Components of oral language

Describe the components of oral language.

Process of oral language development

Describe the process of oral language development.

Common communication disorders in children

Describe common communication disorders in children.

Interplay between culture and language

Explain the interplay between culture and language.

Interplay between language and learning

Explain the interplay between language and learning.

Listening Comprehension

Describe listening comprehension and its effect on learning.

Demands of learning English as a second language

Describe the demands of learning English as a second language.

Cognitive processes

Explain the cognitive processes for transitioning from spoken to written language.

5 component skills for reading

Explain the 5 component skills for reading.

DIBELS©Benchmark assessment

Administer DIBELS©Benchmark assessments for K-1.

Top

Teaching Reading/Language Arts to Students with Disabilities

Research-based methods for teaching language arts to students with disabilities.

CPSE 430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent; FBI fingerprint background clearance
Taught	Winter
Programs	Containing CPSE 430

Course Outcomes

IEP

1. Write IEP present levels of educational performance and, measurable annual goals for reading.

Core curriculum for reading and language arts

2. Demonstrate knowledge of core curriculum for reading and language arts

Analyze learning objectives

3. Task analyze learning objectives for reading and language arts

Daily lesson plans

4. Plan daily lessons for reading and language arts.

Dynamic Indicators

5. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to benchmark and monitor reading progress of one early elementary student.

Matching student instructional reading levels

6. Choose reading materials to match student instructional reading levels.

Teaching of the 5 areas of the national reading panel

7. Demonstrate the teaching of the 5 areas of the national reading panel

Teach writing

8. Demonstrate the teaching of writing.

Progress monitoring data

9. Demonstrate the use of progress monitoring data to make instructional decisions.

Top

Curriculum and Instruction for Secondary Students with Disabilities

Selection and adaptation of curriculum accommodations, transition planning, and post-secondary preparation.

CPSE 440

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent.
Taught	Winter
Programs	Containing CPSE 440

Course Outcomes

Historical foundations

Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Continuum of placement

Continuum of placement and services available for individuals with disabilities at the secondary level.

Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

Instructional strategies and practices

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

Strategies

Strategies for integrating student initiated learning experiences into ongoing instruction.

Methods

Methods for guiding individuals in identifying and organizing critical vocational content.

Transition planning

Assessing for transition planning.

Multicultural competence

Multicultural competence in transition planning processes

Research-supported methods for academic instruction

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

Research-supported methods for non-academic instruction

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

Adaptations and technology

Use appropriate adaptations and technology for all individuals with disabilities.

Resources and techniques for transitioning

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Top

Social and Behavioral Strategies for Students with Mild/Moderate Disabilities

Principles, procedures, and strategies for classroom behavior management, social competence, and individual and school wide intervention plans.

CPSE 442

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	CPSE 403 or equivalent; CPSE 410; admission to special education program.
Taught	Winter
Programs	Containing CPSE 442

Course Outcomes

Components of schoolwide positive behavior support

(Knowledge-based Objectives)
1. Describe and define the components of schoolwide positive behavior support, it relationship with risk and protetective factors and multicultural issues.

Positive learning environments

2. Describe how to assess and create a positive learning environment in schools.

Building strong positive relationships

3. Describe how to build strong, positive relationships with children and youth.

Positive teaching approach

4. Describe how to use a positive, teaching (discipline) approach.

Social needs of individuals and groups

5. Describe how to assess and address the social needs of individuals and groups of students.

Effective socail skills program

6. Describe and list the procedural and content steps of an effective social skills program.

Effective classroom managment system for all students

7. Describe how to organize an effective classroom management system for all students, particularly those with exceptional learning needs (i.e., schedules, procedures, routines, signals, physical set-up of room, rules and consquences, monitoring, transitions).

LRBI

8. Describe the various components and appropriate use of Utah's Least Restrictive Behavioral Interventions (LRBI).

Multi-level interventions

9. Describe the elements of multi-level interventions (primary, secondary, and tertiary), includeing positive and reductive interventions.
1. Token economy and response cost
2. Group contingencies
3. Behavioral contracts
4. Home notes
5. Precision commands
6. Time-out
7. Self managment
8. Response cost
9. Administrative intervention
10. Other procedures

Assess school climate

(Skill-based objectives)
1. Assess a school climate and identify strengths and areas in which to improve the environment.

Strong positive relationships

2. Build strong, positive relationships with children and youth. Develop and use praise notes as one way in which to build such relationships.

Social skills assessments

3. Demonstrate correct use of social skills assessments, procedures and curriculum that can be used in a classroom environment.

Positive behavior support system

4. Design a positive behavior support system for classroom and nonclassroom environments. Develop a classroom management plan/disclsure document.

Effective behavior intervention strategies

5. Demonstrate a variety of effective behavior intervention strategies appropriate to the needs of individuals with exceptional learning needs.

Least intensive intervention

6. Select and implement the least intensive intervention consistent with the needs of individuals with exceptionalities. Consider LRBI and multi-level evidence-based practices that offer prevention with various behaviors.

Top

Social and Behavioral Strategies for Students with Severe Disabilities

Principles, procedures, and strategies for creating positive educational environments, including functional assessment, behavior intervention plans, and development of social competence.

CPSE 443

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CPSE 403 or equivalent; CPSE 410; admission to special education program; FBI fingerprint background clearance.
Taught	Winter
Programs	Containing CPSE 443

Course Outcomes

Adaptive behavior assessment

· Demonstrate knowledge of adaptive behavior assessment.

FUBA

· Describe the correct, ethical, and responsible use of Functional Behavior Assessment (FUBA) for students with severe disabilities.

Common environmental and personal barriers

· Demonstrate knowledge of common environmental and personal barriers that hinder accessibility and acceptance of individuals with severe disabilities.

Sources of student services, networks, and organizations

· Demonstrate knowledge of sources of unique services, networks, and organizations for students with severe disabilities.

Behaving and communicating among cultures

· Demonstrate knowledge of ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Cultural perspectives

· Demonstrate knowledge of cultural perspectives influencing relationships among families, schools, and communities as related to instruction.

Variations in belief, traditions, and values

· Demonstrate knowledge of variations in belief, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

Coordinate activities

· Demonstrate knowledge of how to coordinate activities of related services personnel to maximize direct instruction time for individuals with severe disabilities.

Theories of behavior problems

· Demonstrate knowledge of theories of behavior problems in individuals with severe disabilities, including self-stimulation and self-injurious behavior.

Impact of multiple disabilities on behavior

· Demonstrate knowledge of the impact of multiple disabilities on behavior.

Integration of fuctional and social training

· Demonstrate knowledge of how to integrate functional and social skills training into the curriculum.

Top

Practicum in Secondary Education: Mild/Moderate Disabilities

Practicum in teaching students with mild-moderate disabilities in secondary settings.

CPSE 446R

Hours	1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent; concurrent enrollment in CPSE 440 (secondary); FBI fingerprint background clearance.
Taught	Winter
Programs	Containing CPSE 446R

Course Outcomes

Placement and services available

Continuum of placement and services available for individuals with disabilities at the secondary level.

Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

Instructional strategies

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

Strategies

Strategies for integrating student participation learning experiences into ongoing instruction.

Methods

Methods for guiding individuals in identifying and organizing critical vocational content.

Assessing for transition planning.

Assessing for transition planning.

Multicultural competence in transition planning processes

Multicultural competence in transition planning processes.

Resources and techniques for transitioning individuals

Skill-Based Objectives
Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments

Sensitivity

Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

Learning environment

Create a safe, equitable positive and supportive learning environment in which diversities are valued.

Learning environments

Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

Research-supported methods for academic instruction

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

Research-supported methods for non-academic instruction

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

Adaptations and technology

Use appropriate adaptations and technology for all individuals with disabilities.

General curriculum

Identify and teach essential concepts, vocabulary, and content across the general curriculum.

Top

Practicum in Secondary Education: Severe Disabilities

Practicum in teaching students with severe disabilities in secondary settings.

CPSE 447R

Hours	1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent; concurrent enrollment in CPSE 440 (secondary); FBI fingerprint background clearance.
Taught	Winter
Programs	Containing CPSE 447R

Course Outcomes

Placement services

Continuum of placement and services available for individuals with disabilities at the secondary level.

Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

Instructional strategies

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

Integrating student initiated learning experiences

Strategies for integrating student participation learning experiences into ongoing instruction.

Methods for guiding individuals

Methods for guiding individuals in identifying and organizing critical vocational content.

Transition planning processes

Multicultural competence in transition planning processes

Resources and techniques for transitioning

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

↑Top

Effective Teaching Strategies for Students with Mild/Moderate Disabilities

IEP-based lesson planning and teacher-directed and student-mediated instructional strategies.

CPSE
452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent.
Taught	Fall
Programs	Containing CPSE 452

Course Outcomes

Characteristics of students with mild/moderate disabilities

Describe educational characteristics of students with mild/moderate disabilities.

Components of the Individualized Education Program (IEP)

List and describe the components of a standards-based IEP.

Utah Core Curriculum for mathematics

Demonstrate understanding of the Utah core curriculum for mathematics.

Standards-based planning

Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives for case study students.

Lesson planning for the effective teaching cycle

Write scripted direct instruction lesson plans with recording methods for student achievement data.

Enacting the effective teaching cycle

Use direct instruction lesson plans to enact the effective teaching cycle with high student response rates, praise, and corrective feedback.

Informal curriculum based assessments

Demonstrate how to design and collect data with curriculum based assessments, and how to use data to make instructional decisions for case study students.

Response to Intervention

Describe the RtI concept and process, and use progress-monitoring data to make RtI decisions for case study students.

Top

Curriculum and Instruction: Severe Disabilities

Strategies for designing and implementing educational programs, curricula, and teaching methods for students with severe disabilities.

CPSE 453

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program or instructor's consent.
Taught	Spring
Programs	Containing CPSE 453

Course Outcomes

Assessment for curriculum planning

The necessity of assessment for curriculum planning.

Historical foundations and current issues

Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of curriculum & instruction in special education.

Effective Teaching principles

Effective Teaching principles.

Positive classroom management

Positive classroom management.

Teaching field as a professional setting

Teaching field as a professional setting.

Teaching methods

Various teaching methods used in teaching students with severe disabilities.

Research-supported methods for instruction

Use research-supported methods for academic instruction of individuals with severe disabilities.

Reasearch-supported methods for non-academic instruction

Use research-supported methods for non-academic instruction of individuals with severe disabilities.

Appropriate adaptations and technology

Use appropriate adaptations and technology for all individuals with disabilities and from diverse backgrounds.

Lesson plans

Create lesson plans derived from assessments.

Top

Collaborating with School and Family

Foundations in collaborating with school professionals, para-professionals, and families of children with disabilities.

CPSE 460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent.
Taught	Winter
Programs	Containing CPSE 460

Course Outcomes

Collaboration issues

1. Define and address issues related to collaboration and other models of working together including:
a. Teams
b. Consultation
c. Team teaching

Collaborating

2. Demonstrate understanding of collaborating with the following:
a. Other professionals
b. Paraeducators
c. Families

Interpersonal skills

3. Understand and demonstrate appropriate interpersonal skills including:
a. Problem solving
b. Communication
c. Using statements
d. Asking questions
e. Handling difficult interactions

Top

Teaching Math to Students with Disabilities

Research-based methods for teaching mathematics to students with disabilities.

CPSE 462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent.
Taught	Spring
Programs	Containing CPSE 462

Course Outcomes

Utah Common Core for Math

1. Access and use the common core standards for assessment, lesson planning, and individualized instruction for math.

Cognitively Guided Instructon

2. Create and teach lesson plans using cognitively guided instruction to teach core math skills.

Curriculum-based assessment (CBA) for math

3. Administer and score curriculum-based assessments for math core standards in grades K-6.

IEP PLAAFPs from CBA data

4. Write standards-based Present Levels of Academic and Functional Performance (PLAAFP) statements and measurable annual IEP goals based on math CBA data for mulitple math core domains.

Instructional units and daily lesson planning

5. Write instructional unit goals to address annual IEP goals for multiple math core domains. Write daily lesson plans to address each unit goal.

Unit and lesson curriculum-based measurements

6. Create curriculum-based measurements for units and daily lessons.

Direct instruction for math

7. Create and teach direct instruction lessons for unit daily objectives.

Data systems for monitoring student progress

8. Design and implement data recording systems for monitoring student progress toward lesson objectives, unit goals, and annual IEP goals..

↑Top

Assistive Technology for Students with Disabilities

Principles and applications in using assistive technology to improve the education and communication skills of students with disabilities.

CPSE
463

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program or instructor's consent; FBI fingerprint background clearance.
Taught	Fall
Programs	Containing CPSE 463

Course Outcomes

Cultural and linguistic differences

Effects of cultural and linguistic differences on growth and development.

Characteristics of culture

Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

Communicating among cultures

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Augmentative and assistive communication strategies

Augmentative and assistive communication strategies.

Language development and listening comprehension

Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.

Communication and social interaction alternatives

Communication and social interaction alternatives for individuals who are nonspeaking.

Strategies to support and enhance communication skills

Use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Communication strategies and resources

Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Instructional and assistive technology

Incorporate and implement instructional and assistive technology into the educational program.

Appropriate adaptations and assistive technology

Use appropriate adaptations and assistive technology for all individuals with disabilities.

Assistive technologies

Use and maintain assistive technologies.

Monitoring for errors in oral and written languages

Teach individuals with disabilities to monitor for errors in oral and written language.

Alternative and augmentative communication systems

Plan instruction on the use of alternative and augmentative communication systems.

Technology plan

Develop and use a technology plan based on adaptive technology assessment.

Top

Practicum: Teaching Students with Mild/Moderate Disabilities

Practicum in the effective teaching cycle for students with mild/moderate disabilities.

CPSE 466R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Admission to special education licensure program; CPSE 403 or equivalent; FBI fingerprint background clearance.
Taught	Spring, Summer
Programs	Containing CPSE 466R

Course Outcomes

Classroom management plan

1. Develop a classroom management plan that includes 4-6 operational rules, positive and negative consequences, reinforcement menu and explanation of routines and reward system.

DIBELS and math CBA

2. Administer DIBELS, math CBA assessment to students and record data.

1. Compile and organize summer teaching materials, including instructional binders.
2. Practice effective self-reflection skills.
3. Teach and evaluate language arts and math lessons.
4. Review forms and expectations for Summer Term 466R.
5. Set-up summer teaching classroom.

DIBELS and math CBA

2. Administer DIBELS, math CBA assessment to students and record data.

1. Compile and organize summer teaching materials, including instructional binders.
2. Practice effective self-reflection skills.
3. Teach and evaluate language arts and math lessons.
4. Review forms and expectations for Summer Term 466R.
5. Set-up summer teaching classroom.

Top

Practicum: Teaching Students with Severe Disabilities

Practicum in the effective teaching cycle for students with severe disabilities.

CPSE 467R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Admission to special education licensure program; CPSE 403 or equivalent; FBI fingerprint background clearance.
Taught	Spring, Summer
Programs	Containing CPSE 467R

Course Outcomes

Rights and responsibilities

Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

Models, theories, and philosophies for special ed

Models, theories, and philosophies that form the basis for special education practice.

Specialized materials

Specialized materials for individuals with disabilities.

Nonaversive techniques

Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.

Attitudes and behaviors

Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. Social skills needed for educational and other environments.

Curricula standards

National, state or provincial, and local curricula standards to design and teach assessment-based lessons. Develop and conduct a mock IEP.

Daily lesson plans and materials

Prepare and organize materials to implement daily lesson plans.

Individualized assessment strategies

Develop or modify individualized assessment strategies and administer formal and informal assessments.

Learning environments

Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

Lifelong professional development

Continuum of lifelong professional development.

↑Top

Legal Issues Influencing Collaboration in Special Education

Laws and issues influencing special education and educator's roles in collaborating with families and professionals.

CPSE
470

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to special education program; CPSE 403 or equivalent.
Taught	Summer
Programs	Containing CPSE 470

Course Outcomes

P.L. 94-142/IDEA/IDEA 04

Students will describe, discuss and/or apply:
1. The six principles basic to P.L. 94-142/IDEA/IDEA 04.

Provision of special education services

Rules governing the provision of special education services.

Learning environment

Create a safe, equitable, positive and supportive learning environment in which diversities are valued.

Sensitivity

Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

Assessment information

Use assessment information in making ineligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

Historical points of view

Historical points of view and contribution of culturally diverse groups.

Ways specific cultures are negatively stereotyped

Ways specific cultures are negatively stereotyped.

Legal provisions

Legal provisions and ethical principles regarding assessment of individuals.

Duties and responsibilities

3. Duties and responsibilities of school personnel in relation to provision of special education services.

Assessment information

Use assessment information in making eligibility, program, and placement decisions for individuals.

Communication with families from diverse backgrounds

Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

↑Top

Educational and Multicultural Issues in Special Education

Special education issues: multicultural, historical, and legal foundations.

CPSE
480

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	FBI fingerprint background clearance.
Taught	Fall
Programs	Containing CPSE 480

Course Outcomes

Learning of individuals

Knowledge
Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Learning environments

Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.

Negative stereotypes of cultures

Ways specific cultures are negatively stereotyped.

Strategies used to cope

Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Characteristics of culture and use of language

Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

Behaving and communicating among cultures

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Mediate controversial intercultural issues

Skills

Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

Interact with individuals from a different culture

Students will interact with individuals from a culture different than their own.

Top

Student Teaching: Students with Mild/Moderate Disabilities

Culminating experience teaching students with mild/moderate disabilities in school settings.

CPSE
486R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Successful completion of all core courses and practica in special education; FBI fingerprint background clearance.
Note	Fee.
Taught	Fall, Winter
Programs	Containing CPSE 486R

Course Outcomes

Teacher work sample

Students must complete the Teacher Work Sample including:
a. Contextual Factors
b. Unit Framework
c. Assessment Plan
d. Design for Instruction
e. Data-Based Decision Making
f. Report of Student Learning

Planning Rubric

Planning Rubric:
a. Participation in IEP Process
b. Developing, Writing, and Conducting and IEP

Interpersonal Relationships

Interpersonal Relationships:
A. Working with and Training Paraprofessionals
a. Role Description
b. Training
B. Collaboration and School Involement

↑Top

Student Teaching: Students with Severe Disabilities

Culminating experience teaching students with severe disabilities in school settings.

CPSE
487R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Successful completion of all core courses and practica in special education; FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing CPSE 487R

Course Outcomes

Teacher work sample

Student must complete the Teacher Work Sample:
a. Contextual Factors
b. Unit Framework
c. Assessment Plan
d. Design for Instruction
e. Data-Based Decision Making
f. Report of Student Learning

Planning Rubric

Planning Rubric:
a. Participating in IEP Process
b. Developing, Writing, and Conducting and IEP

Interpersonal Relationships

Interpersonal Relationships:
A. Working With and Training Paraprofessionals
a. Role Description
b. Training
B. Collaboration and School Involvement

↑Top

Capstone Seminar: Students With Disabilities

Synthesis of knowledge and skills in special education; development of professional ethics and commitment to professional development.

CPSE
490

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Successful completion of all special education courses and concurrent enrollment with student teaching/internship.
Taught	Fall, Winter
Programs	Containing CPSE 490

Course Outcomes

Basis for Special Education practice

Models, theories, and philosophies that form the basis for special education practice.

Rights and responsibilities

Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

Teacher attitudes and behaviors

Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. Social skills needed for educational and other environments.

Standards

National, state or provincial, and local curricula standards. As well as organizations to support individuals with special needs.

Materials for daily instruction

Prepare and organize materials to implement daily instruction.

Specialized materials

Develop or modify specialized materials for individuals with disabilities.

Learning environment

Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

Continuum of lifelong professional development

Continuum of lifelong professional development.

↑Top

Readings

CPSE
493R

Hours	0.5 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Focused topic

Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activities.

↑Top

Academic Internship: Special Education

Culminating experience in the licensure program teaching students with disabilities in a school setting full-time for one academic year.

CPSE 496R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Departmental approval of application; placement one semester in advance of registration; FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing CPSE 496R

Course Outcomes

Teacher Work Sample

Students must complete the Teacher Work Sample:
a. Contextual Factors
b. Unit Framework
c. Assessment Data
d. Design for Instruction
e. Data-Based Decision Making
f. Report of Student Learning

Planning Rubric

Planning Rubric:
a. Participating in IEP Process
b. Developing, Writing, and Conducting an IEP

Interpersonal Relationships

Interpersonal Relationships
A. Working with and Training paraprofessionals
a. Role Description
b. Training
B. Collaboration and School Involvement

↑Top

Directed Observation in the Schools

CPSE
580R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 8.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Application

The students will utilize a significant range of skills and abilities in a professional setting

Top

Assessing Learning and Behavior

CPSE
589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of course topics.

Top

Classroom Behavior Management

CPSE
589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of course topics.

Top

Current Topics in Special Education

CPSE
589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Special Topics

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Curriculum

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Effective Teaching

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Evaluating Student Learning

CPSE
589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Gifted and Talented Education

CPSE
589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Gifted and Talented Practicum

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Application

Students will demonstrate the knowledge and skills learned across the program in a professional setting.

Top

Gifted and Talented: Creative Thinking Strategies

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Gifted and Talented: Curriculum

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Gifted and Talented: Identification and Assessment

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area.

Top

Gifted and Talented: Models and Systems

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Gifted and Talented: Social and Emotional Needs of the Gifted Student

Social and emotional issues facing gifted and talented individuals. Current research, basic counseling techniques, and affective classroom strategies. Topics include perfectionism, motivation, underachievement, self-esteem, depression, stress management, and over-excitability.

CPSE 589R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Language Study: Haitian-Creole

Survival-level conversation, reading, listening, and culture skills in the target language.

CREOL 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Haitian-Creole

Beginning speaking, listening, reading, and writing skills.

CREOL 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Haitian-Creole

Second-semester speaking, listening, reading, and writing skills.

CREOL 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CREOL 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Haitian-Creole

Intermediate speaking, listening, reading, and writing skills.

CREOL 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CREOL 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Haitian-Creole

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

CREOL
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CREOL 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing CREOL 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Haitian-Creole

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

CREOL
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Haitian-Creole

Systematic review of grammar and syntax of target language.

CREOL 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CREOL 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Haitian Creole

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

CREOL
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Creol 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing CREOL 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Haitian-Creole

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

CREOL 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CREOL 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Haitian-Creole

Concentration on target-language and target-culture issues for specific careers.

CREOL 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CREOL 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Croatian

Survival-level conversation, reading, listening, and culture skills in the target language.

CROAT 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Croatian

Beginning speaking, listening, reading, and writing skills.

CROAT 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Croatian

Second-semester speaking, listening, reading, and writing skills.

CROAT 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CROAT 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Croatian

Intermediate speaking, listening, reading, and writing skills.

CROAT 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CROAT 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Croatian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

CROAT 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CROAT 201
Note	Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing CROAT 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Croatian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

CROAT 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Croatian

Systematic review of grammar and syntax of target language.

CROAT 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CROAT 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Croatian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

CROAT 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Croat 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing CROAT 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Croatian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

CROAT 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CROAT 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Croatian

Concentration on target-language and target-culture issues for specific careers.

CROAT 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CROAT 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Introduction to Three-Dimensional Computer Graphics

Fundamentals of modeling, texturing, lighting, and rendering used in exploring principles and elements of three-dimensional design.

CSANM 150

Hours	1.5 Credit, 1.5 Lecture, 1.5 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2
Programs	Containing CSANM 150

Course Outcomes

Technical Proficiency

Students will be able to use Maya at a basic level of familiarity and demonstrate basic capability in modeling, texturing, lighting, and rendering.

Artistic proficiency in 3-Dimensions

Students will be able to make visually interesting and readable images.

Top

Intermediate Three-Dimensional Computer Graphics

Fundaments of building three-dimensional computer models and setting up model rigs for mobility.

CSANM 250

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 250 beginning Fall 2012.
Taught	Fall
Programs	Containing CSANM 250

Course Outcomes

Technical Proficiency

Students will be able to use Maya with some familiarity and competence and be able to model, texture, light, and render scenes with cameras they have set at a moderate skill level.

Artistic Proficiency in 3-Dimensions

Students will be able to apply a working knowledge of composition, color theory in 3-D scenes, and renders.

Professional Qualities

Students will be able to demonstrate the initiative, motivation, responsibility, and discipline necessary in order to provide industry-level work.

Top

Introduction to Three-Dimensional Animation

Foundational principles and techniques of three-dimensional animation, including timing and pacing, character setup, and dynamics.

CSANM 252

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	CSANM 250
Note	Course changed to CSAnm 252 beginning Fall 2012.
Taught	Winter
Programs	Containing CSANM 252

Course Outcomes

Technical Proficiency

Students will be able to animate in Maya using key frames, blend shapes, and character rigs.

Appealing 3D Animation

Students will be able to translate the twelve principles of animation into 3-dimensional space.

Self-analysis as an Animator

Students will be able to identify personal weaknesses in animation and analyze paths to turn those into strengths.

Top

Scripting for Animation

Developing basic scripting skills to procedurally build intricate systems of models, rigs, and animation. Students learn how to reduce manual hours and efficiently create simple to complex effects.

CSANM 258

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 258 beginning Fall 2014.
Taught	Winter
Programs	Containing CSANM 258

Course Outcomes

Scripting Skills

Students will be able to code in animation environments, using both Python and Houdini, build procedural environments and animate parameters using scripting expressions, and procedurally build intricate systems of models, rigs, and animation through basic coding and node-based scripting skills.

Increased Efficiency in Animation

Students will be able to efficiently create both simple and complex effects with less effort as well as automate modeling, rigging, and animation processes so that intricate animation systems can be completed in a practical, timely manner.

Top

Character Animation in 3D

Three-dimensional character animation applying traditional animation principles.

CSANM 350

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	CSANM 252
Note	Course changed to CSAnm 350 beginning Fall 2012.
Taught	Fall
Programs	Containing CSANM 350

Course Outcomes

3D

Ability to create three-dimensional character animation

Animation

- The student will coalesce the knowledge and skills gained in STAnm 252 and VAAnm 265 and integrate that into a polished character animation.

Top

Lighting for Three-Dimensional Graphics

Developing lighting and color, and the compiling of the various elements for final images for use in three-dimensional applications.

CSANM 351R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 351R beginning Fall 2012.
Taught	Winter
Programs	Containing CSANM 351R

Course Outcomes

Application

Students will learn and apply the skills of lighting for 3D graphics.

Top

Senior Film Development

Early development of senior film capstone project including character design, environments, pipeline, visual effects, and the look and feel of a film. All pre-visualization of film. Practice collaborative production processes through interdisciplinary creative works or experiences.

CSANM 352R

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing CSANM 352R

Course Outcomes

Dynamic Roles in Pre-production

Students will be able tocontribute to early pre-production efforts on a film using modeling, effects, animation, and other conceptual methods as well as work through design, story, and production pipeline issues. Students will also be able to contribute to visual effects proof of concept, pre-visualization, pipeline development, visual development, modeling for production, cloth/hair simulations, and other elements that contribute to a project during pre-production.

Working with a Team

Students will be able to collaborate with a creative team and be disciplined in providing assets to meet a pre-production schedule.

Top

Shader Programming

Shading and rendering techniques for the attainment of desired visual effects: use of shading languages for the realization of both photorealistic and non-photorealistic imaging.

CSANM 354

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 354 beginning Fall 2012.
Taught	Fall
Programs	Containing CSANM 354

Course Outcomes

Technical Proficiency

Students will be able to create shaders in Houdini, Renderman, or Katana and understand how shading fits into a production pipeline. Students will have the ability to implement technical, programmatic, and mathematical under-the-hood principles used to generate procedural patterns, displacements, and surface models.

Matching Visual Direction

Students will be able to light and surface objects with color patterns, displacement, surface models, and lighting to match already lit live-action scenes.
Students will be able to manage technical and artistic aspects of shading and rendering techniques for creating art-directable surface textures for computer-generated (CG) visual effects and animated films.

↑Top

Photography for Animation

Layout, references, camera technology and terminology, application of composition, lighting, and core art skills emphasized.

CSANM
355

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 355 beginning Fall 2012.
Taught	Spring
Programs	Containing CSANM 355

Course Outcomes

Practices and artistry

Students will understand and be able to use current technologies to transfer information from digital photography to animation artifacts. Students will understand how artistic requirements inform when and how to use photography to support animation.

Top

Advanced Senior Film Production 1

In-depth experiences creating computer animations and visual effects. Senior film front-end development and introduction to full animation production.

CSANM 450R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 450 beginning Fall 2012.
Taught	Fall
Programs	Containing CSANM 450R

Course Outcomes

Dynamic Roles in Production

Students will be able to contribute to the production of an animated film by specializing in visual effects, shaders/surfacing, compositing, rendering, lighting, editing, pipeline development, animation, or a combination of these.

Collaboration, Synergy, and Compromise

Students will be able to align their efforts to the art direction, story direction, audio, and production constraints of an animated project. Students will also be able to collaborate with a diverse team and work through the unexpected challenges working with a team creates on an animated film.

↑Top

Advanced Senior Film Production 2

Portfolio development based on advanced animation/design projects. Senior film production and post production.

CSANM
452R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 452R beginning Fall 2012.
Taught	Winter
Programs	Containing CSANM 452R

Course Outcomes

Polish and Publish

Students will be able to apply the skills necessary to finish off and publish a senior film, including rendering, compositing, and audio, as well as solve complicated last-minute problems on a project, both individually and collaboratively.

Marketing Materials

Students will be able to work together to create publicity and supplemental materials for a film project.

Top

Special Topics in Advanced Graphics

Researching new technologies in animation and visualization. Topics might include real-time technologies, three-dimensional data acquisition, performance capture, or new entertainment platforms.

CSANM 453R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 453R beginning Fall 2012.
Taught	Fall

Course Outcomes

Emerging graphics practices

Students will be able to implement, apply, and extend state-of-the-art practices in computer graphics relevant for animation.

Top

Advanced Shading

Advanced shading, rendering, and lighting methods for creating virtual scenes that emphasize story and innovatively meet an art director's vision through traditional and procedural methods.

CSANM 454

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 454 beginning Fall 2012.
Taught	Winter
Programs	Containing CSANM 454

Course Outcomes

Practice and artistry of shading

Students will understand the artistic importance and subtleties of shading, and be able to implement/extend state-of-the-art practices in shading for animation.

Top

Three-Dimensional Visual Effects

Exploring procedural and three-dimensional animation methods to create realistic special effects. Applying a large spectrum of animation principles to integrate their effects aesthetically and convincingly into a live action or animated environment.

CSANM 458

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Course changed to CSAnm 458 beginning Fall 2012.
Taught	Spring
Programs	Containing CSANM 458

Course Outcomes

Effects Creation

Students will be able to model, animate, light, and composite virtual environmental effects and character effects such as fire, smoke, water, and so forth.

Artistry in Technical Achievement

Students will be able to balance the artistry and technical aspects of visual effects in film.

3D with a 2D Foundation

Students will be able to apply their knowledge of hand-drawn effects to create effects within a 3D environmental context and merge characters into their story and environment.

↑Top

Interactive Animation Technology

In-depth experiences creating interactive computer game mechanics and art. Includes senior game project development and experience in full interactive media production.

CSANM 459R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Junior or senior status
Taught	Fall, Winter
Programs	Containing CSANM 459R

Course Outcomes

Dynamic Roles in Production

Students will be able to contribute to the production of an interactive video game by specializing in real-time visual effects, animation, shaders/surfacing, lighting, gameplay prototyping, pipeline development, user interfaces, feedback signaling, or a combination of these.

Collaboration, Synergy, and Compromise

Students will be able to align their efforts to the art direction, gameplay experience, audio, and production constraints of a video game project. Students will also be able to collaborate with a diverse team and work through the unexpected challenges working with a team creates on a video game.

Top

Special Problems in Animation

Individual study in area of special interest.

CSANM 494R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Course changed to CSAnm 494R beginning Fall 2012.
Taught	

Course Outcomes

Application

Students will solve special problems in animation.

Top

BFA Final Project

Advanced individual project with minimum guidance, showing high degree of competence within chosen major.

CSANM 497R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA advisor's consent.
Note	Course changed to CSAnm 497R beginning Fall 2012.
Taught	
Programs	Containing CSANM 497R

Course Outcomes

Application

Students will complete a BFA final project.

Top

Language Study: Czech

Survival-level conversation, reading, listening, and culture skills in the target language.

CZECH 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Czech

Basic language skills.

CZECH 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Czech

Basic language skills.

CZECH 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CZECH 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Czech

Grammar review and conversation.

CZECH 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	CZECH 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

CZECH 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	CZECH 201
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversation

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers unaccustomed to dealing with non-native speakers.

⬆Top

Language Skills Development: Czech

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

CZECH 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Czech

Systematic review of grammar and syntax of target language.

CZECH 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Czech 202 or equivalent.
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Cultural History of Czech Republic

Entry course for returned missionaries or others with extensive Czech or Slovak language experience.

CZECH 330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Czech 201 or foreign residence experience.
Note	Required course for obtaining language credit by examination (Czech 101, 102, 201, 211R). Culminating course for Languages of Learning requirement.
Taught	
Programs	Containing CZECH 330

Course Outcomes

Communication skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete language and cultural aspects of General Education "Languages of Learning" and "Global & Cultural Awarness" requirements.

↑Top

Introduction to Literature: Czech

Advanced study of literature of target language. Continued emphasis on communication skills and culture

CZECH 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CZECH 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Czech

Concentration on target-language and target-culture issues for specific careers.

CZECH 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CZECH 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Jazz Dance, Beginning

Beginning jazz dance skills and techniques.

DANCE 131

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 131

Course Outcomes

Technique Outcome 1

Students will be introduced to jazz dance as a stylized dance form

Techique Outcome 2

Students will acquire a degree of mastery in jazz dance technique at a beginning level as their foundation.

Technique Outcome 3

Students will experience the joy of jazz rhythms and motion.

Technique Outcome 4

Students will increase awareness in their physical health and well-being through activity and correct principles of training.

Self Image

Students will increase awareness to their overall self-image, emphasizing; discipline, coordination, strength, flexibility and endurance.

Religion and the Fine Arts

Students will develop more understanding of a relationship between religion and the fine arts.

Art Patronage

Students will acquire the desire to patronize the art to some degree in the future.

Evaluation

Students will develop an evaluation standard to aid in selecting future quality jazz dance training for self and /or family.

↑Top

Tap Dance, Beginning

Beginning tap dance skills and techniques.

DANCE
135

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 135

Course Outcomes

Dance Philosophy and the BYU Mission

Students will embrace a philosophy of dance compatible with the mission of BYU that guides their personal choices in the professional or recreational worlds of dance

Technical and Artistic Skill

Students will demonstrate advanced technical and artistic skill in one dance genre and at least beginning to intermediate skill in another.

Top

Contemporary Modern Dance, Beginning

Beginning contemporary modern dance technique, improvisation, choreography, and theory.

DANCE 140

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 140

Course Outcomes

Technical Ability

Students will demonstrate beginning technical ability in the areas of:
·flexibility
· strength and endurance
· control of parallel and turn out positions

Elements of Dance

Students will demonstrate and articulate an understanding of the elements of dance (energy, space, and time).

Improvisation and Composition

Students will demonstrate creative problem solving and interpersonal skills through collaborative improvisation and composition experiences

Dance as an Art Form

Students will articulate an awareness and appreciation of dance as an art form.

Modern/Contemporary Dance History

Students will articulate knowledge of basic modern/contemporary dance history

Top

Music for Movement

Theory and technique to increase knowledge and skills in accompanying dance; including understanding of musicality through movement and how music supports movement experiences.

DANCE 164

Hours	0.5 - 1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing DANCE 164

Course Outcomes

Kinesthetic Awareness

Students will understand the connection between music and dance by practicing and integrating kinesthetic awareness with musicality.

Movement and Music

Students will analyze the shared characteristics of movement and music by creating and discussing movement phrases.

Movement Disciplines

Students will evaluate the appropriateness of particular movement disciplines for solving real physical and musical problems.

Musical Awareness

Students will increase musical awareness by choreographing and performing a solo to varied musical styles.

Top

World Dance, Beginning

Traditional dances from selected world cultures emphasizing the social aspects of dance.

DANCE 170

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Sequence and formations

Students will demonstrate sequence patterns, formations and positions of selected folk dances

World dance vocabulary

Students will develop a world dance movement vocabulary

Coordination and motor skills

Students will explore coordination, fine and gross motor skills

Rhythmic Awareness

Students will increase rhythmic awareness

Cultural stylings

Students will interpret styling differences between cultures

Cultural appreciation and understanding

Students will improve their appreciation and understanding of other cultures, traditions, and customs

↑Top

American Clog Dance, Beginning

Techniques of traditional clogging emphasizing the Appalachian drag/slide.

DANCE 171

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 171

Course Outcomes

Clogging Techniques

Students will learn traditional and contemporary clogging techniques including arm movements, footwork, correct alignment, placement and weight shifts.

Movement Vocabulary

Students will learn a movement vocabulary using correct clog dance terminology.

Movement Patterns and Sequences

Students will learn, dance and test beginning sequences and patterns of movement.

Presentation Skills

Students will learn basic presentation skills in clog dance movement patterns, combinations, and skills.

Clog Dance History

Students will learn a knowledge of the history and progression of clog dance

Top

Western: Square and Traditional American Dance, Beginning

Traditional American dance forms including country, round, square and contra dance.

DANCE 172

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DANCE 172

Course Outcomes

Partner and Line Dances

Students will learn partner dances, line dances and round dance forms

Country Western Positions, Formations, and Footwork

Students will learn the traditional positions, formations and footwork used in country western dance

Square Dance Figures

Students will learn basic and mainstream movements of Square Dance figures

Square Dance Vocabulary

Students will learn a movement vocabulary of square dance terminology, etc.

Coordination and Rhythm

Students will enhance their coordination and rhythmic abilities.

Dance Etiquette

Students will develop social interaction skills and proper dance etiquette used in dance.

Movement Patterns

Students will enhance their ability to memorize sequential patterns and combinations of movement.

↑Top

Ethnic Dance, Beginning

Ethnic dances selected from the Irish, Polynesian, or Spanish cultures.

DANCE
173R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Irish Dance, Beginning

Techniques of traditional Irish set, ceili, and solo dances.

DANCE 174

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	
Programs	Containing DANCE 174

Course Outcomes

Irish Dance Beginning

1. learn basic Irish step dancing skills on a beginning technique level
2. increase technique, stamina, and foot work
3. enhance rhythmical and musical skills and awareness
4. learn a variety of team figure dances and solo dances
5. develop a greater appreciation and understanding of music, costume and historical facts

↑Top

Polynesian Dance, Beginning

Selected Polynesian dance forms of Hawai'i, New Zealand, Samoa, Tahiti, and Tonga.

DANCE
175

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	
Programs	Containing DANCE 175

Course Outcomes

Polynesian Dance Beginning

1. Acquaint the student with the basic movement techniques and styles of Polynesian dancing.
2. Introduce the student to the history of Polynesian dance with the myths and legends as to why the dances are done.
3. Develop and increase coordination and rhythm.
Develop a greater understanding and appreciation for the Polynesian culture through dance.

Top

Social Dance, Beginning

Traditional and popular ballroom dance; also social skills.

DANCE 180

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.

Course Outcomes

Beginning School Figures

Students will demonstrate beginning level school figures associated with each dance by practice and application.

Beginning Technique

Students will demonstrate beginning level the technique (including footwork, rhythm, alignment, and styling) associated with each dance by practice and application.

Demonstrate Leading and Following

Students will demonstrate their ability to lead and follow through their participation at labs and through exams.

Social Skills

Students will improve their social skills though knowledge and practice.

Top

Country Western Social Dance, Beginning

Beginning popular country western dance.

DANCE 181

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

School figures

Students will demonstrate the beginning level school figures associated with each dance by practice and application.

Footwork, rhythm, alignment and styling

Students will demonstrate beginning level technique (including footwork, rhythm, alignment, and styling) associated with each dance by practice and application.

Leading and following

Students will demonstrate their ability to lead and follow through their participation at labs and through exams.

Social skills

Students will improve their social skills though knowledge and practice.

Top

Ballroom Dance, International Beginning

Bronze level. Waltz, fox-trot, tango, quickstep.

DANCE 184

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 184

Course Outcomes

Demonstrate Bronze Level Ballroom School Figures

Students will be able to effectively demonstrate bronze level school figures of International Style Waltz and Quickstep.

Demonstrate Beginning Level Technique

Students will be able to effectively demonstrate beginning level ballroom technique in the following areas: 1) posture and dance position 2) clarity and use timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

↑Top

Latin Dance, International Beginning

Bronze level. Cha-cha, rumba, samba, jive, paso doble.

DANCE 185

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 185

Course Outcomes

Demonstrate Bronze Level Latin School Figures

Students will be able to effectively demonstrate bronze level school figures of International Style Samba and Rumba.

Demonstrate Beginning Level Latin Technique

Students will be able to effectively demonstrate beginning level technique in the following areas:1) posture and dance position 2) clarity and use timing 3)proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills.

Top

Ballet, Beginning

Foundation in ballet technique.

DANCE 190

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

TECHNIQUE OBJECTIVES

Each student will:
1. Acquire a degree of mastery in beginning ballet technique. These basic skills will be accomplished through active class participation and the practice of the movement vocabulary detailed in the appendix. Please consult the appendix for the specific technique criteria and standards

WRITTEN OBJECTIVES

Each student will:
1. Acquire a working knowledge of French ballet terminology and the correct execution for the technique appropriate at this level and then pass an objective written exam prepared by the ballet program.
2. Submit a completed self-assessment rubric and/or written self-evaluation at the individual midterm conference.

PARTICIPATION OBJECTIVES

1. Participate fully in the technique class by dancing each class period and pass the required technique exam at the end of the semester/term, being graded on the movement vocabulary detailed in the appendix.

↑Top

Character Dance

Male and female techniques of traditional Hungarian, Polish, and Ukrainian folk forms stylized with classical ballet discipline.

DANCE 192

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing DANCE 192

Course Outcomes

Technique Objectives

Each student will:

1. Acquire improved awareness and appreciation of the dances of other nations.
2. Acquire improved awareness of rhythm, style and presentation.
3. Practice active class participation and the practice of a movement vocabulary and technique standard which describes the "A" grade achievement criteria.

Writing Objectives

Each student will:

1. acquire a knowledge of the history and purpose of Character Dance by passing an objective written exam.
2. develop analytical skills and apply sound writing skills by first, attending a live folk dance (or character performance in ballet), and second, submitting a written critique of that live ballet performance following the guidelines provided.

Participation Objectives

Each student will:

1. achieve an 80% participation requirement as a prerequisite for a grade.

Top

Dance Performance 1

Participation as dancers in concert dance production.

DANCE 229R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Production director's consent.
Taught	Fall, Winter
Programs	Containing DANCE 229R

Course Outcomes

Performance Groups

The learning outcomes of this course will be correlated somewhat with the learning outcomes of one of the regular dance performance groups. However, due to the individualized nature of this course, individual outcomes will be designed by the instructor based upon the needs and opportunities of the student.

Top

Conditioning and Injury Prevention for Dance

Developing conditioning programs specific to dance. Recognizing and resolving dance injuries. Practical application.

DANCE 230

Hours	2.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	PDBIO 220
Taught	Fall, Winter
Programs	Containing DANCE 230

Course Outcomes

Conditioning Program Development

Students will learn how to develop a well rounded conditioning program.

Injury Prevention

Students will gain knowledge of training and conditioning principles that will help them prevent injury.

Conditioning Program Participation

Students will create and participate in an actual conditioning program based on principles learned in the class.

Physical Conditioning

Students will be in better physical condition and have a working knowledge of all aspects of conditioning and injury prevention.

Top

Jazz Dance Technique 1

Intermediate jazz dance technique.

DANCE 231R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 240R or Dance 290 or equivalent; Dance 131 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 231R

Course Outcomes

Jazz Styles

Students will gain knowledge of styles within the jazz genre.

Intermediate Jazz Technique

Students will acquire a degree of mastery in jazz dance technique at a intermediate level as their foundation.

Jazz Rythms

Students will experience the joy of jazz rhythms and motion.

Health and Well-Being

Students will increase awareness in their physical health and well-being through activity and correct principles of training.

Increase self image

Students will increase awareness to their overall self-image, emphasizing; discipline, coordination, strength, flexibility and endurance.

Religion and Fine Arts

Students will develop more understanding of a relationship between religion and the fine arts.

Arts Patronage

Students will acquire the desire to patronize the art to some degree in the future.

Evaluation standard

Students will develop an evaluation standard to aid in selecting future quality jazz dance training for self and/or for family.

↑Top

Tap Dance Technique 1

Intermediate tap dance technique.

DANCE 235

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 135 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 235

Course Outcomes

Dance Practice and the BYU Mission

1. Students will embrace a philosophy of dance compatible with the mission of BYU that guides their personal choices in the professional or recreational worlds of dance.

Advanced Technical and Artistic Skill

2. Students will demonstrate advanced technical and artistic skill in one dance genre and at least beginning to intermediate skill in another.

⬆Top

Contemporary Modern Dance, Technique and Theory 1

Fundamental contemporary modern dance technique, improvisation, choreography, and theory.

DANCE 240R

Hours	1.5 Credit, 0.0 Lecture, 4.5 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing DANCE 240R

Course Outcomes

Please contact the individual department for outcome information.

Top

Contemporary Modern Dance, Technique and Theory 2

Intermediate contemporary modern dance technique and theory.

DANCE
241R

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	None
Note	This course is required for entry into the dance program.
Taught	Fall, Winter, Summer
Programs	Containing DANCE 241R

Course Outcomes

Appreciating the Human Body

1. Articulate a knowledge and appreciation of the human body regarding physical function, spirituality, and as a tool of expressivity.

Technical Ability

2. Demonstrate increased technical ability in the areas of:

- flexibility
- strength
- endurance
- balance
- coordination
- phrasing
- dance performance skills
- applying the Patterns of Total Body Connectivity
- kinesthetic awareness of body alignment

Elements of Dance

3. Demonstrate knowledge, fundamental control, and application of the elements of dance (as defined by the BEST and BESS vocabularies).

Dance Appreciation

4. Articulate an appreciation for dance as an art form.

↑Top

Studio Workshop in Contemporary Modern Dance Technique and Theory

Intermediate contemporary modern technique and theory in a workshop setting.

DANCE 243R

Hours	2.5 Credit, 0.0 Lecture, 7.5 Lab
Prerequisites	Dance 241R or equivalent; instructor's consent; concurrent enrollment in Dance 244R the first time taken.
Taught	Fall, Winter
Programs	Containing DANCE 243R

Course Outcomes

Body Connectivity and Kinesthetic Awareness

Students will demonstrate increased body connectivity and kinesthetic awareness, including:

- Breath
- Core-distal
- Head-tail
- Upper-lower
- Body-half
- Cross-lateral connections

Performance Skills

Demonstrate performance skills including intent, nuance, dynamics, and sense of ensemble.

Anatomical and Dance Language

Articulate and analyze the above principles of technique using accurate anatomical and dance elements language.

Top

Studio Workshop in Contemporary Modern Dance Improvisation and Choreography

Foundational dance improvisation and choreography in a workshop setting.

DANCE 244R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 241R or equivalent; instructor's consent; concurrent enrollment in Dance 243R the first time taken.
Taught	Fall, Winter
Programs	Containing DANCE 244R

Course Outcomes

Improvisation and Choreography

Students will demonstrate, apply, and articulate a fundamental understanding of the elements of dance in improvisation and choreography.

Collaboration and Problem Solving

Students will demonstrate problem solving skills in collaborative group and solo improvisation and choreography.

Avoiding Habit and Cliche

Students will demonstrate the ability to create original and personally meaningful movement - avoiding habit or cliche.

Creative Process and Movement Intention

Students will articulate a knowledge of, and critically analyze, the creative process and movement intention in improvisation and choreography.

Aesthetics and Values

Students will articulate aesthetic and expressive values in dance and other arts.

Top

Urban and Street Dance Forms

Studio course facilitating freestyle movement and surveying various urban and street dance forms.

DANCE 245

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	Dance 240 or 241.
Taught	Fall, Winter
Programs	Containing DANCE 245

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Honors Introduction to Dance

Critical analysis of dance as a cultural and expressive art form studied through lecture, reading, research, multimedia presentations, and practical movement experiences.

DANCE 260

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No previous dance experience required.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Introduction to Dance

Critical analysis of dance as a cultural and expressive art form, studied through lecture, reading, research, multimedia presentations, and practical movement experiences.

DANCE
260

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No previous dance experience required.
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing DANCE 260

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Freshman Seminar in Dance

Introduction to dance as both a discipline and a unique culture at Brigham Young University. Lectures, reading, discussions, viewings, and writing. Students will create the beginnings of a personal BYU Dance e-portfolio required for graduation and which will be completed in Dance 469.

DANCE 261

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DANCE 261

Course Outcomes

Critical Review and Observation

Students will be able to hone in on important information while also providing their own thoughtful reactions to what they have read.

Laban Movement Analysis Midterm

Students will understand principles, terminology, and execution of Laban Movement Analysis.

Dance Concert Analyses

Students will develop critical analysis skills.

Group Presentation

Students will delve into a dance related topic of interest to them and develop group collaboration and presentation skills.

Dance Analysis Papers

Students will understand the common aspects of several forms of dance through analysis of how aesthetic principles and varied movement techniques are applied and emphasized within various dance genres.

Top

Music for Dancers

Practical application of musical theory related to dance performance, pedagogy, and choreography.

DANCE 264

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DANCE 264

Course Outcomes

Performance Outcomes

Demonstrate an understanding of basic musical concepts through physical movement.

Performance Outcomes

Acquire improved awareness of his/her physical responses to music.

Teaching Outcomes

Demonstrate the ability to utilize music appropriately in the technique class and collaborate with musicians.

Teaching/Choreography Outcomes

Demonstrate musical awareness by creating appropriate movement to odd meter music and binary/ternary rhythms.

Choreography Outcomes

Acquire improved listening skills to use music to stage or create choreography

↑Top

World Dance Technique 1

Techniques of traditional dances from selected world cultures.

DANCE
270

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 170 or equivalent.
Taught	Fall, Winter, Spring
Programs	Containing DANCE 270

Course Outcomes

Footwork and Rhythmic Structures

Each student will demonstrate footwork and various rhythmic structures from selected cultures

Posture, Gesture, and Free Movement

Each student will develop proper technique of posture, gesture and free movement

Body Alignment and Movement Execution

Each student will interpret proper body alignment and technical execution of movement styles and phrases

World Dance Vocabulary and Cultural Context

Each student will enhance the ability to recognize and understand world dance vocabulary, significance and context within selected cultures

Patterns: Tradition and Innovation

Each student will understand the distinction of various patterns concerning tradition and innovation

World Dance Appreciation and Awareness

Each student will increase awareness and appreciation of world dance and how it relates to other dance forms and styles

Top

American Clog Dance Technique 1

Techniques of traditional and contemporary clogging.

DANCE 271

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 171 or equivalent.
Taught	Fall, Winter
Programs	Containing DANCE 271

Course Outcomes

Presentation Skills

Students will learn additional presentation skills in clog dance movement patterns, combinations, and skills.

Movement Vocabulary

Students will learn a movement vocabulary using correct clog dance terminology.

History of Clog Dance

Students will learn a knowledge of the history and progressions of clog dance.

Clog Technique

Students will learn traditional and contemporary intermediate clogging techniques including arm movements, footwork, correct alignment, placement and weight shifts.

Top

Chinese Dance Technique 1

Techniques of selected traditional dance forms of the People's Republic of China.

DANCE
272

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 173R or previous dance experience.
Taught	Winter odd years
Programs	Containing DANCE 272

Course Outcomes

Chinese Dance Technique 1

1. Promote awareness of the basic shapes, steps, and movement sequences from the three major Chinese folk dance forms.
2. Teach a variety Chinese folk dance styles through the use of short phrases, and compositions.
3. Increase technical skills, including coordination, balance, dynamics, rhythm, etc.
4. Demonstrate the use of Chinese folk dance props and to uncover the reasons behind the use of those props.
5. Introduce a different style of movement as well as a new culture.
6. Nurture the potential of the body by supplementing movement options with what Chinese folk dance has to offer.

Enhance appreciation for the value and beauty of Chinese folk dance.

↑Top

Hungarian Dance Technique 1

Techniques of selected traditional dance forms of the Carpathian Basin.

DANCE
273

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 173R or previous dance experience.
Taught	Winter even years
Programs	Containing DANCE 273

Course Outcomes

Hungarian and Transylvanian dance dialects

1. Each student will learn to become proficient in several Hungarian and Transylvanian dance dialects.

Knowledge of Step Combinations

2. Each student will learn to demonstrate a knowledge of step combinations performing couple, solo, and circle dances.

Musical awareness

3. Students will Improve rhythmical skills, technique and musical awareness.

Improvisational Skills

4. Each student will learn improvisational skills of specific traditional Hungarian couple dance styles

Partnering Skills

5. Each student will learn partnering skills

Cultural Aspects

6. Each student will learn basic aspects of music, costumes, history and cultural issues

Top

Irish Dance Technique 1

Techniques of traditional Irish set, ceili, and solo dances.

DANCE 274R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 174 (Ethnic Dance Irish) or equivalent.
Taught	Fall, Winter
Programs	Containing DANCE 274R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Polynesian Dance Technique 1

Techniques of selected Polynesian dance forms of Hawaii, New Zealand, and Tahiti.

DANCE
275

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 173R or previous experience.
Taught	Fall, Winter
Programs	Containing DANCE 275

Course Outcomes

Beginning Technique and Theory

Students will learn beginning Polynesian dance skills with proper technique and theory in the styles of Modern Hawaiian, Maori and Tahiti dance syles.

Polynesian Dance History

Students will gain a knowledge of the history of Polynesian dance including myths and legends.

Enhanced Coordination and Rhythm

Students will enhance their coordination and rhythm.

Correct Alignment and Posture

Students will develop correct alignment and posture in the various styles of Polynesian dance.

Polynesian Terminology

Students will learn a movement vocabulary using correct Polynesian terminology.

Polynesian Music and Costumes

Students will gain a basic knowledge of the music and costumes of Polynesian dance.

↑Top

Exploration of Teaching

Field-based, initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching developmentally sequenced dance in K-12 settings.

DANCE
276R

Hours	3.0 Credit, 6.0 Lecture, Arr Lab
Prerequisites	DANCE 261 & DANCE 243R & DANCE 244R; Major approval; FBI fingerprint and background clearance.
Taught	
Programs	Containing DANCE 276R

Course Outcomes

Teaching Dance in Elementary, Junior High and High School

1. identify the challenges and uniqueness involved with teaching dance in the Elementary, Junior High and High School settings.

Effective Teaching Methods and Personal Philosophy

2. articulate a personal philosophy about the role of dance in education and effective teaching methods and strategies that they will apply as future teachers.

Teaching Standards and Guidelines

3. Identify and analyze the following teaching standards and guidelines:

- National Standards for Dance Education
- State Core Curriculum
- INTASC Standards
- Moral Dimensions (SANE 3)

Self-Assessment

4. identify and self-assess their own qualifications for entering the teaching profession, including perceived strengths and weaknesses based on the aforementioned standards.

Teaching Skills, Preparation, and Technical Ability

5. demonstrate emerging teaching skills, including strong voice, teacher presence, planning/preparation, professionalism, and technical ability for modeling/demonstrating.

↑Top

Spanish Dance Technique 1

Techniques of selected traditional dance forms of Spain.

DANCE 277

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 173R or previous dance experience.
Taught	Fall even years
Programs	Containing DANCE 277

Course Outcomes

Spanish dance - Technique 1

1. Historical background of the dances and the people who do them
2. Basic vocabulary of the steps associated with Spanish dance styles
3. Rhythmical skills and musical awareness
4. Cultural issues as it pertains to the dances of Spain
5. Traditional Spanish costuming for men and women
Basic technique in all areas of Tech I Spanish dance forms

Top

Ukrainian Dance Technique 1

Techniques of selected traditional dance forms of Ukraine.

DANCE 278

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 173R or previous dance experience.
Taught	Fall odd years
Programs	Containing DANCE 278

Course Outcomes

Ukrainian Movement and Choreography

Students will learn stylistic movement combinations, footwork, arm placement and choreography from the regions Poltava, Hutsul, Bukovynia and Volyn.

Warm-up Preparation

Students will learn a warm-up combination designed to prepare and train the body for Ukrainian dance.

Ukrainian Cultural and Historical Facts

Students will learn information about cultural traditions, ritual beliefs and historical facts Ukraine which influence the movement and stylistic characteristics.

Ukrainian Dance Vocabulary

Students will learn basic Ukrainian dance vocabulary.

Top

Indian Dance: Practice and Theory, Technique 1

Classical India dance technique, primarily in religious-based styles and motifs of Bharatha Natyam, Ganapathi, Allaripu, and Bollywood.

DANCE 279

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter, Spring
Programs	Containing DANCE 279

Course Outcomes

Dance Movement Patterns and Styles from India

Students will learn various movement patterns expressing the technique, motifs and rhythmic structure of the four styles.

Posture and Gesture

Students will develop postural and gestural techniques including hand/arm articulation.

Alignment, Precision, Sequencing Exploration

Students will explore proper body alignment, whole body precision, sequencing, eye movement and expression.

Movement Vocabulary

Students will understand the basic movement vocabulary, the significance and context.

Cultural Processes

Students will understand the cultural processes at work on movement practices and structures such as improvisation, composition, tradition and innovation.

Cultural Aspects Experience

Students will experience the ability to comprehend, appreciate and participate in cultural aspects of dance from India.

Top

Social Dance, Technique 1

Silver level: Waltz, Foxtrot, Swing, Cha-Cha, West Coast Swing, Viennese Waltz.

DANCE
280

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 180 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 280

Course Outcomes

Dance Practice and Application

Students will demonstrate the school figures associated with each dance by practice and application.

Dance Technique

Students will demonstrate the technique (including footwork, rhythm, alignment, and styling) associated with each dance by practice and application.

Lab and Exam Participation

Students will demonstrate their ability to lead and follow through their participation at labs and through exams.

Top

Country Western Social Dance, Intermediate

Intermediate-level instruction in popular country western dances.

DANCE 281

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 181 or equivalent.
Taught	Fall, Winter
Programs	Containing DANCE 281

Course Outcomes

Dance Philosophy and the Mission of BYU

Students will embrace a philosophy of dance compatible with the mission of BYU that guides their personal choices in the professional or recreational worlds of dance.

Advanced Technical and Artistic Skill

Students will demonstrate advanced technical skill and artistic skill in one dance genre and at least beginning to intermediate skill in another.

Top

Ballroom Dance, International Technique 1

Silver level. Waltz, fox-trot, tango, quickstep.

DANCE
284

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 184 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 284

Course Outcomes

Demonstrate silver level ballroom school figures

1. Students will be able to effectively demonstrate silver level school figures of International Style Waltz, Tango and Foxtrot.

Demonstrate, intermediate level, ballroom technique

2. Students will be able to effectively demonstrate intermediate level technique in the following areas:1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

↑Top

Latin Dance, International Technique 1

Silver level. Cha-cha, rumba, samba, jive, paso doble.

DANCE 285

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 185 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 285

Course Outcomes

Demonstrate silver level latin school figures

1. Students will be able to effectively demonstrate silver level school figures of International Style Samba, Rumba and Paso Doble.

Demonstrate, intermediate level, latin technique

2. Students will be able to effectively demonstrate intermediate level technique in the following areas:1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

Top

Ballet Accelerated Technique 1

Foundation in ballet technique.

DANCE 290

Hours	1.5 Credit, 0.0 Lecture, 4.5 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing DANCE 290

Course Outcomes

Technique Objectives

Each student will:
1. Acquire a degree of mastery in accelerated beginning ballet technique. These basic skills will be accomplished through active class participation and the practice of the movement vocabulary detailed in the appendix. Please consult the appendix for the specific criteria and standards.

Writing Objectives

Each student will:
1. Acquire a working knowledge of French ballet terminology and the correct execution for the technique appropriate at this level and then pass an objective written exam prepared by the Ballet program.
2. Submit a completed self-assessment rubric and/or written self-evaluation at the individual midterm conference.

Participation Objectives

Each student will:
1. Participate fully in the technique class by dancing each class period and pass the required technique exam at the end of the semester/term, being graded on the movement vocabulary detailed in the appendix.

↑Top

Ballet Technique 2

Intermediate ballet technique.

DANCE
291R

Hours	2.5 Credit, 0.0 Lecture, 7.5 Lab
Prerequisites	Dance 290 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 291R

Course Outcomes

Intermediate Beginning Ballet Technique

TECHNIQUE OBJECTIVE 1. Acquire a degree of mastery in intermediate beginning ballet technique. These basic skills will be accomplished through active class participation and the practice of the movement vocabulary listed in the appendix. Please consult the appendix for the specific criteria and standards.

Postural Awareness

TECHNIQUE OBJECTIVE 2. Increase postural awareness; begin to correct imperfections; add physical strength, endurance, flexibility, extension, coordination, grace, precision and elevation; and improve the health and appearance of the physical body.

French Ballet Terminology and Technique

WRITING OBJECTIVE 1. Acquire a working knowledge of French ballet terminology and the correct execution for the technique appropriate at this level, then pass an objective written exam prepared by the Ballet Division.

Participation Objective

Each student will:

1. Participate fully in the technique class by dancing each class period and pass the required technique exam at the end of the semester/term, being graded on the movement vocabulary detailed in the appendix.

↑Top

Ballet Technique, Men

Intermediate ballet technique for men.

DANCE
294R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	DANCE 290
Recommended	Dance 291 is recommended prior to taking this course.
Taught	Winter
Programs	Containing DANCE 294R

Course Outcomes

Male Technique

Students will acquire a degree of mastery in men's intermediate ballet technique.

Improvement in Postural Awareness, Strength, etc.

Students will Increase postural awareness; begin to correct imperfections; add physical strength, endurance, flexibility, extension, coordination, grace, precision and elevation; and improve the health and appearance of the physical body.

Awareness and Appreciation of Ballet

Students will Increase their awareness and appreciation for ballet, its aesthetic beauty, demanding discipline, and lifelong benefit of enhancing and integrating the physical, spiritual, intellectual, and emotional aspects.

Awareness of Physical Potential

Students will acquire improved awareness of the physical body and its capacity to move.

Improved Sense of Self Worth

Students will gain a sense of personal accomplishment and worth.

Relationship between Religion and Fine Arts

Enlarge one's understanding of the relationship between religion and the fine arts.

Desire to Patronize Ballet in the Future

Students will increase in desire to patronize the art to some degree in the future.

Evaluation Standard

Students will develop an evaluation standard to aid in selecting future quality ballet training for self and/or for family.

↑Top

Music Theatre in Contemporary Culture

Analysis of the form, evolution and influence of music dance theatre in Western culture.

DANCE 300

Hours	1.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 290 & DANCE 243R & DANCE 244R; Concurrent enrollment in Music 300 and TMA 300.
Recommended	Concurrent enrollment in Music 328, Dance 328, and TMA 328.
Taught	Fall
Programs	Containing DANCE 300

Course Outcomes

MDT Analysis and Communication

Students will be able to analyze, synthesize and articulate the significant facets of music, dance and theatre within the historical context of the musical theatre genre.

↑Top

Dance for the Elementary Classroom

Methodology course for elementary education majors; creative dance and structured rhythmic dance forms.

DANCE
326

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing DANCE 326

Course Outcomes

Dance in elementary schools

Students will identify the value of dance in the elementary setting, including the following benefits:
· Decision making skills
· Confidence and self-expression
· Cultural perspective
· Collaboration and social skills
· Physical skills and kinesthetic learning
· Accessibility for a diverse population
· Recreation and fun

Dance methodology

Students will demonstrate sound dance methodology, including:
· Teaching structured dance forms
· Leading the creative process
· Clear verbalization of directions, cues, side-coaching, and feedback

Teaching resouces

Students will identify various dance teaching resources that enrich the curriculum, including:
· State Core Curriculum
· National Standards
· Music resources

Dance knowledge and skills

Students will increase knowledge and develop skills in the dance discipline, including:
· The elements of dance: space, motion, time, energy
· Problem solving through movement

· Choreographic skills

Age appropriate materials and pedagogy

Students will identify age appropriate material and pedagogy that address the needs of the wide age span of elementary students.

Incorporate dance into school projects

Students will identify ways to incorporate dance into school-wide projects that create community, including dance festivals and performances.

↑Top

Living Legends

Participation as soloists, coaches, or directors in music dance theatre performances.

DANCE 327R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Audition and director's consent.
Taught	Fall, Winter
Programs	Containing DANCE 327R

Course Outcomes

Living Legends

1. Students will embrace a philosophy of dance compatible with the mission of BYU that guides their personal choices in the professional or recreational worlds of dance.

↑Top

Script, Movement and Score Analysis

The integration into performance of information gathered from careful research and analysis of movement style, script and score.

DANCE
328

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TMA 229; Music dance theatre BFA major status; concurrent enrollment in Music 328, TMA 328.
Recommended	Concurrent enrollment in Music 300, Dance 300, TMA 300.
Taught	Fall
Programs	Containing DANCE 328

Course Outcomes

Landmark Musical Theatre Works Record

Students will have compiled a written record of these landmark musical theatre works as a personal resource.

Landmark Productions in American Musical Theatre

Students will be familiar with the selected landmark productions of the American musical theatre.

Performance Improvement

Students will have learned to implement into their musical theatre performance essential acting, vocal and movement skills as outlined in the evaluation forms.

Performance Ratings

Student's performance work will be consistantly rated in the 3.5 and above catagory based on the evaluation form scale.

Integrating Performance Feedback

Students will be able to integrate into their performance detailed feedback from faculty and peers.

Professional Conduct

Students will approach their work in a competent, courteous and professional manner.

Top

Jazz Dance Technique 2

Advanced jazz dance technique.

DANCE 331R

Hours	1.5 Credit, 0.0 Lecture, 4.5 Lab
Prerequisites	Dance 231 or equivalent. Dance 241R and Dance 243; or Dance 291R.
Taught	Fall, Winter
Programs	Containing DANCE 331R

Course Outcomes

Jazz Dance Styles

Students will gain a greater knowledge jazz dance styles through various advance movement combinations.

Jazz Dance Technique

Students will acquire a degree of mastery in jazz dance technique at an advance level as their foundation.

Movement Sequence Retention

Students will increase their intellectual ability to retain complex and substantial length of movement sequences given in a short amount of time.

Psychology of Performance and Auditioning

Students will explore the psychology of performance and auditioning.

Jazz Rythms and Motion

Students will experience the joy of jazz rhythms and motion.

Physical Health and Training

Students will increase awareness in their physical health and well-being through activity and correct principles of training.

Self-image Awareness

Students will increase awareness to their overall self-image, emphasizing; discipline, coordination, strength, flexibility and endurance.

Understanding the Gospel of Jesus Christ as an Artist

Students will gain understanding of the gospel of Jesus Christ as an artist in the world.

Patronage in the Arts

Students will acquire the desire to patronize the art to some degree in the future.

Evaluation

Students will develop an evaluation standard to aid in selecting future quality jazz dance training for self and/or for family.

Top

Cougarette Collegiate Performing Team

Performance with the Cougarettes competitive team.

DANCE 332R

Hours	2.0 Credit, 0.0 Lecture, 14.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 332R

Course Outcomes

Representing BYU

1. Students will represent Brigham Young University with honor and dignity.

Advanced Level Technique

2. Students will demonstrate advanced level technique.

National Level Competition

3. Students will compete on a Nationals Level as determined each year.

Top

Tap Dance Technique 2

Advanced tap dance technique.

DANCE 335R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 235 or equivalent.
Taught	Fall, Winter
Programs	Containing DANCE 335R

Course Outcomes

Complex Rhythms

Students will explore the intricacies of complex rhythms

Dynamics, Accents, and Shading

Students will focus on dynamics, accents, and shading, etc.

Tap Technique

Students will continue to work on speed, clarity, and exactness in tap technique

Counterpoint, Stop Time, Phrasing, and Time Signatures

Students will explore the use of counterpoint, stop time, phrasing, and different time signatures.

Improvisation and Creative Thinking

Students will enhance improvisational skills, creative thinking and risk-taking.

Composition Process and Theory

Students will learn the theory and process of composition.

Personal Style and Performance

Students will work on their performance skills and personal style.

Tap Notation

Students will learn the skills of tap notation.

Self-Evaluation and Correction

Students will develop a sense of aesthetic perception to self evaluate and self correct.

Top

Contemporary Modern Dance, Technique and Theory 3

Intermediate-advanced contemporary modern dance technique and theory.

DANCE 340R

Hours	2.5 Credit, 0.0 Lecture, 7.5 Lab
Prerequisites	Dance 243R or equivalent; by audition.
Taught	Fall, Winter, Spring
Programs	Containing DANCE 340R

Course Outcomes

Dance Performance Artistry

Demonstrate increased dance performance artistry in:

- sequence mastery
- musicality
- expressivity
- personal interpretation
- nuance
- ensemble

Intermediate/Advanced Modern Dance Technical Proficiency

Demonstrate intermediate/advanced Modern dance technical proficiency in

- whole body connectivity
- strength & flexibility
- breath initiation and support
- consistent core support
- functional alignment
- balance & coordination
- groundedness and weight sensing
- shape clarity, spatial accuracy and range
- focus
- rhythmic accuracy
- articulation
- dynamic contrast
- complex movement skills

Technical and Performance Skill Analysis

Describe, assess and write about demonstrated achievement of technical and performance skill

Applying Feedback

Show sustained application of feedback from assessments

Contemporary/Modern Dance as an Art Form

Articulate understanding of Contemporary/Modern dance as an art form

Dance and Gospel Principles

Articulate dance connections to gospel principles mind, body and spirit

Top

Contemporary Modern Dance Technique Forms

Intermediate-advanced contemporary modern dance techniques and theory; including Chinese contemporary dance, and other hybrid dance forms. Offerings subject to teacher expertise.

DANCE 341R

Hours	2.5 Credit, 0.0 Lecture, 7.5 Lab
Prerequisites	Dance 340 or equivalent; by audition.
Taught	Fall, Winter
Programs	Containing DANCE 341R

Course Outcomes

Contemporary/Modern Dance as an Art Form

Articulate understanding of Contemporary/Modern dance as an art form

Top

Kinesiology for Dancers

Study and analysis of the neuromusculoskeletal system in practical application to dance for more efficient use of the body and reduction of injuries.

DANCE 342

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 220 & DANCE 230
Taught	Winter, Spring odd years
Programs	Containing DANCE 342

Course Outcomes

Skeletal alignment and function

Recognize and articulate correct skeletal alignment and function.

Imagery, Proprioception and Arthrokinematics

Articulate and embody skills incorporating imagery, proprioception and arthrokinematics.

Personal movement efficiency

Improve personal postural and movement efficiency.

Differences in body structure and function

Differentiate variations in body structure and function and identify strategies for working with differences and variations.

Top

Principles of Somatics

Experiential approach to movement training including body patterning. Integration and personal expression of body and movement choices.

DANCE
343

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	DANCE 243R & DANCE 244R; or DANCE 291R; Dance 342.
Taught	Fall
Programs	Containing DANCE 343

Course Outcomes

Somatic Principles and Practices

Students will be able to:
1. identify and demonstrate a basic theoretical and practical understanding of selected Somatic principles and practices.

Movement Awareness and Understanding

2. demonstrate an awareness and understanding of movement from a place of inward knowing.

Physical Connectivity

3. physically embody connectivity

Personal Movement Choices

4. understand the joys and consequences of their own personal movement choices

Teaching and Coaching Practices

5. integrate the concepts of the class into the practical applications of teaching, coaching and re-patterning for self or other.

Top

Methods of Teaching Dance to Social Groups in Secondary Education

Teaching methodologies in social and world dance, specifically to prepare students in secondary dance education to teach these forms in the public schools.

DANCE 346

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Recommended	Dance 170, 180.
Note	For dance education majors only.
Taught	Fall
Programs	Containing DANCE 346

Course Outcomes

Social and World Dance Vocabulary

2. Students will learn the vocabulary of the steps associated with social & world dance.

Social and World Dance Fundamentals

1. Students will learn the basic skill fundamentals of social & world dance.

Dance Teaching Methodology

3. Students will learn the basic teaching methodology of social & world dance.

Calling Ahead and Prompting

4. Students will learn basics of calling ahead and prompting for social & world dance.

Teaching Skills and Techniques

5. Students will understand the value of good teaching skills and techniques in order to help others enjoy these dance styles.

Personal Teaching Style

6. Students will begin to develop a teaching style of your very own.

Top

Kinnect

Educational outreach dance company specifically focusing on developing teaching, creative, and performance skills.

DANCE 348R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	Audition.
Taught	Winter, Spring
Programs	Containing DANCE 348R

Course Outcomes

Collaborative Choreography for Performance

1. Collaboratively choreograph theme based dances for an educational lecture performance

Teaching Dance to Children

2. Demonstrate creative dance teaching skills with children in elementary schools

Performance and Improvisation

3. Demonstrate increased performance and improvisation skill in real world venues

Leadership in Production and Teaching

4. Demonstrate leadership within the group by fulfilling specific roles and assignments related to the creation, production, presentation, and teaching tasks of the company

Evaluating and Modifying Lessons and Dances

6. Evaluate, modify and adapt original presentations, lessons and dances in authentic dance experiences in schools, museums and/or conferences

Professionalism and Advocacy

7. Demonstrate dance education professionalism and advocacy

Top

Laban Movement Analysis

Tools to make sense of, and derive meaning from movement. Constituent movement components that facilitate accuracy in teaching, performance, and choreography.

DANCE 351

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	DANCE 243R & DANCE 244R & DANCE 291R
Taught	Winter
Programs	Containing DANCE 351

Course Outcomes

Laban Movement Fundamentals

Each student will be able to:
1. Identify the basic vocabulary, concepts and principles that are used in LMA.

Systematic Movement Description

2. Describe a movement event systematically using the aspects of the system.

Laban Movement Application and Skill

3. Demonstrate functional skill in both a personal and professional application of LMA, including appropriate notational forms and/or specialized terminologies.

Top

Dance and Identity

Studies in dance and identity issues.

DANCE 354

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	DANCE 243R & DANCE 244R
Taught	Fall
Programs	Containing DANCE 354

Course Outcomes

Please contact the individual department for outcome information.

⬆Top

Dance Production, Introduction

Principles and practices of technical aspects of dance production.

DANCE
355

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DANCE 355

Course Outcomes

Technical Theatre Equipment and Techniques

1. Students will identify and articulate a knowledge of equipment, techniques, and procedures in technical theatre.

Theatrical Production Theory and Practice

2. Students will demonstrate basic competency (in theory and practice) of theatrical production principles, including lighting, costuming, and technologies for dance performances

Elements of Artistic Vision

Students will demonstrate an understanding of the relationship of light, color, fabric, and technology; and how to use that knowledge to accomplish an artistic vision.

Top

Dance - A Reflection of Culture

Application of dance ethnology theory and practices to study the world, its people, and their cultures.

DANCE 357

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing DANCE 357

Course Outcomes

Cultural Concepts and Identity

1. Students will learn cultural concepts and identity associated with world dance

Traditions and Rituals Connected to Dance

2. Students will understand the differences and similarities in traditions and rituals connected to dance

Group Research and Assigned Readings

3. Students will participate in class discussions and analysis of group research and assigned readings;

Ethnochoreology and Ethnography

4. Students will understand ethnochoreology and ethnography and how they interface in cultural dance

↑Top

Dance and Film

Studies in dance and film.

DANCE
358

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	DANCE 243R & DANCE 244R
Taught	Winter
Programs	Containing DANCE 358

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics and Issues

Seminar in topics and issues relevant to dance.

DANCE 359R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	DANCE 243R & DANCE 244R
Taught	
Programs	Containing DANCE 359R

Course Outcomes

Cultivating Respect and Courtesy for Different Viewpoints

Students will build character by cultivating a respect for differing points of view, and applying courtesy during the individual expression sessions. The course content will encourage independent thinking and individual responsibility.

Top

Music Dance Theatre Choreographic Styles

Physical and conceptual aspects of dance styles as they relate to music dance theatre.

DANCE 361

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	DANCE 231R & DANCE 244R & DANCE 291R; Dance 235, 243R, 229.
Taught	Winter
Programs	Containing DANCE 361

Course Outcomes

Music Dance Theatre Styles

Students will:
1. Be able to reproduce specific Music Theatre dance styles with clarity. Sequences to be mastered will come from a variety of sources – instructor, guests, and fellow students.

MDT Choreographer or Style Specialization

2. Acquire knowledge on a specific historical or current Music Theatre choreographer or appropriate style that is pertinent in the field of Music Theatre.

Professional Auditioning Techniques

3. Increase better understanding of techniques used for professional auditioning.

Choreography Skills

4. Gain specific skills to produce original choreography that can be used in Musical Theatre.

Religion and Music Theatre

5. Develop more understanding of a relationship between religion and the role of Music Theatre in culture and society.

↑Top

Contemporary Modern Dance Choreography Intermediate

Intermediate choreographic studies in contemporary modern dance.

DANCE 362

Hours	2.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	DANCE 244R
Taught	Fall, Winter
Programs	Containing DANCE 362

Course Outcomes

Dance Composition Fundamentals

1. Students will learn technical elements, process and crafting principles of composition, such as: transitions, traditional formations, dynamic structure, stylistic coherence, form, musical dynamics and phrasing.

Aesthetic Criteria and Analysis

2. Students will develop a critical eye in analyzing and forming own aesthetic criteria.

Ethno-Choreographic Elements

3. Students will discover ethno-choreographic elements of a particular style or cultural group.

Issues in Dance Composition

4. Students will address issues of authenticity versus creativity, traditional versus contemporary.

Choreography Documentation

5. Students will learn to document choreography.

Top

Dance Improvisation, Intermediate

Intermediate improvisational skills focused on impromptu creative problem solving and movement exploration.

DANCE 363R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	DANCE 244R
Taught	Fall, Winter
Programs	Containing DANCE 363R

Course Outcomes

Please contact the individual department for outcome information.

Top

Contemporary Partnering

Theory and technique of partnering as it relates to contemporary modern dance.

DANCE 364

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	DANCE 243R & DANCE 244R
Recommended	Dance 362 and Dance 363.
Taught	Winter
Programs	Containing DANCE 364

Course Outcomes

Please contact the individual department for outcome information.

Top

Creative Dance for Elementary Education

Theory and teaching experience in creative movement for preschool and elementary school children.

DANCE 365

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Dance 243R, 244R, or approved Kinnect membership.
Taught	Winter
Programs	Containing DANCE 365

Course Outcomes

Dance Education Theory, Content, and Pedagogy

1. Articulate an understanding of creative dance education theory, content, and pedagogy that facilitates artistic development and process orientation.

Developmentally Appropriate Dance

2. Apply knowledge of developmentally appropriate dance learning activities for children pre-school through grade eight.

Elementary Dance Teaching Practices

3. Demonstrate an understanding of dance, elements, concepts and vocabulary physically, verbally and in writing, and apply that knowledge to teaching dance in the elementary setting

Lesson Objectives and Curriculum Standards

4. Identify and use clear lesson content objectives drawn from national and state curriculum standards when planning lessons and teaching dance.

Teaching Strategies and Management Techniques

5. Understand and apply a variety of teaching strategies and management techniques necessary to effectively guide dance skill building, exploration, improvisation, and compositional experiences for young children.

Dance Assessment

6. Explore and identify various forms of dance assessment

Top

Methods of Teaching Contemporary Modern Dance

Teaching methodologies of contemporary modern dance including planning, teaching, and evaluating lessons.

DANCE 366

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	DANCE 243R & DANCE 244R
Taught	Winter
Programs	Containing DANCE 366

Course Outcomes

Teaching and Learning Philosophy in Contemporary Dance

1. develop, articulate and demonstrate a clear philosophy of teaching and learning as it relates to Contemporary Dance.

Learning Content and Processes

2. demonstrate a conceptual understanding of the content and processes needed to facilitate learning in the field of Contemporary Dance.

Planning, Teaching, and Evaluation Experience

3. demonstrate teaching competency through experiences in planning, teaching and evaluating lessons.

Teaching Strategies

4. demonstrate an ability to use a variety of teaching strategies to produce new knowledge and skills in others.

Process-Oriented Instruction

5. facilitate artistic development through process-oriented instruction.

Top

Methods of Teaching Children's Creative Dance

Methodologies of teaching children's creative dance with emphasis on the private dance studio setting.

DANCE 367

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	DANCE 243R & DANCE 244R
Note	Lab experience required in the BYU Children's Dance Program.
Taught	Fall
Programs	Containing DANCE 367

Course Outcomes

Creative Dance for Children

Students will:
1. Gain an increased understanding of the importance of Creative Dance for children.

Developmentally Appropriate Dance Skills

2. Learn to teach developmentally appropriate technical dance skills to children.

Problem Solving and the Creative Process

3. Demonstrate an understanding of the methods of encouraging creative problem solving skills and the creative process.

Teaching Children Dance Elements

4. Demonstrate knowledge, mastery and application of the elements of dance (time, space, and force) in relation to the teaching of children.

Teaching Experience

5. Gain practical experience through teaching children.

Top

DancEnsemble - Contemporary Dance Performance and Choreography

Experiences in contemporary dance choreography and performance.

DANCE 368R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 368R

Course Outcomes

Performance Skill

1. Demonstrate increasing performance skill, including skills of concentration, discipline, focus and stage presence.

Technical Skill

2. Demonstrate increasing technical skill, focusing specifically of the refinement of nuance, projection, dynamics and the ability to dance within the context of an ensemble.

Dance Creation and Evaluation

3. Create and evaluate dances, giving increased attention to the ability to see and respond to the possibilities within any given choreographic situation.

Personal Voice

4. Investigate and refine their own individual choreographic and performance voice.

↑Top

World Dance Technique 2

Techniques of traditional dances from selected world cultures.

DANCE
370

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	DANCE 270; Dance 170.
Taught	Winter
Programs	Containing DANCE 370

Course Outcomes

Cultural Movement Patterns

1. Demonstrate complex movement patterns from selected cultures

Posture and Gesture Technique

2. Develop proper technique of posture and gesture

Body Alignment and Movement Execution

3. Interpret proper body alignment and technical execution of movement styles and phrases

World Dance Vocabulary and Context

4. Enhance the ability to recognize and understand world dance vocabulary, significance andcontext within selected cultures

Top

Clog Dance Technique 2

Practice and theory of advanced steps, movement, and techniques of traditional and contemporary clogging.

DANCE 371R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 271 or equivalent.
Taught	Fall, Winter
Programs	Containing DANCE 371R

Course Outcomes

Advanced Clogging Techniques

Students will learn traditional and contemporary advanced clogging techniques including arm movements, footwork, correcrt alignment, placement, and weight shifts

Clogging Terminology

Students will learn a movement vocabulary using correct clog dance terminology.

Intermediate Movement

Students will learn, dance and test intermediate sequences and patterns of movement.

Presentation skills

Students will learn additional presentation skills in clog dance movement patterns, combinations, and skills.

Clog Dance History

Students will learn a knowledge of the history and progression of clog dance.

Top

Hungarian Dance Technique 2

Techniques of selected traditional dance forms of the Carpathian Basin.

DANCE
373

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 273 or equivalent.
Taught	Fall
Programs	Containing DANCE 373

Course Outcomes

Proficiency in Hungarian and Transylvanian Dance Dialects

1. Students will learn to become proficient in several Hungarian and Transylvanian dance dialects.

Step Combination Knowledge

2. Students will demonstrate a knowledge of step combinations performing couple, solo, and circle dances.

Hungarian Couple Dance Improvisational Skills

3. Students will gain improvisational skills of specific traditional Hungarian couple dance styles.

Musical Awareness

4. Students will learn rhythmical & musical awareness skills.

Partnering Skills

5. Students will acquire partnering skills in Hungarian Dance.

Hungarian Cultural Issues, Music, Costuming

6. Students will learn basic aspects of music, costumes, history and cultural issues.

Self Analysis and Correction

7. Each student will learn how to analyze and self correct technique and performance skills

Top

Irish Dance Technique 2

Techniques of traditional Irish set, ceili, and solo dances.

DANCE 374R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 274R or equivalent.
Taught	Winter
Programs	Containing DANCE 374R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Methods of Teaching World Dance

Theoretical and practical applications of teaching World dance.

DANCE
376

Hours	2.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	Dance 170 or equivalent.
Taught	Fall
Programs	Containing DANCE 376

Course Outcomes

Steps, Formations and Positions

1. Students will study logical progressions in the breakdown of steps, formations and positions

Verbal Cue Delivery

2. Students will learn to communicate specific verbal cues in the delivery of content

Calling Ahead Techniques

3. Students will develop calling ahead techniques

Class Management

4. Students will learn the mechanics of class structure and management

Styling and Technique

5. Students will demonstrate correct styling and technique

World Dance Descriptions

6. Students will learn how to read and understand world dance descriptions

Group Teaching Skills

7. Students will learn the skills in successfully teaching large groups in a recreational setting

Teaching and Learning Philosophy

8. Students will develop and actualize a clear philosophy of teaching and learning as it related to dance

↑Top

World Dance Choreography

Fundamental choreographic structure emphasizing visual, kinesthetic, and musical aspects in World Dance.

DANCE 377

Hours	2.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing DANCE 377

Course Outcomes

Compositional Elements

1. Students will learn technical elements, process and crafting principles of composition, such as: transitions, traditional formations, dynamic structure, stylistic coherence, form, musical dynamics and phrasing.

Form Aesthetic Criteria and Critical Eye

2. Students will develop a critical eye in analyzing and forming own aesthetic criteria.

Ethno-choreographic Elements

3. Students will discover ethno-choreographic elements of a particular style or cultural group.

Issues

4. Students will address issues of authenticity versus creativity, traditional versus contemporary.

Document Choreography

5. Students will learn to document choreography.

↑Top

Folk Dance Performance, Intermediate

Performance techniques and experience in folk dance.

DANCE 378R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 378R

Course Outcomes

Performance Skills

2. Students will develop the performance skills of posture, presentation, and characterization

Regional Dance Technique and Style

1. Students will learn the traditional dance technique and stylization of selected countries or regions

World Dance: Recreational and Staged

3.Students will explore both the recreational and staged forms of world dance

Team Citizenship

4. Students will demonstrate strong citizenship as a member of a performance team

↑Top

Social Dance, Technique 2

Gold level: Waltz, Foxtrot, Swing, Cha-Cha, West Coast Swing, Viennese Waltz, Mambo.

DANCE 380R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 280 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 380R

Course Outcomes

Technique

2. Students will demonstrate the technique (including footwork, rhythm, alignment, and styling) associated with each dance by practice and application.

School Figures

1. Students will demonstrate the school figures associated with each dance by practice and application.

Participation in Labs and Exams

3. Students will demonstrate their ability to lead and follow through their participation at labs and through exams.

Top

Ballroom Dance, International Technique 2

Gold 1 level. Waltz, tango, fox-trot, quickstep.

DANCE 382R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 284 or equivalent; instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing DANCE 382R

Course Outcomes

Demonstrate gold level ballroom school figures

1. Students will be able to effectively demonstrate gold level school figures of International Style Waltz, Tango, Foxtrot and Quickstep.

Demonstrate advanced level ballroom technique

2. Students will be able to effectively demonstrate advanced level ballroom technique in the following areas:1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

Top

Latin Dance, International Technique 2

Gold 1 level. Cha-cha, samba, rumba, paso doble.

DANCE 383R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 285 or equivalent; instructor's consent.
Taught	Fall, Winter, Summer
Programs	Containing DANCE 383R

Course Outcomes

Demonstrate gold level latin school figures

Students will be able to effectively demonstrate gold level school figures of International Style Cha-Cha, Samba, Rumba, Paso Doble

Demonstrate advanced level latin technique

Students will be able to effectively demonstrate advanced level latin technique in the following areas:1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

Top

Ballroom Dance, International Technique 3

Gold 2 level. Waltz, fox-trot, tango, quickstep.

DANCE 384R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 382R or equivalent; instructor's consent.
Taught	Fall, Winter
Programs	Containing DANCE 384R

Course Outcomes

Demonstrate competency in competitive ballroom figures

1. Students will be able to demonstrate, competitive figures at a pre-championship level in the International Style Waltz, Tango, Foxtrot and Quickstep.

Demonstrate pre championship level ballroom technique

2. Students will be able to demonstrate pre-championship level ballroom technique in the following areas: 1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

Top

Latin Dance, International Technique 3

Gold 2 level. Cha-cha, rumba, samba, jive, paso doble.

DANCE 385R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 383R or equivalent ; instructor's consent.
Taught	Fall, Winter
Programs	Containing DANCE 385R

Course Outcomes

Demonstrate competency in competitive latin figures

1. Students will be able to demonstrate, competitive figures at a pre-championship level in International Style Cha-Cha, Samba, Rumba, Paso Doble

Demonstrate pre championship level latin technique

2. Students will be able to demonstrate pre-championship level latin technique in the following areas:1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

Top

Methods of Teaching Social Dance

Pedagogy training in social dance at the bronze and silver skill levels.

DANCE 386

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	DANCE 280
Taught	Fall, Winter
Programs	Containing DANCE 386

Course Outcomes

Dance Participation and Practice

2. Students will demonstrate basic skills of ballroom dance by participation and practice including both the mans and ladies parts.

Characteristics of Great Teachers

1. Students will analyze the most important characteristics of great teachers through discussion.

Group Teaching Skills and Experience

3. Students will demonstrate the basic skills of teaching dance to groups by developing lesson plans and through practical experience.

↑Top

Ballroom Dance Choreography

Choreography in Ballroom Dance emphasizing formation dancing.

DANCE 387

Hours	2.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing DANCE 387

Course Outcomes

Foundation Elements of Formation Choreography

1. Students will find coherence in foundational elements of formation choreography.

Basic Skills of Ballroom Formation Choreography

2. Students will demonstrate basic skills of composing ballroom formation choreography.

↑Top

Ballroom Dance Performance, Intermediate

Performance techniques and experience in ballroom dance.

DANCE
388R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 388R

Course Outcomes

Ballroom Dance Skills

1. Students will demonstrate dance skills through technique, stylization, and choreography.

Representing BYU and the Church

2. Students will find coherence in what it means to represent Brigham Young University and the Church of Jesus Christ of Latter-day Saints in local areas.

Top

Ballet Technique 3

Intermediate to advanced ballet technique.

DANCE 390R

Hours	2.5 Credit, 0.0 Lecture, 7.5 Lab
Prerequisites	Audition.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 390R

Course Outcomes

Technique Objective

Each student will:
1. Acquire a degree of mastery in advanced/intermediate ballet technique. These skills will be accomplished through active class participation and the practice of the movement vocabulary detailed in the appendix. Please consult the appendix for the specific criteria and standards.

Writing Objectives

Each student will:
1. Acquire a working knowledge of French ballet terminology and the correct execution for the technique appropriate at this level and then pass an objective written exam prepared by the ballet program.
2. Submit a completed self-assessment rubric and/or written self-evaluation at the individual midterm conference.

Participation Objective

Each student will:

1. Participate fully in the technique class by dancing each class period and pass the required technique exam at the end of the semester/term, being graded on the movement vocabulary detailed in the appendix.

Top

Ballet Technique 4

Advanced ballet technique.

DANCE 391R

Hours	2.5 Credit, 0.0 Lecture, 7.5 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 391R

Course Outcomes

Technique Objective

Each student will:
1. Acquire a degree of mastery in advanced levelballet technique. These skills will be accomplished through active class participation and the practice of the movement vocabulary detailed in the appendix. Please consult the appendix for the specific criteria and standards.

Writing Objectives

Each student will:
1. Acquire a working knowledge of French ballet terminology and the correct execution for the technique appropriate at this level and then pass an objective written exam prepared by the ballet program.
2. Submit a completed self-assessment rubric and/or written self-evaluation at the individual midterm conference.
3. Submit a written critique of a perceptively analyzed live ballet performance according to the guidelines provided. Required expectations include sound writing skills, qualitative reasoning, and an ability to assess ballet technique at an advanced level standard.

Participation Objective

Each student will:

1. Participate fully in the technique class by dancing each class period and pass the required technique exam at the end of the semester/term, being graded on the movement vocabulary detailed in the appendix.

Top

Ballet Pointe 1

Intermediate level pointe technique.

DANCE 392R

Hours	0.5 Credit, 0.0 Lecture, 1.5 Lab
Prerequisites	A minimum of two years of previous pointe technique and concurrent enrollment in Dance 390R.
Note	Although this is an open enrollment course, all students must receive teacher approval or level placement audition before registering.
Taught	Fall, Winter, Spring
Programs	Containing DANCE 392R

Course Outcomes

Ballet Pointe - 1

1. Acquire a degree of mastery and control in Begoinning pointe technique. These skills will be accomplished through active class participation and the practice of the movement vocabulary listed in the appendix. Please consult the appendix for the specific criteria and standards.
2. Increase artistry, endurance, control and strength.

↑Top

Ballet Pointe 2

Advanced level pointe. Satisfies BA requirements in Dance.

DANCE 393R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Audition required; concurrent enrollment in Dance 390R or 391R.
Note	Although this is an open enrollment course, all students must receive teacher approval or level placement audition before registering.
Taught	Fall, Winter
Programs	Containing DANCE 393R

Course Outcomes

Technique Objective

Each student will:
1. Acquire a degree of mastery in advanced/intermediateballet pointe technique. These skills will be accomplished through active class participation and the practice of the movement vocabulary detailed in the appendix. Please consult the appendix for the specific criteria and standards.

Writing Objective

Each student will:
1. Apply a working knowledge of French ballet terminology, analytical skills, and sound writing skills by submitting a weekly journal entry or written self-evaluation, and a written critique of a live performance.

Participation Objective

Each student will:

1. Participate fully in the pointe technique class by dancing each class period and pass the required technique exam at the end of the semester/term, being graded on the movement vocabulary detailed in the appendix.

↑Top

Methods of Teaching Ballet

Teaching classical ballet from preballet through advanced; includes analysis of Bournonville, Cecchetti, Vaganova, RAD, Kneeland, and SAB methods.

DANCE
396

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Dance 390R or equivalent.
Taught	Fall odd years
Programs	Containing DANCE 396

Course Outcomes

Ballet Curriculum

1. Students will demonstrate a knowledge of ballet class structure and progression between levels bywriting an 8-year ballet curriculum.

Ballet Class Observation and Analysis

2. Students will experience practical observation of ballet classes/labs and analyze teachers at work.

Music in Teaching

3. Students will apply sound musical principles in practical teaching experiences.

Methodology Analysis

4. Students will philosophically and historically analyze each of the major ballet methodologies: Cecchetti, Royal Academy of Dancing, Vaganova, etc.

French Ballet Terminology

5. Students will demonstrate a working knowledge (both written and verbal) of ballet French terminology for the technique appropriate for each level of ballet instruction.

Top

Ballet Choreography

Fundamental choreographic structure emphasizing visual, kinesthetic, and musical aspects in ballet. Exploration of the choreographic process through theoretical study and analysis as well as practical application in the presentation of choreographic work. Concepts include clarity, creativity, transition, musical accent and phrasing, dynamic structure, form, stylistic coherence, artistic merit.

DANCE 397

Hours	2.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	DANCE 243R & DANCE 244R
Taught	Fall even years
Programs	Containing DANCE 397

Course Outcomes

Learning Outcome 1

Each student will creatively experiment with and arrange movement with regard to clarity, transition, musical accent and phrasing, dynamic structure, form and stylistic coherence.

Learning Outcome 2

Each student will begin to formulate his/her own aesthetic criteria through the process of watching dance concerts and writing concise and thoughtful critiques.

Learning Outcome 3

Each student will enhance his/her understanding of choreography through reading, observation, discussion, and active participation.

Learning Outcome 4

Each student will demonstrate knowledge acquired through completion of creative, choreographic project and written examination.

↑Top

Ballet Showcase Company

Performance technique and experience with BYU Ballet Showcase Company.

DANCE 398R

Hours	2.0 Credit, 0.0 Lecture, 10.0 Lab
Prerequisites	Audition and concurrent enrollment in Dance 391R and 393R (females only).
Taught	Fall
Programs	Containing DANCE 398R

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship: Ballroom Dance

Internship in Ballroom Dance.

DANCE 399R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship: Dance BFA

Off-campus dance internship for Dance BFA students.

DANCE
399R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship: Dance Education

Public school K-6 internship for Dance Education majors, including Arts Bridge or other pre-approved placement.

DANCE 399R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship: General Dance

Academic Internship in dance. Application and faculty pre-approval required.

DANCE 399R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 399R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Music Dance Theatre: Senior Performance Project

Participation in an MDT performance group culminating in a showcase for agents and directors in New York City during April.

DANCE
426

Hours	1.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	DANCE 361; Concurrent enrollment in Music 426, and TMA 426.
Taught	Winter
Programs	Containing DANCE 426

Course Outcomes

Professional Feedback

Students will audition for and receive feedback from industry professionals in two markets.

Audition/ Showcase

Students will experience an audition/showcase situation in two entertainment markets.

Preparation

Students will have several performance ready audition selections prepared.

Personal CV/Bio

Students will have professioanlly produced personal promotional material on hand.

Master Classes

Students will experience Master Classes from working Broadway professionals.

Marketability

Students will recognize their types and marketability within the entertainment industry.

Networking

Students will establish professional contacts that will aid them in making the transition from the adademic to the professional world of theatre.

↑Top

Dance Performance 2

Participation as dancers in concert dance production.

DANCE 429R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter
Programs	Containing DANCE 429R

Course Outcomes

Performance

The learning outcomes of this course will be correlated somewhat with the learning outcomes of one of the regular dance performance groups. However, due to the individualized nature of this course, individual outcomes will be designed by the instructor based upon the needs and opportunities of the student.

Top

Contemporary Modern Dance Technique and Theory 4

Advanced technique in contemporary modern dance.

DANCE
440R

Hours	2.5 Credit, 0.0 Lecture, 7.5 Lab
Prerequisites	Dance 340R or equivalent; by audition.
Taught	Fall, Winter
Programs	Containing DANCE 440R

Course Outcomes

Advanced Technique

Students will demonstrate advanced technique proficiency in

- strength
- flexibility
- connectivity
- complex sequence mastery movement problems

Performance Awareness and Control

Students will demonstrate performance awareness and control over movement in

- nuance
- dynamic
- musicality
- freedom from tension
- shaping
- initiation
- breath quality
- phrasing and composition

Skill and Performance Assessment and Writing

3. Students will describe, assess and write about achievement of technical skills and performing skills

Gospel Principles and the Human Body

4. Students will articulate appreciation for the divine nature of the human body as it relates to gospel principles as well as the relationship between mind/body/spirit.

Dance Appreciation

5. Students will articulate appreciation for dance as an art form

Top

Seminar in Dance

Seminar exposing students to a variety of dance related topics. Instruction by multiple dance professionals in their areas of expertise.

DANCE 459

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing DANCE 459

Course Outcomes

Career Opportunities

2. Student will identify a variety of career opportunities in the field of dance

Advanced Degree Opportunities

1. Student will articulate an understanding of advanced degree opportunities

Professional Preparation

3. Student will demonstrate an understanding of appropriate professional skills needed for entry into the dance field

Professional Document Preparation

4. Student will generate professional documents relevant to their future in the dance field

Enhanced Perspective on Current Dance Issues

5. Student will articulate an enhanced perspective on current dance issues

Personal Spiritual Views on Dance

6.Student will express personal spiritual views in relation to dance performance, choreography and pedagogy

Top

Dance History 1: Lineage-Based Dance through Classical Ballet

Survey of dance in lineage-based cultures through romantic historical periods, emphasizing dance in Western civilization.

DANCE
460

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing DANCE 460

Course Outcomes

Dance History: Ancient through 1850

1. Students will critically analyze, synthesize, internalize, and apply to present day dance prevalent in Western civilization, dance information gleaned through the study of dance within tribal cultures and ancient through romantic historical periods. (To be evaluated via midterm and final written examinations)

Dance Issues and Analysis

2. Students will analyze current dance and culturally related issues in contemporary society and articulate them verbally and in written form through class discussion and completion of course assignments. (To be evaluated via written response questions)

Research Concepts and Methodology

3. Students will apply basic historical research concepts and methodology in personal research processes and products. (To be evaluated via unit assignments.)

MLA Style

4. Students will become proficient in the use of MLA documentation style and format through application in unit assignments. (To be evaluated via formal documentation associated with unit assignments.)

Top

Dance History 2: Early Modern Dance through Present Day

Survey of dance in modern and postmodern historical periods, emphasizing dance in Western civilization.

DANCE
461

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	It is recommended that Dance 460 be taken prior to Dance 461.
Taught	Winter
Programs	Containing DANCE 461

Course Outcomes

Dance History: 1850 to Present

1. Students will critically analyze, synthesize, and internalize key Western dance history information focusing on 1850 to the present. (To be evaluated via midterm and final written examinations)

Dance Analysis and Writing

2. Students will analyze current dance and culturally related issues in contemporary society; and articulate them verbally and in written form through class discussion and completion of course assignments. (To be evaluated via written response questions)

Research Concepts and Methodology

3. Students will apply basic historical research concepts and methodology to strengthen personal research processes and products. (To be evaluated via unit assignments)

MLA Style

4. Students will become competent in the use of MLA documentation style and format through application in relevant course assignments. (To be evaluated via formal documentation associated with unit assignments)

Top

Contemporary Modern Dance Choreography, Advanced

Advanced choreographic studies in contemporary modern dance.

DANCE 462R

Hours	2.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	DANCE 362 & DANCE 363R
Taught	Fall, Winter
Programs	Containing DANCE 462R

Course Outcomes

Please contact the individual department for outcome information.

Top

K-12 Dance Curriculum Design

Dance curriculum design in the K-12 setting.

DANCE
465

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	DANCE 276R & DANCE 365 & DANCE 366; Dance 348R or 399R.
Taught	
Programs	Containing DANCE 465

Course Outcomes

National and State Standards

1. Demonstrate the ability to represent existing national and state dance standards within a relevant dance curriculum;

Unit Planning and Sequencing

2. Understand and be able to articulate the value of unit planning and scope and sequencing within a larger curriculum map;

Developmentally Appropriate Curriculum

3. Demonstrate the ability to organize and create unit and curricular plans that are developmentally appropriate for specific populations within the K-12 setting;

Cross-Disciplinary Dance Curriculum

4. Demonstrate the ability to apply cross-disciplinary concepts within a larger dance curriculum in K-12 settings;

Assessment

5. Articulate understanding of the language and uses of assessment.

↑Top

Dance Teaching Practicum

Pre-student teaching course giving students practical teaching and classroom management experience in a mentored environment. Discussion lab integrating theory and experience.

DANCE
466

Hours	3.0 Credit, 5.0 Lecture, Arr Lab
Prerequisites	Dance major status.
Note	Concurrent Dance 140 lab required.
Taught	Fall
Programs	Containing DANCE 466

Course Outcomes

Curriculum Development

1. Create unit and lesson plans that appropriately align with the Utah core curriculum;

INTASC Standards

2. Demonstrate competent use of INTASC standards while teaching;

Classroom Management

3. Articulate and demonstrate various strategies for successful classroom management;

Student Assessment Methods

4. Demonstrate varied student assessment methods and strategies, including successful design and use of a rubric;

Self-Assessment

5. Reflect upon and accurately self-assess teaching strengths and weaknesses.

Top

Contemporary Dance Theatre

Contemporary modern dance performing company. Performs on campus and tours regionally, nationally and internationally.

DANCE 468R

Hours	2.0 Credit, 0.0 Lecture, 12.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 468R

Course Outcomes

Performance Skill and Artistry

1. Develop advanced performance skill and artistry.

Choreography

3. Understand choreographic principles.

Choreographic Process

4. Contribute to the choreographic process.

Performance

5. Perform dances for audiences on campus, in schools, in professional venues, and at conferences.

↑Top

Capstone in Dance

Senior capstone project in dance. Project approval required.

DANCE
469

Hours	2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	BA in Dance: Dance 362 if a choreographic project. Dance Education: Dance 362; 361 or 462.
Taught	Fall, Winter
Programs	Containing DANCE 469

Course Outcomes

Capstone Project

Students will reflect in their capstone project a philosophy compatible with the mission of BYU

Capstone Project

Students will complete a capstone project, whether it be choreographic, research, or performance that represents a significant and comprehensive synthesis of the learning they have experienced during their years in the program

Top

Percussive Step Styles

Technique and theory, fusing a diversity of percussive dance styles including, but not limited to, French Canadian Gigue, Cape Breton Step, Power Tap, traditional and contemporary Clog Dance. Composition and improvisation included.

DANCE
474R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Two of three possible courses: Dance 371 or 335 or 374R.
Taught	Fall even years
Programs	Containing DANCE 474R

Course Outcomes

Speed, Clarity, and Precision in Percussive Footwork

1. Students will gain speed, clarity and precise technique in various styles of percussive footwork.

Coordination, Motor Memory, Fine and Gross Motor Skills

2. Students will improve coordination, motor memory, fine and gross motor skills.

Alignment, Placement, and Weight Shifts

3. Students will demonstrate correct alignment, placement and weight shifts.

Movement Sequences and Patterns

4. Students will learn sequences and patterns of movement.

Improvisation and Composition

5. Students will apply the theory and process of improvisation and composition.

Movement Terminology

6. Students will learn the current movement vocabulary and or terminology.

Self Evaluation and Correction

7. Students will gain a kinesthetic perception and concentration in order to self-evaluate and self correct.

↑Top

Secondary Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

DANCE
476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a major GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Winter
Programs	Containing DANCE 476

Course Outcomes

SFL 476R - Student Teaching- Family and Consumer Sciences

Upon completion of the Family and Consumer Sciences Program, teacher candidates meet the needs of secondary students through competencies related to Utah Affected Teaching Standards. *Program outcome*s include:
Learner and Learning:
Candidates understand how students learn and develop, recognize individual and cultural diversity, and design learning environments that create positive classroom climates.

Instructional Practice

Candidates utilize content knowledge, assess to inform instruction, plan instruction based upon Core Curriculum standards, and implement instructional strategies that engage students and promote content understanding.

Professional Responsibility

Candidates continually reflect on and evaluate their teaching practices, actively seek opportunities to grow professionally, engage in ethical behavior, and collaborate with stakeholders (students, parents, and other professionals in the learning community).

Utah Effective Teaching Standards

Candidates will demonstrate basic competency in the Utah Effective Teaching Standards as assessed by the *Clinical Practice Assessment System*

Top

Folk Dance Performance Company

Performance technique and experience with International Folk Dance Ensemble.

DANCE 478R

Hours	2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 478R

Course Outcomes

Dance Philosophy and the Mission of BYU

1. Students will embrace a philosophy of dance compatible with the mission of BYU that guides their personal choices in the professional or recreational worlds of dance.

Dance Performance

2. Students will demonstrate artistry and advanced ability in dance performance.

↑Top

Social Dance, Technique 3

Competitive level: Waltz, Foxtrot, Tango, Viennese Waltz.

DANCE
480R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 380R or equivalent.
Taught	Fall, Winter
Programs	Containing DANCE 480R

Course Outcomes

Dance Routine Practice and Application

1. Students will demonstrate the class routines associated with each dance by practice and application

Advanced Technique

2. Students will demonstrate advanced level the technique (including footwork, rhythm, alignment, and styling) associated with each dance by practice and application.

BYU Dancesport Competition

3. Students will demonstrate their ability to compete in an open event by participation in the BYU Dancesport competition.

↑Top

Ballroom Dance, International Technique 4

Gold bar level: waltz, tango, fox-trot, quickstep, Viennese waltz.

DANCE 484R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 384R or equivalent; instructor's consent.
Taught	Fall, Winter
Programs	Containing DANCE 484R

Course Outcomes

Demonstrate championship level technique

2. Students will be able to demonstrate "championship" level ballroom technique in the following areas:1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

Top

Latin Dance, International Technique 4

Gold bar level: cha-cha, rumba, samba, jive, paso doble.

DANCE 485R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Dance 385R or equivalent; instructor's consent.
Taught	Fall, Winter
Programs	Containing DANCE 485R

Course Outcomes

Demonstrate mastery of competitive latin figures

1. Students will be able to demonstrate competitive figures at a championship level in the International Style Cha-Cha, Samba, Rumba, Paso Doble

Demonstrate championship level latin technique

2. Students will be able to demonstrate "championship" level latin technique in the following areas:1) posture and dance position 2) clarity and use of timing 3) proper use of feet 4) correct weight transfer 5) a clear understanding of partnering skills

Top

Theory and Notation of International Ballroom Dance

Preparation for professional teaching certification examinations.

DANCE 486

Hours	2.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	DANCE 384R
Taught	Winter even years
Programs	Containing DANCE 486

Course Outcomes

Technical Codification of International Style Waltz, Tango F

1. Students will find coherence in technical codification of International Style Waltz, Tango Foxtrot, and Quickstep.

Bronze and Silver Level Waltz, Tango Foxtrot, and Quickstep

2. Students will be able to demonstrate with technical clarity the man and woman's part of Bronze and Silver level school figures of the Waltz, Tango Foxtrot, and Quickstep.

Technical Evaluation

3. Students will be able to correctly articulate and deliver the technical information as required for a future professional examination the following categories: Feet Positions, Alignment, Amount of Turn, Rise & Fall, Footwork, C.B.M., and Sway

Figures and Routines

4.Students will be able to successfully amalgamate school figures into a cohesive routine.

Top

Theory and Notation of International Latin Dance

Theory and notation of International Latin Dance and preparation for professional teaching certification examinations.

DANCE 487

Hours	2.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	DANCE 385R
Taught	Winter odd years
Programs	Containing DANCE 487

Course Outcomes

Bronze and Silver Level Cha-Cha, Samba, Rumba, Paso Doble, a

2. Students will be able to demonstrate with technical clarity the man and woman's part of Bronze and Silver level school figures of the Cha-Cha, Samba, Rumba, Paso Doble, and Jive

Technical Codification of International Style Cha-Cha, Samba

1. Students will find coherence in technical codification of International Style Cha-Cha, Samba Rumba Paso Doble, and Jive

Technical Evaluation

3. Students will be able to correctly articulate and deliver the technical information as required for a future professional examination the following categories: Feet Positions, Alignment, Amount of Turn, Footwork

Figures and Routines

4. Students will be able to successfully amalgamate school figures into a cohesive routine.

Top

Ballroom Dance Performance Company

Performance techniques and experience with BYU Ballroom Dance Company.

DANCE 488R

Hours	2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 488R

Course Outcomes

Ballroom Dance Choreographic Repertoire

1. Students will demonstrate an increased ability to perform the art of Ballroom Dance through participation in choreographic repertoire .

Representing BYU and the Church

2. Students will exemplify the standards of Brigham Young University and the Church of Jesus Christ of Latter-day Saints, and the United States as student ambassadors

Dance as Cultural Tradition

3. Students will find coherence of dance as a cultural tradition, an art form, an uplifting form of entertainment, and a social/recreational activity.

Top

Preparation for Ballroom Dance Competitions

Creation and presentation of ballroom competitive routines, emphasizing visual and musical aspects.

DANCE 489R

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DANCE 489R

Course Outcomes

Competitive Dancing

1. Students will find coherence in the rigor required for competitive dancing. practices for International Style Ballroom Dance.

Competitive Dance Repertoire

2. Students will demonstrate a repertoire of competitive dances in the Ballroom or Latin style.

Top

Ballet Technique 5

Advanced ballet technique with advanced pointe work for women and technique for men.

DANCE 490R

Hours	3.0 Credit, 0.0 Lecture, 8.5 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing DANCE 490R

Course Outcomes

Technique Objective

Each student will:
1. Acquire a degree of mastery in advancedballet technique. These skills will be accomplished through active class participation and the practice of the movement vocabulary detailed in the appendix. Please consult the appendix for the specific criteria and standards.

Writing Objectives

Each student will:
1. Acquire a working knowledge of French ballet terminology and the correct execution for the technique appropriate at this level and then pass an objective written exam prepared by the ballet program.
2. Submit a completed self-assessment rubric and/or written self-evaluation at the individual midterm conference.

Participation Objective

Each student will:

1. Participate fully in the technique class by dancing each class period and pass the required technique exam at the end of the semester/term, being graded on the movement vocabulary detailed in the appendix.

Top

Ballet Pointe/Variations

Advanced Ballet pointe/variations.

DANCE 494R

Hours	0.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Dance 490 must be taken concurrently.
Taught	Fall
Programs	Containing DANCE 494R

Course Outcomes

Please contact the individual department for outcome information.

Top

Pas de Deux

Ballet partnering techniques.

DANCE 495R

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Audition.
Taught	Winter
Programs	Containing DANCE 495R

Course Outcomes

Point of Balance

1. Students will find the point of balance for incomplete and complete turns.

Falling Poses and Promenades

2. Students will learn to perform falling poses and promenades.

Basic Turns

3. Students will demonstrate knowledge of three basic turns: finger pirouette, pirouette partnered at the waist, and pirouette partnered at the hand(s) / wrist(s).

Female Lift Placement

4. Students will maintain placement and strength during lifts (Female).

Male Lift Position

5. Students will lift partner above the head with stretched elbows and correct position of the back and head, with knees stretched and heel on the floor (Male).

Partner Focus

6. Students will demonstrate focus on partner during combinations while being cognizant of the facial expressions.

Shoulder Lift

7. Students will demonstrate shoulder lift on one side (left or right) with appropriate expression and maintain position for 10 seconds.

Double Pirouette, En Dehors, and En Dedans

8. Students will perform a double pirouette, en dehors and en dedans, when partnered at the waist at least 75% of the time.

Triple Finger Pirouette

9. Perform triple finger pirouettes, en dehors at least 75% of the time.

Correct Partnering Technique

10. Perform technique and partnering skills correctly to avoid injury.

Partner Manners

11. Students will achieve traditional manners of courtesy and noble dignity that should be present between the male and female dancers.

Union of Movement

12. Students will achieve an appreciation for the partner's role in creating a union of movement.

Trust

13. Students will increase trust between the male and female partner.

Top

Theatre Ballet

Performance technique and experience with BYU Theatre Ballet.

DANCE 498R

Hours	2.0 Credit, 0.0 Lecture, 10.0 Lab
Prerequisites	Audition and concurrent enrollment in Dance 490R and 494R or 495R.
Taught	Fall, Winter
Programs	Containing DANCE 498R

Course Outcomes

Writing Objectives

Students will:
1. Acquire, through research, a working knowledge of several classical ballets and classical ballet variations
2. Compile a notebook with the background, libretto, and details of each variation which will aid in the future instructing of these variations. The student will include specifics on choreographers, composers, and dancers where applicable; as well as all steps of each variation written in a clear, understandable form. This will be a valuable written source that will be a lasting tool for any future teaching, dancing, or choreographing position.

Technique Objectives

Students will:
1. Learn and master technically and stylistically several variations from various ballets, thereby expanding his/her ballet knowledge and repertoire. (Specific variations and ballets vary according to semester.)
2. Learn the background, libretto, and style of the specific ballets through brief lectures.

Participation Objectives

Students will:
1. Learn the variations and strive to understand the differing technical and stylistic requirements of each.
2. Prepare the variations to **perform** and be graded on those technical and stylistic requirements.

Top

Studies in Dance

Experience in dance. Possibilities include but are not limited to study abroad, workshops, or pilot dance courses.

DANCE
500R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 500R

Course Outcomes

Commitment to Standards

1. Students will demonstrate a commitment to BYU and Dance Department standards in dress and behavior.

Top

Workshop in Ballet

DANCE 500R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing DANCE 500R

Course Outcomes

Workshop in Dance

Course outcomes are tailored to the specifc inent of these specialized courses

Top

Workshop in Ballroom

Workshop in teaching methodologies and/or research of ballroom dance.

DANCE 500R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Workshop in Dance

Students will demonstrate, apply, and articulate a fundamental understanding of the elements of dance in improvisation and choreography.

Top

Advanced Dance Technique in a Workshop Setting

Studies in advanced ballet or contemporary dance technique in a workshop environment. Teacher approval required.

DANCE 540R

Hours	1.0 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	DANCE 243R & DANCE 291R
Taught	
Programs	Containing DANCE 540R

Course Outcomes

Please contact the individual department for outcome information.

Top

Advanced Studio Workshop

Studies in improvisation, choreography and repertory in a studio workshop environment. Teacher approval required.

DANCE 544R

Hours	1.0 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	DANCE 244R
Taught	Spring, Summer
Programs	Containing DANCE 544R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

First-Year Danish

Basic language skills. Includes International Cinema.

DANSH 101

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Taught	Fall even years

Course Outcomes

Comprehension

Students will comprehend Danish as they hear and read authentic language relating to familiar topics.

Speaking

Students will comprehend Danish as they hear and read authentic language relating to familiar topics.

Language Learning Strategies

Students will develop comprehension and learning strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Danish-speaking countries.

Top

First-Year Danish

Basic language skills. Includes International Cinema.

DANSH 102

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Taught	Winter odd years

Course Outcomes

Comprehension

Students will be able to comprehend Danish as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Danish well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, carry out simple transactions, and talk about a variety of topics of common interest in present, past, and future times.)

Writing

Students will be able to write short messages and well-articulated sentences in Danish on familiar topics.

Language Learning Strategies

Students will develop strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Danish-speaking countries.

↑Top

Second-Year Danish

Conversation, vocabulary building, and reading and writing skills, emphasizing reading. Includes International Cinema.

DANSH
201

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	Dansh 102 or equivalent experience.
Taught	Fall odd years

Course Outcomes

Comprehension

Students will be able to comprehend Danish as they hear and read authentic language relating to familiar topics with strategies to even derive meaning out of less familiar topics.

Speaking and Writing

Students will be able to speak and write Danish well enough to satisfy immediate needs. (Students will learn to communicate in social situations asking and answering questions, carrying out transactions, and talking about a variety of topics of common interest in present, past, and future times.)

Conversation

Students will be able to participate actively in conversations about Danish-speaking countries, concrete topics, and current events.

Opinions

Students will be able to begin expressing and supporting opinions about familiar topics.

Top

Second Year Danish

Emphasis on literature and culture with continued writing, grammar, listening, and speaking. Includes International Cinema.

DANSH 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Culminating course for GE Foreign Language requirement (except for returned missionaries or those with equivalent experience).
Taught	Winter even years
Programs	Containing DANSH 202

Course Outcomes

Literature and Cultural History

Students will be able to identify and define key characteristics of the important moments in Danish cultural history and place significant works in a meaningful cultural and historical context using the basic tools of literary analysis.

Comprehension

Students will be able to comprehend Danish as they hear and read authentic language relating to familiar and less familiar topics.

Speaking and Writing

Students will improve their reading and writing skills in Danish by beginning to communicate in connected and extended discourse, expressing and supporting opinion, and navigating less-familiar topics and situations.

Danish Culture

Students will broaden and deepen their perception and appreciation of Danish culture.

↑Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

DANSH
211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Dansh 102 or equivalent experience.
Taught	

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to speak about autobiographical and concrete topics, initiate and maintain conversations by asking and responding to questions, and cope with gaps in knowledge.

Fluency

Students will be able to use an appropriate variety of vocabulary related to autobiographical and concrete topics.

Vocabulary

Students will speak in a way so as to be understood most of the time without difficulty by native speakers unaccustomed to dealing with non-native speakers.

↑Top

Third-Year Conversation

Advanced conversational skills.

DANSH 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Dansh 211R or equivalent experience.
Taught	

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to relate current events, plots of books or movies, and state opinion.

Fluency

Students will be able to initiate and maintain fluent conversations and cope with gaps in knowledge in contexts related to concrete topics.

Vocabulary

Students will be able to speak using an appropriate variety of vocabulary related to autobiographical and concrete topics as well as to current and other events.

Pronunciation

Students will speak in a way so as to be understood without difficulty by speakers unaccustomed to dealing with non-native speakers.

↑Top

Advanced Danish

Third-year course in Danish. Developing advanced language skills in speaking, reading, listening, and writing as defined by ACTFL standards.

DANSH
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Dansh 202 or equivalent experience.
Note	Entry course for returned missionaries or others with equivalent Danish language experience. Required course for obtaining language credit by examination (Dansh 101, 102, 201, 211R).
Taught	Fall
Programs	Containing DANSH 321

Course Outcomes

Speech and Writing

Students will develop their ability to narrate and describe in the present and past time frames, use connected discourse, and learn to manage complications in the language through communicative strategies, without patterns of breakdown. Students will develop partial control of their ability to support their opinions and hypothesize about abstract topics, in the context of extended discourse. You should be able to discuss various subjects with ease and debate your position with success using a number of strategies.

Critical Thinking, Accuracy, Text Types

Students will analyze and employ proper grammatical, lexical, phonological and literary functions in descriptive and narrative texts, in summaries, detailed descriptions and narrations, analyses and argumentative essays.

Listening Comprehension

Students will be able to understand a variety of advanced topics and dialects and use this as a basis for communication.

Danish Culture

Students will broaden and deepen their perception and appreciation of Danish culture.

Top

Danish Literature

Readings in Danish literature; introduction to basic literary concepts. Includes International Cinema.

DANSH
340

Hours	3.0 Credit, 3.0 Lecture, 0.5 Lab
Prerequisites	None
Recommended	Dansh 321 or equivalent experience.
Note	Culminating course for GE Foreign Language requirement.
Taught	Winter odd years
Programs	Containing DANSH 340

Course Outcomes

Danish Culture

Students should understand key trends and works from Danish culture, recognize connections between these works, and be able to relate them to the development of contemporary Danish culture.

Analytic and Writing Skills

Students should be able to insightfully analyze important literary and artistic works from Danish cultural history and be able to communicate this analysis through articulate written and oral presentations in Danish. Students will also develop basic research skills.

Cultural Literacy

Students should relate the ideas and issues raised by the works we study in class to the students' own cultural moment as well as to their own experience with contemporary Danish culture.

Lifelong learning

Students should better know how to understand, interpret, and thoughtfully reflect upon the literature and art encountered later in life.

↑Top

Academic Internship

On-the-job experience in Danish.

DANSH 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department's consent.
Taught	
Programs	Containing DANSH 399R

Course Outcomes

Professional Experience

Improve professional experience and appreciation of cultural practices in an international context.

Top

Language Study: Dari

Survival-level conversation, reading, listening, and culture skills in the target language.

DARI
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Dari

Beginning speaking, listening, reading, and writing skills.

DARI
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Dari

Second-semester speaking, listening, reading, and writing skills.

DARI 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	DARI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Dari

Intermediate speaking, listening, reading, and writing skills.

DARI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	DARI 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Dari

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

DARI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	DARI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing DARI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Dari

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

DARI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Dari

Systematic review of grammar and syntax of target language.

DARI
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DARI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Dari

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

DARI
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Dari 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement
Taught	
Programs	Containing DARI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Dari

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

DARI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DARI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Dari

Concentration on target-language and target-culture issues for specific careers.

DARI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DARI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Design Seminar: Theory, Criticism, and Visual Culture

Visiting lecture series with theoretical readings exploring visual culture, aesthetics, critical studies, art and design practice across various professional disciplines. Overview of historical image systems, visual communications, and contemporary visual media in diverse social contexts.

DES
111

Hours	1.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Pre-graphic design, pre-illustration, pre-photography, pre-design, pre-ARTED major/minor status.
Taught	Fall
Programs	Containing DES 111

Course Outcomes

Design Practice

Students will be able to identify and understand the diverse modes of professional practice in various disciplines of contemporary visual communications, including graphic design, photography, illustration, and interaction design, through guest lectures and research.

Design Theory and Criticism

Students will be able to analyze and identify critical theories of design, art, aesthetics, image systems, pictorial semiotics and visual perception through selected readings and writing assignments.

Design Thinking

Students will be able to apply sound thinking, creative inquiry, and diverse modes of reasoning, including visual, perceptual, conceptual, inductive, deductive, analytical, logical, critical, organizational and creative.

Creative Discovery

Students will be able to identify and apply methodologies to foster creativity, solve visual problems, and address social concerns with innovative approaches to design practice.

Communication, Beliefs, and Ethics

Students will be able to discuss the central role of beliefs and ethics in visual communication through art and design. Students will have the ability to examine how the values of societies are expressed in their visual cultures and recognize the role of the individual designers in delivering meaning through image systems.

↑Top

Drawing

Increased competence in drawing methods for visual communicators. Students develop observational and conceptual abilities through intensive practice, lecture, demonstration and critique, applying representational drawing principles and techniques to portray form, space, and texture effectively.

DES 114

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Pre-graphic design, pre-illustration, pre-photography, pre-design, pre-ARTED major/minor status.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DES 114

Course Outcomes

Drawing as Visual Language

Students will be able to understand the elements and principles of design as applied to drawing practice and understand the concepts and terminology necessary to discuss visual ideas in meaningful ways. Students will also be able to analyze representational modes of visual communication.

Linear Drawing Concepts

Students will be able to work from life in creating drawings that demonstrate a conceptual understanding of and practical proficiency in linear drawing methods including gesture, contour, sighting, and perspective construction.

Tonal Drawing Concepts

Student will be able to apply an understanding of the interaction of light with matter to develop tonal drawings that describe three-dimensional forms, spatial relations, surface materials, textures, and atmospheric effects using value contrast.

Drawing Methods, Media, and Process

Students will be able to apply methods, processes, skills and techniques for compositional sketches ("thumbnails"), observational studies, design ideation, and imaginative conceptualization.

Visual Perception, Aesthetics, and Craft

Students will be able to demonstrate an enhanced visual perception, aesthetic sensitivity, craftsmanship, and fluency in drawing media.

↑Top

Composition

Establishes a foundation of contemporary design practice and theory in an historical context. Students develop skill in visual problem solving, analytical thinking, and craftsmanship through application of design principles and color theory in compositional problems.

DES
115

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Pre-graphic design, pre-illustration, pre-photography, pre-design, pre-ARTED major/minor status.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DES 115

Course Outcomes

Design Thinking

Students will be able to apply creative, analytical, and critical thinking to solve visual problems through the design process.

Visual Vocabulary

Students will be able to express, analyze, and discuss visual ideas using language that demonstrates understanding of visual concepts and terms as well as appreciate the central role of visual communication and ideas in creative design.

Design Theory and Practice

Students will be able to demonstrate fluency in fundamentals of two-dimensional design theory by applying design principles in compositional exercises, including unity, variety, balance, emphasis, rhythm etc.

Color Theory and Application

Students will be able to express mood and emotion visually by understanding and applying principles of color theory in compositions.

Design Aesthetics and Presentation

Students will be able to exhibit good organization, craftsmanship, presentation and taste in design exercises, projects, and assignments.

Top

Design Thinking

Designed in sequence with the freshman core, will focus on the critical thinking and creative problem-solving strategies utilized in design. Students will hone critical thinking, conceptual development, and craft through various design projects.

DES 117

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Pre-graphic design, pre-illustration, pre-photography, pre-design, pre-ARTED major/minor status.
Recommended	Concurrent enrollment in DES 111, 114, 115.
Taught	Winter
Programs	Containing DES 117

Course Outcomes

Design Practice

Students will be able to understand the diverse methods employed in design thinking and establish a workable design thinking framework to use in their practices.

Design Theory and Criticism

Students will be able to examine critical theories of design, systems thinking, and design methodologies.

Design Thinking

Students will be able to demonstrate sound thinking, creative inquiry, and diverse modes of reasoning-visual, perceptual, conceptual, inductive, deductive, analytical, logical, critical, organizational, and creative-through discussion and writing.

Creative Discovery

Students will be able to solve problems and address social concerns with innovative approaches to design and exploratory methodologies.

Communication, Beliefs, and Ethics

Students will be able to recognize the role of the individual designer in delivering meaning through design thinking and discuss the central role of beliefs and ethics in visual communication through art and design.

Top

Issues in Contemporary Design

Investigating selected topics and current issues in design including history, theory, criticism, aesthetics, and ethics.

DES
385

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	DES 111; BA & BFA majors in Design only.
Taught	Winter
Programs	Containing DES 385

Course Outcomes

Design and Cultural History

Students will be able to identify ways in which visual design transforms society through its impact on communications, social relations, culture, and history.

Critical Discourse

Students will be able to understand the theoretical, philosophical, social, and critical discourse of design practice, artistic, production and visual culture.

Image and Meaning

Students will be able to demonstrate fluency in interpretation and analysis of image systems, symbol, visual metaphor, pictorial semiotics and meaning of visual culture in its diverse forms.

Ethics and Innovation

Students will be able to understand the ethics of design and principles of innovation for engaging with and improving the world through design and image.

Top

Special Topics

Advanced studio course offering project-based, interdisciplinary study of a specialized design topic.

DES 394R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	BA or BFA major acceptance or instructor permission.
Taught	Fall Contact Department, Winter Contact Department, Spring Contact Department
Programs	Containing DES 394R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Field Study

On-location study of design.

DES
411R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Directed Field Study

Students will be able to participate in a mentored, off-campus learning environment during the completion of a field study project.

Top

Academic Internship: Professional Internship

Work experience in professional design studio evaluated by supervisor.

DES 496R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department and faculty advisor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DES 496R

Course Outcomes

Skill Application

Students will have the opportunity to apply their design skills in a real working environment.

Client Needs and Design Integrity

Students will learn how to meet the needs of the client while preserving the integrity of the design principles they have learned in class. Communication skills are paramount.

Effective Collaboration

Students will be able to interact with team members from all areas of expertise on a real-world project.

Top

Figure Drawing for Animators

Figure study in animation using a variety of media and methods. Readings, writing, and participation in course work exhibition required.

DESAN 131

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Pre-animation major status.
Taught	Fall, Winter, Spring
Programs	Containing DESAN 131

Course Outcomes

Figure Drawing

Students will be able to identify and apply basic principles of figure drawing, such as angles, proportions, and lines of action, in both quick studies as well as in longer studies.

Volume, Foreshortening, and the Human Form

Students will be able to analyze and draw human forms using volume, foreshortened masses, and body rhythms.

↑Top

Introduction to Two-Dimensional Animation Skills

Foundational principles and techniques for animation, storyboarding, design, and a variety of two-dimensional animation skill sets.

DESAN 160

Hours	1.5 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Pre-animation major status.
Taught	Fall, Winter, Spring
Programs	Containing DESAN 160

Course Outcomes

Perspective, Composition and Layout

Students will be able to apply basic principles of design, perspective, and composition by designing and drawing layouts for animated shots.

Structural Elements of Storytelling

Students will be able to deconstruct the basic structural elements of storytelling, including characters, conflicts, and settings, and identify the essential shots used in storyboarding and film.

12 Principles of Animation

Students will be able to identify the twelve principles of animation and apply them in an animated shot, including timing, staging, anticipation, and overlapping action.

Expressive Drawing

Students will be able to put the basic theories of gesture drawing into practice as well as principles of design, such as shape language, abstraction, and caricature, and show how to use them when creating animated characters.

Top

Gesture Drawing for Animators

Drawing humans and animals in motion.

DESAN 250R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESAN 131; Animation BFA acceptance.
Taught	Fall, Spring
Programs	Containing DESAN 250R

Course Outcomes

Exaggeration

Students will be able to apply thoughtful and deliberate exaggeration of design elements, proportions, and gestures while drawing the human figure.

Human Movement Rhythms

Students will be able to analyze and identify the rhythms of the human body and relate each part to the whole figure in design and storytelling.

Human Figure Sketching

Students will be able to competently and quickly draw the human figure from life.

Simplified Human Form

Students will be able to simplify a figure down to essential details, achieving clarity in form and pose.

↑Top

Basic Storyboarding

Introduction to visual storytelling.

DESAN 260

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	DESAN 131 & DESAN 160
Taught	Fall
Programs	Containing DESAN 260

Course Outcomes

Individual Artistic and Critical Voice

Students will be able to identify their individual artistic and critical voice in terms of animation storytelling, apply their knowledge of the history of the art form, and assess their own and others' work.

Personal Artistic and Technical Skills

Students will be able to demonstrate strong artistic and technical skills, including drawing and storytelling, through the production of an animated product, including creating storyboards.

Community Contribution

Students will be able to contribute and collaborate within an artistic community or team by actively participating in the development of two storyboarding projects.

↑Top

Two-Dimensional Animation

Fundamental principles of two-dimensional animation: timing, acting, performance, overlapping action, volumes, etc. This is a traditional two-dimensional drawing course.

DESAN
262

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	DESAN 131 & DESAN 160
Taught	Winter
Programs	Containing DESAN 262

Course Outcomes

Basic Body Language

Students will be able to analyze and apply basic body language to full-body animated scenes.

12 Principles of Animation

Students will be able to identify and implement the twelve principles of animation, including timing, staging, anticipation, and overlapping action, to a greater degree of depth.

X-Sheet and Sound

Students will be able to calculate timing for an animated scene based on sound and other cues.

Action Analysis and Troubleshooting

Students will be able to explore basic action analysis and troubleshooting for an animation and apply their discoveries to action-based character animation.

↑Top

Writing for Animation

Fundamental principles of writing, creation, and telling of short animations.

DESAN 263

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	DESAN 160 & CSANM 150; Acceptance into animation program.
Taught	Fall
Programs	Containing DESAN 263

Course Outcomes

Narrative Storytelling

Students will be able to demonstrate a fundamental understanding of writing and narrative storytelling through the creation of short animated films.

↑Top

Drawing for Animation

Fundamental skills of animation artists, namely design, composition, staging, value, color, etc.

DESAN 265

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	DESAN 131 & DESAN 160
Taught	Fall, Winter
Programs	Containing DESAN 265

Course Outcomes

Design Process and Construction

Students will be able to draw and design objects, characters, and environments using a core knowledge of design, creative process, and basic art construction skills.

Receiving and Giving Critique

Students will be able to give and receive critiques appropriately in a group setting.

Art Practices

Students will be able to implement good art practices such as keeping a sketchbook, doing thorough research, expanding creativity, and other essential artist habits.

↑Top

Advanced Storyboarding

Exploring the professional practices of storyboard artists in advertising, film, TV, and animation through individual and group projects.

DESAN 360R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	DESAN 250R & DESAN 260 & DESAN 265
Taught	Winter
Programs	Containing DESAN 360R

Course Outcomes

Storyboards to Animatics

Students will be able to successfully convert their storyboards into presentable animatics.

Storyboarding for Advertising, TV, Feature Animation, and Live Action

Students will be able to differentiate between storyboarding for advertising, television, feature animation, and live action film.

Storyboard Artist Skills

Students will be able to exercise fundamental skills and knowledge required to succeed as a storyboard artist in the entertainment industry.

Story Pitching

Students will be able to successfully present their ideas based on the art of the story pitch.

↑Top

Visual Development and Character Design

Design characters, props, and environments for various uses in animation and print.

DESAN 361R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESAN 250R; Animation BFA acceptance.
Taught	Fall
Programs	Containing DESAN 361R

Course Outcomes

Character Design and Visual Development

Students will be able to identify advanced design principles and apply them by designing characters, props, and environments that are appealing to target audiences and suited to the needs of a given animated project.

Story and Character

Students will be able to construct compelling visual stories across a wide variety of character types and objects. Students will be able to develop character stories that inform their design decisions.

Abstraction and Caricature

Students will be able to apply rules of abstraction and caricature in the appropriate proportions for a given character and project.

Technique and Design

Students will be able to implement drawing, inking, and basic color techniques necessary for making designs presentable and interesting for art directors.

Style

Students will be able to shift their drawing style as necessary and show how to balance design principles when creating new styles.

Critique

Students will be able to differentiate between the various styles of critique and will be able to give and receive feedback using principles of good critique.

Visual Development as a Professional

Students will be able to face the emotional and ethical challenges of visual development work in the animation industry with good attitudes and behaviors.

Top

Two-Dimensional Character Animation

Character animation and performance animation.

DESAN 362R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESAN 131 & DESAN 160 & DESAN 262
Taught	Winter
Programs	Containing DESAN 362R

Course Outcomes

Action Analysis

Students will be able to perform advanced action analysis and apply this ability to action-based character animation.

Close-up Dialogue

Students will be able to animate close-up dialogue while creating compelling character acting.

Shot Flow

Students will be able to coordinate scene direction and flow while animating character scenes that hook up with one another.

Body Language

Students will be able to implement advanced nuances of body language to produce unique character-centric animation.

Top

Two-Dimensional Animation Production

Develop basic knowledge of two-dimensional animation; emphasizing acting and performance of individual projects.

DESAN 363R

Hours	1.5 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	DESAN 250R & DESAN 260 & DESAN 262
Taught	Winter Term 2
Programs	Containing DESAN 363R

Course Outcomes

Animated Short Techniques

Students will be able to experiment with simplified techniques in the creation of animated shorts.

Experimental Animation

Students will learn the value of experimental animation and have an expanded personal sense of aesthetic and design concept.

↑Top

Digital Sculpting

Developing skills necessary for creating appealing, viable digital models. Issues involved in designing for the animation and gaming industry.

DESAN 364R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	DESAN 250R & CSANM 250
Recommended	DesAn 361R.
Taught	Winter
Programs	Containing DESAN 364R

Course Outcomes

Sculpting Software

Students will be able to model and apply surfaces to characters and objects in 3-D sculpting software.

Three-Dimensional Design

Students will be able to respond to issues that are unique to three-dimensional design and develop appealing solutions for those problems.

The Illusion of Life

Students will be able to implement all applicable principles of animation to give their static models the illusion of life.

Top

Digital Painting

Tools and techniques of digital painting for concept design in the entertainment industry.

DESAN 365R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	DESAN 250R & DESAN 265 & DESAN 361R
Taught	Fall
Programs	Containing DESAN 365R

Course Outcomes

Aligning with Art Direction

Students will be able to create professional-quality digital paintings customized to the demands of an art director with a focus on animation industry design work.

Software and Painting Skills

Students will be able to use digital painting programs but learn principles of painting that can be applied regardless of software, including lighting and painting a scene when reference is unavailable, using rules of color and value composition to guide audience experience, and other applicable skills.

Group and Personal Skills

Students will be able to work collaboratively with groups and take positive action from critiques by peers and directors through practicing the type of openness and humility necessary to resolve complex problems on a project.

↑Top

Business and Ethics in Animation

Learning the practical and ethical side to the entertainment industry through readings and discussions as preparation for expectations as artists, leaders, and members of the Church.

DESAN 460

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Acceptance to animation program.
Taught	Fall
Programs	Containing DESAN 460

Course Outcomes

Practices and Ethics in Industry

Students will be able to demonstrate a working knowledge of various aspects of the entertainment industry including unions, locations, work hours, commutes, leadership, and so forth and apply this knowledge to their respective interests in entertainment.

↑Top

Special Problems in Animation

Individual study in animation.

DESAN 494R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing DESAN 494R

Course Outcomes

Special Projects

Students will be able to work independently with a faculty mentor to develop a personal animated project for their professional portfolios.

↑Top

BFA Independent Film Production

Advanced individual animation project with minimum guidance, showing a high degree of competence.

DESAN 497R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing DESAN 497R

Course Outcomes

Directed Study

Students will be able to work either collaboratively with a faculty mentor to develop the story on a student group-directed animated project or individually to create their own project under faculty direction.

Top

Directed Studies in Animation

Credit for work experience in animation.

DESAN 498R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA advisor's consent.
Taught	Contact Department
Programs	Containing DESAN 498R

Course Outcomes

Directed Study

Students will be able to work collaboratively with a faculty mentor to do visual development work on a student group-directed animated project, or individually to create their own project under faculty direction.

Top

Typography 1

Studio course which familiarizes the student with the history, terminology, elements, and principles of effective typographic communication.

DESGD 243

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Graphic Design emphasis, Illustration emphasis, or Advertising Design minor acceptance.
Taught	Winter, Spring
Programs	Containing DESGD 243

Course Outcomes

History of Type

Students will be able to have a deeper understanding of the evolution of typography from early printing methods through current digital typography.

Type Nomenclature

Students will be able to understand and implement typographic terminology, classification, and anatomy.

The Aesthetics of Typography

Students will be able to effectively compose type using fundamental aesthetic principles and skills.

Processes in Typography

Students will be able to understand typographic production processes and technologies and output type for multiple mediums.

Communicating with Type

Students will be able to analyze relationships between typography and effective communication, including understanding its effect on mood, the creation of typographic personality, and its use in appealing to a defined target market.

Typographic Emphasis

Students will be able to understand the importance of hierarchy and emphasis within typography.

Typographic Systems

Students will be able to design and implement a complex, elegant, typographic grid system.

↑Top

Design 1

Study in the elements and principles of design through the use of form, visual principles, theoretical and visual experimentation, concept development, and creative thinking. Systems, symbols, icons and expressive typography will be used to create visual representations of ideas and messages.

DESGD
245

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Graphic Design emphasis or Advertising Design minor acceptance.
Taught	Winter, Summer
Programs	Containing DESGD 245

Course Outcomes

The Design Process

Students will be able to understand and implement the design process.

Principles and Elements of Design

Students will be able to analyze and implement the principles and elements of design (such as balance, contrast, shape, etc.) and their relationship to graphic design.

Composition, Color, Effective Use of Type, Photography

Students will be able to utilize principles and skills in special areas such as composition, color, appropriate use of photography and illustration, and the effective use of text type.

Communication Mediums

Students will be able to understand the graphic designer's role in working with various communication mediums, including print, broadcast, and digital media.

Basic Printing Processes

Students will be able to identify and understand basic printing processes and the benefits and restrictions of each.

Paper and Printing Choices

Students will be able to understand the impact of paper and printing choices on the environment.

Graphic Design Market and Careers

Students will be able to understand the market and careers of graphic design.

Top

Letterpress Studio

Letterpress Studio introduces the history, type, and terminology of letterpress and gives student experience with the equipment, materials, and mechanics of printing.

DESGD 248R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Graphic Design emphasis acceptance.
Taught	Winter
Programs	Containing DESGD 248R

Course Outcomes

Printing Processes

Students will be able to carry out fundamental processes used in letterpress printing while producing printed projects in the studio.

Press Production and Operation

Students will be able to learn the fundamentals of operating flatbed proofing presses, clamshell presses, and creating photopolymer plates.

Handset Type

Students will be able to proficiently implement the historical art of setting and using cold metal type in letterpress work.

↑Top

Media Design 1

Introduction to the process and methodology of designing across multiple media types. An introduction to designing interactive experiences and motion design.

DESGD 280

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DES 115; or DES 111 & DES 114 & DES 117; BA Graphic Design emphasis acceptance, Advertising Design minor acceptance, or instructor consent.
Taught	Winter, Spring
Programs	Containing DESGD 280

Course Outcomes

Understand Media

Students will be able to describe the affordances and constraints of different media and how these unique qualities affect design.

Design Across Media

Students will be able to apply fundamental design principles to motion design and other digital media design problems

Plan and Execute Designs

Students will be able to plan digital media projects and learn to independently solve technology and production problems

Communication and Feedback

Students will be able to defend and explain their design decisions, communicate clearly, and give and receive constructive feedback.

Top

Branding 1

Studio course in which students develop strategic, integrated brand systems, including trademarks, logos, corporate identity systems and their applications to a diverse range of products and media.

DESGD 340

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 243 & DESGD 245 & DESGD 280; Graphic Design BFA acceptance.
Taught	Fall
Programs	Containing DESGD 340

Course Outcomes

Brand & Corporate Identity Process

Students will be able to analyze and deconstruct visual corporate identities and brands.

Nomenclature

Students will be able to understand and use the terminology of branding and corporate identity work.

Strategy and Marketing

Students will be able to recognize how design strategy and market research inform branding, corporate identity, and creative implementation.

Brand Creation

Students will be able to create corporate identity systems that successfully address the concerns of the marketplace, audience, and design aesthetics.

Top

3-Dimensional Design

An advanced studio course in three-dimensional design. 3-dimensional forms including packaging, environmental graphics, signage systems, and experience design. Appropriate material use and selection relative to sustainability will be emphasized. The tactile qualities of dimensional form and the development of strategic, viable design solutions will also be considered.

DESGD 341

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	BFA acceptance or instructor consent.
Taught	Winter
Programs	Containing DESGD 341

Course Outcomes

Design in Multiple Formats

Students will be able to design in a variety of physical formats.

3-Dimensional Design Process

Students will be able to learn the 3-dimensional design process.

Product Marketing

Students will be able to position products for the marketplace.

↑Top

Typography 2

An advanced studio course that continues the study of complex typographic systems and their application in visual problem solving. Through a rigorous exploration of written and visual content, students refine their understanding of typography as an essential element in visual communication.

DESGD 343

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 243
Taught	
Programs	Containing DESGD 343

Course Outcomes

Publication Design Fundamentals

Students will be able to implement fundamental design principles such as pacing, structure, typographic solutions, editing, and photography.

Grid in Publication Design

Students will be able to understand the complexities of the grid in publication design.

Magazine Branding

Students will be able to create a brand for a magazine.

↑Top

Practicum in Graphic Design

DESGD 346

Hours	Arr Credit, Arr Lecture, Arr Lab
Prerequisites	DES 111 & DES 114 & DES 115
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

Knowledge of Design Principles

Students will be able to identify and embrace their personal voice of expression.

Personal Voice

Students will be able to identify and embrace their personal voice of expression.

Self-Promotion Materials

Students will be able to develop personalized promotional materials for entrance into the marketplace.

Career Research

Students will be able to explore career opportunities in both in-house and studio environments.

Top

History of Graphic Design

Survey of graphic design historical periods from pre-history to present day.

DESGD 349

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Design Core.
Taught	
Programs	Containing DESGD 349

Course Outcomes

Incorporate Historical Design Knowledge

Students will be able to skillfully incorporate historical design cues into modern design problems and avoid repeating mistakes and ineffective ideas from the past.

Visual Communication Solutions Throughout History

Students will be able to demonstrate an understanding of how designers from different historical eras resolved visual communication problems, including by communicating efficiently, working with clients, resolving the tension between innovation and the status quo, balancing commercial requirements with personal expression, and achieving economic viability while contributing something valuable to the world.

Historical Contributions to Design

Students will be able to recognize the contributions and motivations of leaders in the field of graphic design and use that knowledge to become better citizens and contributors of the graphic design profession.

Design Writing & Thinking

Students will be able to effectively write about graphic design, thinking, and communicating in a way that allows readers who are not designers to understand important concepts related to design.

↑Top

Interaction Design 1

Introduces foundational interaction design principles and tools to prototype user-centered interfaces. Through team-based course work students gain user interface experience and work-flow best practices.

DESGD 360

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 243 & DESGD 280; Graphic Design BA or BFA acceptance.
Taught	Fall, Winter
Programs	Containing DESGD 360

Course Outcomes

User-centered Design Methods

Students will be able to use design research methods to promote user empathy and to focus design efforts on user needs.

Interface and System Interactions

Students will be able to create detailed user flows and clarify interface content and functionality.

Interface Design Patterns

Students will be able to create platform-specific design patterns and style with current interface design sensibilities.

↑Top

Motion 1

Studio course instructing students in the art of design and communication with motion and sound. Design principles, editing, and narrative concepts are employed to create short motion design projects.

DESGD
380

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 280
Taught	Fall, Winter
Programs	Containing DESGD 380

Course Outcomes

Story and Mood

Students will learn how to create a story and mood with movement and animation, and how to use editing to control the story.

Designing with Time, Space, and Sound

Students will learn how to design with time, 3D space, and sound.

Motion Graphics Projects

Students apply graphic design principles and narrative techniques to motion graphics projects, using After Effects and other methods.

30-Second Motion Graphic Piece

Students will acquire the necessary design and production skills to produce a compelling 30-second motion graphic piece.

Written and Oral Communication

Students will develop essential written and oral communication skills to explain and defend your work.

Top

Special Topics

Advanced studio course offering an in-depth study of a specialized design topic. Explores either a conceptual, practical, or technical requirement within the current discipline, or focuses on one particular project.

DESGD 394R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter
Programs	Containing DESGD 394R

Course Outcomes

Advertising Strategy

Students will be able to think more strategically in the service of an ad campaign.

Collaboration

Students will be able to participate in collaborative processes through working with senior ad students with different talents.

Language of Advertising

Students will be able to deal with and create the language of advertising.

Type and Image Meaning

Students will be able to incorporate type and image to generate original, meaningful visual artifacts with attention to the companion parts of letters, the total typographic system, and how meaning unfolds in combination with imagery.

Expressive Typography

Students will be able to analyze and utilize letterforms, typestyles, and families of typefaces from an understanding of the standard structure, history, and nomenclature of type. Students will be able to recognize the expressive qualities of type, discern the subtleties in type choices, and understand the varying earmark characteristics and individual attributes of a letterform. Students will be able to identify how size, color, value, shape, structure, texture, and placement conveys information beyond the literal content of words.

Letterpress as an Alternative Process

Students will be able to apply the principles, aesthetics, and unique qualities of the alternative process of letterpress, including being able to print creative work using a press as a distinct alternative to the computer.

↑Top

Graphic Design Practicum: Branding

Studio course in which students focus on the development of visual identity systems through a systems approach to design with application to various printed collateral.

DESGD 395

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 243 & DESGD 280 & DESGD 245; Accepted BA majors only: Graphic Design Emphasis.
Taught	Fall
Programs	Containing DESGD 395

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Graphic Design Practicum: Typography

This course will build on previously learned graphic design principles including a continued investigation of typography and its application. Through a series of progressively complex studio assignments supported by readings and informal lectures, students will acquire a solid foundation for practicing purposeful and expressive typography.

DESGD 396

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 243 & DESGD 245 & DESGD 280; Accepted BA majors only: Graphic Design emphasis.
Taught	Winter, Spring
Programs	Containing DESGD 396

Course Outcomes

Please contact the individual department for outcome information.

Top

Graphic Design Practicum: Portfolio

Practicum in Graphic Design is a studio course that places emphasis on individual projects and portfolio refinement. Priority is placed on research, conceptual thinking, typographic excellence and the use of design principles.

DESGD 397

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 243 & DESGD 245 & DESGD 280; Accepted BA majors: Graphic Design emphasis.
Taught	Winter
Programs	Containing DESGD 397

Course Outcomes

Knowledge of Design Principles

Students will be able to identify and embrace their personal voice of expression.

Personal Voice

Students will be able to identify and embrace their personal voice of expression.

Self-Promotion Materials

Students will be able to develop personalized promotional materials for entrance into the marketplace.

Career Research

Students will be able to explore career opportunities in both in-house and studio environments.

Top

Graphic Design Field Study

On-location study of graphic design.

DESGD 411R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Directed Studies in Graphic Design

Students will be able to participate in a mentored, off-campus learning environment during the completion of a field study project.

↑Top

Branding 2

Advanced studio course that provides an in-depth study of branding culminating in the creation of integrated branding systems brand audits and brand guidelines.

DESGD
440

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 340
Taught	Fall
Programs	Containing DESGD 440

Course Outcomes

Continue Progress from DESGD 442

Students will be able to continue the progress made in DESGD 442.

Develop Self-Promotional Materials

Students will be able to develop self-promotional and marketing pieces for gaining employement.

Polish Portfolios

Students will be able to polish their portfolios, in preparation for graduation.

↑Top

Design Lab

Students work in a collaborative, project-based learning environment.

DESGD 441R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Graphic Design emphasis acceptance, or instructor consent.
Taught	Winter
Programs	Containing DESGD 441R

Course Outcomes

Collaberation

Students will be able to collaberate as a member of a large, interdisciplinary design team.

Design Process

Students will be able to complete a design project from the ideation phase through final implementation.

Design Presentation

Students will be able to prepare and present a comprehensive design presentation to an interested client or community.

Project Management

Students will be able to successfully manage a large design project.

Design Research, Strategy, and Implementation

Students will be able to synthesize design research, strategy, and creative implementation.

Design Impact

Students will be able to understand the social and systemic impact of their projects and commit to working in sustainable ways.

Top

Portfolio

Individualized portfolio development to prepare student for entrance into professional practice or graduate school.

DESGD 442

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 360; DESGD 440.
Taught	Winter
Programs	Containing DESGD 442

Course Outcomes

Minor Branding Project

Students will create a minor branding project for an existing company.

Major Branding Project

Students will be able to create a major branding project including a style guide/brand bible.

Refining Magazine Project

Students will be able to refine and redo their magazine project.

↑Top

Interaction Design 2

Explores how interaction design integrates both client/user needs to prototype holistic and appropriate experiences. Through team-based course work students gain an understanding of user experience design and workflow.

DESGD 460

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing DESGD 460

Course Outcomes

User-centered Design Methods

Students will be able to use design research methods to promote user empathy and to focus design efforts on user needs.

Prototype Interface Interactions and Animations

Students will be able to use prototyping tools to clarify interactions and animations that enhance the user experience.

Optimize an Interface with User Testing

Students will be able to conduct usability tests to inform interface design decisions.

↑Top

Motion 2

Continues the exploration of design and communication with motion and animation, including designing in 3-D spaces. Graphic design principles and storytelling concepts are employed to create short motion design projects.

DESGD
480

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESGD 280 & DESGD 380
Taught	Winter
Programs	Containing DESGD 480

Course Outcomes

Design Techniques and Tools

Students will be able to demonstrate a deep knowledge of the language and methodology of motion design and use animation, typography, sound, 3D tools, and live-action footage to create complex motion graphics.

Cultural Change, Context and Audience

Students will be able to recognize design as a catalyst for positive cultural change and consider the importance of context, audience, and history in their work.

Design Thinking

Students will be able to create strong conceptual work that is informed by research, design thinking, and their own personal voice.

Effective Communication Through Design

Students will be able to create strong conceptual work that is informed by research, design thinking, and their own personal voice.

Design Across Media Types

Students will be able to become agile thinkers and designers across multiple mediums including print, interactive media, and film.

Portfolio

Students will be able to build and edit a motion design portfolio.

Top

Studio Practices for Designers

Explore studio methods and practices common to the design profession.

DESGD 488

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Graphic Design BA or BFA acceptance.
Taught	Winter
Programs	Containing DESGD 488

Course Outcomes

Design Marketing

Students will be able to understand the process of selling design, self-promotion, and the importance of building a network.

Professional Practices

Students will be able to recognize that a successful, sustained career requires both the understanding and practice of sound professional practices.

Project Estimating

Students will be able to implement the process of creating accurate estimates for design project costs.

Starting a Design Business

Students will be aware of the legal and financial aspects of starting a design studio including business structures, licensing, tax implications, and legal liabilities.

Freelance Design

Students will be able to understand the requirements of working as a freelance designer and will be prepared to effectively work in the current environment.

Career Opportunities

Students will be able to compete in the design industry with appropriate job hunting, interviewing, and networking skills and be able to explore possible design career paths.

Design Proposal & Contracts

Students will be able to create working proposals and contracts for the design marketplace.

Intellectual Property

Students will be able to discern intellectual property laws that relate to design work and understand the implications of infringement, plagiarism, copyright, trademark, licensing, and the negotiation of reproduction rights.

Design Ethics

Students will be able to identify the ethical issues facing designers and understand current professional models.

Design Finances

Students will be able to understand the importance of adequate financial oversight in the design process and the fundamentals of bookkeeping, expense tracking, accounts receivables, and tax preparation.

Top

BFA Capstone Project

Students complete an intensive project on a topic of their choosing which includes developing personal research and design methods, a project implementation, and a public exhibition.

DESGD
497R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA acceptance.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DESGD 497R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

BFA Capstone Project: Implementation

Students complete an intensive project on a topic of their choosing which includes developing personal research and design methods, a project implementation, and a public exhibition.

DESGD 497R

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	BFA acceptance.
Taught	
Programs	Containing DESGD 497R

Course Outcomes

Design Writing

Students will be able to plan, research, and write a major thesis in support of a final capstone project.

Design Research

Students will be able to engage in deeper design thinking through conducting original research related to their BFA topic.

Top

BFA Capstone Project: Research

Students complete an intensive project on a topic of their choosing which includes developing personal research and design methods, a project implementation, and a public exhibition.

DESGD 497R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	BFA acceptance.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DESGD 497R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Directed Studies in Graphic Design

Credit for work experience in graphic design.

DESGD 498R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA advisor's consent.
Taught	Contact Department
Programs	Containing DESGD 498R

Course Outcomes

Mentor-Assisted Project

Students will be able to meet regularly with a professor or mentor throughout the course of the semester to complete a project of their own choosing.

Top

Figure Drawing for Illustrators

Figure study for illustrators using a variety of media and methods. Readings, writings, and participation in course work exhibitions required.

DESIL 131

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Illustration pre-major or BA acceptance.
Taught	Fall, Winter, Spring
Programs	Containing DESIL 131

Course Outcomes

Design Aesthetics

Students will be able to portray the implied movement, gesture, silhouette, and shape-expression of the human figure as well as have a more refined aesthetic sensitivity and a greater understanding of design principles. Students will have the ability to emulate past and contemporary masters in developing energetic and spontaneous qualities in line and shape.

Structure and Proportion

Students will be able to draw the human model as a simplified manikin in a variety of poses and demonstrate an understanding of the three dimensional structure and basic proportions of the human figure. Students will have the ability to identify major anatomical landmarks and apply sight-measurement techniques to conceptualize and construct the figure in its essential tubular forms.

Form and Value

Students will be able to express how light describes the human form through contrast and chiaroscuro effects, as well as preserve spontaneity, energy, and accuracy while working from sustained poses. Students will have the ability to portray the appearance of mass and form with simple shapes using value changes to indicate halftones, highlights, shadows, and reflected light.

Theory, Context, and Analysis

Students will be able to discuss historical contexts and contemporary ideas about representational life drawing and critically analyze their own and other's work.

Methods and Materials

Students will be able to observe, perceive, and conceptualize the human form and more proficiently implement fundamental drawing techniques using mediums such as pastel, charcoal, graphite, and ink. Students will have the ability to craft a professional portfolio presentation and maintain a sketchbook for their observational studies and creative process.

↑Top

Introduction to Digital Illustration

Introduction to computer software programs specific to illustration.

DESIL
210

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	DES 114 & DES 115 & DESIL 131; Illustration BA or BFA acceptance.
Taught	Winter, Spring
Programs	Containing DESIL 210

Course Outcomes

Digital Media Workflow

Students will be able to implement digital painting methods and techniques using professional 2D graphics software to create studies and original illustrations.

Visual Production and Critique

Students will be able to produce creative visual solutions with ingenuity and imagination as well as develop a greater capacity for critiquing others' work and their own.

Ethics of Digital Imagery

Students will be able to discuss and analyze the legal, ethical, and spiritual aspects of illustration in digital media and culture.

Professional Design Processes

Students will be able to apply professional processes to the design and rendering of digital images.

Research Paper and Presentation

Students become familiar with other digital illustration professionals and how the digital medium is used in their work through a student research paper project and class presentation,

Top

Intermediate Life Drawing

Drawing the classic figure from gesture to finished rendering, emphasizing structure, anatomy, form, and medium.

DESIL 250

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 131; or DESAN 131; Illustration BA or BFA acceptance.
Taught	Fall, Winter, Summer
Programs	Containing DESIL 250

Course Outcomes

Skeletal and Muscular Landmarks

Students will be able to draw the skeletal structure and identify major muscle landmarks from reference and memory as well as have a deeper understanding of anatomy.

Tools and Procedures

Students will be able to implement knowledge of tools and procedures used in successful life drawing, including proportion, gesture, balance, foreshortened perspective, composition, drapery, and a high degree of 3-dimensional structure through light and shadow (folds).

Media Specialization

Students will be able to proficiently implement into their drawings at least one of the illustration mediums emphasized (nupastel, charcoal, conte crayon, graphite).

Top

Illustration 1

Illustrative concepts and problem solving with an overview of styles, techniques, methods, and materials.

DESIL 251

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DES 114 & DES 115 & DESIL 131; Illustration BA or BFA acceptance.
Taught	Winter, Summer
Programs	Containing DESIL 251

Course Outcomes

Materials and Methods

Students will be able to proficiently use the mediums of ink, graphite, and gouache, including being able to prepare, complete, and present a finished illustration with a high level of craft and care.

Visual Solutions

Students will be able to develop a procedure of deep exploration of ideas, engage in patterns of broad exposure to ideas in the visual arts, and utilize narrative and interpretive concepts.

Theoretical and Practical Understanding of Design

Students will be able to effectively apply principles and elements of value, composition, and color theory.

Professional Illustration Experience

Students will be able to understand and apply professional creative processes to finished illustrations and have a practical understanding of the patterns and problems related to illustration markets.

Top

Intermediate Digital Illustration

Intermediate problems in digital media.

DESIL 310

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 210; Illustration BA or BFA acceptance.
Taught	Fall, Spring
Programs	Containing DESIL 310

Course Outcomes

Illustration Process

Students will be able to utilize effective processes for developing studies and digital illustrations and demonstrate creative solutions for visual problems.

Digital Media Workflow

Students will be able to create original illustrations using digital painting methods and techniques of professional 2D graphics software.

Design Theory and Practice

Students will be able to synthesize and apply design principles including drawing, value, composition, color, and texture, and perspective.

Professional Application

Students will have a greater understanding of professional practices, market applications, and careers in digital illustration.

Ethics of Digital Imagery

Students will be able to discuss and analyze the legal, ethical, and spiritual aspects of illustration in digital media and culture.

↑Top

Advanced Life Drawing

Drawing the figure in modern or historical costume; developing drawing skills, especially relating to the draped figure.

DESIL 350R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 250; or DESAN 250R; Illustration BA or BFA acceptance.
Taught	Fall, Winter, Spring
Programs	Containing DESIL 350R

Course Outcomes

Professionally Competitive Life Drawing

Students will be able to implement professionally competitive life drawing skills based on accurate observation and an understanding of anatomical structure and proportion, perspective and foreshortening, and tonal theory.

Tool Proficiency

Students will be proficient with traditional drawing tools such as charcoal, conte crayon, nupastel, and graphite.

Design and Composition Mastery

Students will be able to demonstrate competency in figure placement, design, and composition. Student will have the ability to incorporate centers of interest in their drawings through editing, light pooling, and articulation of shape and detail.

Principles and Elements of Life Drawing

Students will be able to draw the figure convincingly in a traditional representational manner and proficiently use processes related to gesture, proportion, structure, gridding, value, edges, shape and form. Students will have the ability to implement a strong understanding of human anatomy to add strength and clarity to forms drawn as well as articulate specific shapes.

Draped and Undraped Figure Drawing

Students will be able to create convincing drawings of the figure in both draped and undraped situations with an emphasis on interpreting and translating rather than merely rendering the human form. They will learn the seven different folds and ways to use them in a variety of figure drawing settings.

↑Top

Illustration 2

Narrative illustration problems emphasizing academic study of the human figure using various media.

DESIL
351

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 251; Illustration BA or BFA acceptance.
Taught	Fall
Programs	Containing DESIL 351

Course Outcomes

Oil Painting Methods and Materials

Students will be able to proficiently use the oil medium, including mark-making with palette knives and brushes, selecting quality materials, observing subjects carefully, mixing colors accurately, using direct and indirect painting methods, and controlling pigments with suitable mediums to form various consistencies and textures.

Thematic Expression

Students will be able to create images that communicate uplifting ideas with clarity and taste, consider the potential for spiritually inspiring themes, and identify opportunities for positive cultural influence through the practice of illustration.

Composition, Drawing and Value

Students will be able to apply principles of design to representational painting, including compositional aesthetics and the role of value contrast in the naturalists depiction of form. Students will have the ability to identify appealing shapes and edges as well as control value to indicate plane, atmosphere, and spatial depth with simple masses of tone.

Color and Light

Students will be able to apply color theory to portray naturalistic effects of light striking objects as well as analyze the three fundamental attributes of color-hue, value, and chroma-to mix paint, match colors, and identify color temperature relationships. Students will have the ability to observe how light sources influence the color characteristics of objects and how surrounding objects alter reflected color.

Historical and Professional Context

Students will be familiar with historical and contemporary views of representational realist painting, including naturalistic and narrative approaches as well as metaphorical and conceptual ones. Students will have the ability to apply these ideas by synthesizing techniques and concepts to create an illustration that conveys a meaningful story or idea.

Top

Illustration 3

Conceptual illustration problems and market applications, using various media.

DESIL 352

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 131 & DESIL 251 & DESIL 351; Illustration BA or BFA acceptance.
Taught	Winter
Programs	Containing DESIL 352

Course Outcomes

Develop Media Competency.

Students will be able to demonstrate a clear understanding of the unique character of high viscosity acrylic paint and achieve a high degree of competency in its use.

Theoretical and Practical Understanding of Design

Students will be able to apply elements of composition effectively and apply sound principles of value and color theory.

Abstract Problem Solving

Students will be able to extract meaning from abstract concepts and create concrete visual symbols that communicate meaning to a broad audience.

Conceptual Illustration

Students will be able to produce unique styles appropriate to symbolic concepts, as well as develop a comprehensive understanding regarding markets where conceptual illustration is used.

Create exceptionally unique visual solutions.

Students will develop a practice of exploring different solutions to editorial concepts through the process of creating preliminary thumbnails, tonal studies and color comps. Through repeated practice in the generation of ideas they will also learn to discern and incorporate principles and elements of visual communication in editorial work aimed to reach an audience with a wide range of experiences.

Unique Visual Solutions

Students will be able to evaluate different solutions to editorial concepts through the process of creating preliminary thumbnails, tonal studies, and color comps. Students will have the ability to discern and incorporate principles and elements of visual communication in editorial work aimed to reach an audience with a wide range of experiences.

↑Top

Narrative Illustration

Narrative problem solving patterns. Use of character, mood, and environment to tell a story or develop conceptual ideas. Study of media, aesthetic principles, and classic story models.

DESIL
353

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 350R; Illustration BFA acceptance only.
Taught	Fall
Programs	Containing DESIL 353

Course Outcomes

Creating Marketable Illustrations

Students will be able to create marketable illustrations in concept, rough sketches, color comps, and finished art with an emphasis on effectively communicating story concept.

Life Drawing Mastery

Students will master life drawing based on deep observation through a proficiency in demonstrating a clear understanding of: anatomy, proportion, movement, balance, foreshortened perspective, a high degree of 3-dimensional structure through application of Chiaroscuro (soft form and hard edged cast shadows), composition, and drapery (folds).

Medium Specialization

Students will be able to demonstrate proficiency in at least one of the illustration mediums studied, including lino-cut, paper sculpture, dimensional maquettes, acrylics, gouache, or digital illustration.

Conceptual and Narrative Illustration Solutions

Students will be able to analyze and develop visual images based on narrative (literal) and limited conceptual (symbolic) illustration solutions.

Narrative Illustration Solutions

Students will analyze and develop visual images based on narrative (literal) illustration solutions.

Design Theory and Practice

Students will be able to incorporate a deep theoretical and practical understanding of design into their work.

↑Top

History of American Illustration 1 (1860-1930)

Survey of illustration in visual communication, emphasizing the birth of publishing and the golden age of American illustration, 1860-1930.

DESIL
355

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Illustration BA or BFA acceptance.
Taught	Winter odd years
Programs	Containing DESIL 355

Course Outcomes

History of Illustration

Students will be able to apply their knowledge of the historical and cultural influences that illustration has had on popular culture from the Victorian to the late Golden Age of Illustration by using specific aspects of artists' lives as a frame of reference when they are met with similar challenges, professionally or personally.

Top

History of American Illustration 2 (1930-Present)

Survey of American illustration in visual communication, emphasizing from 1930 to the present.

DESIL 356

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	DESIL 355; BA or BFA acceptance or Design minor. SIL 355
Taught	Winter even years
Programs	Containing DESIL 356

Course Outcomes

History of Illustration

Students will be able to apply their knowledge of the historical and cultural influences that illustration has had on popular culture from Norman Rockwell through contemporary illustration, including the new direction of media and image use, by using the specific aspects of artists' lives as a frame of reference when they are met with similar challenges, professionally or personally.

Top

Sketchbook

Using a sketchbook in visual thinking process: exploring ideas, recording visual experience, and developing fundamental drawing skills.

DESIL 357

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESAN 250R; or DESIL 250; Illustration BA or BFA acceptance or Animation BFA acceptance.
Taught	Fall, Spring
Programs	Containing DESIL 357

Course Outcomes

Drawing Skills

Students will be able to sketch from life at different locations.

Sketchbooks

Students will be able to use a sketchbook to improve their work through ideation and creative process, and strengthen these skills through study of other artist's use of sketchbooks.

Sketchbook Use in Portfolios

Students will be able to understand how sketches have been used historically and how sketchbooks factor in as major components of portfolios and jobs.

Top

Character Design for Illustrators

Concepts and projects dealing with the interpretation and stylization of human and animal characters applied to children's markets, caricature, animation, and humorous illustration.

DESIL 358

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 251; or DESAN 265
Taught	Fall
Programs	Containing DESIL 358

Course Outcomes

Visual Narrative Communication

Students will be able to create memorable, original character and creature concepts that demonstrate a strong understanding of the narrative foundations of visual design, the influence of the story world or setting, and the relationship between form and function. Students will have the ability to visually communicate not just physical attributes, but also cultural histories, personalities, attitudes and motivations of characters.

Art Direction and Stylistic Coherence

Students will be able to contribute to a collaborative design process in a team setting and communicate with other designers to adapt individual artistic styles to achieve a unified look and feel for a studio project. Students will have the ability to understand the role of art direction in developing a coherent, appealing visual style for a story world.

Ideation, Research, and Reference

Students will be able to utilize their individual creative process founded on sound practices of visual ideation, research, observation, and reference-gathering and acquire sufficient understanding of human and animal anatomy to design believable characters and creatures by combining reference with imagination. Students will have the ability to apply a working knowledge of costume history, armor and weapon design, construction, and culture.

Individual Vision and Professional Presentation

Students will be able to develop an original, individual vision and style for a fictional story world as well as prepare and deliver an effective pitch for that world with its cast of characters and creatures. Students will have the ability to discuss and analyze peers' pitches to explore various approaches and improve methods.

Design Theory and Process

Students will be able to understand the key role of shape language in visual development, distinguish between the design processes of concept art and production illustration, and apply design principles regarding shape, silhouette, gestalt, composition, negative space, color, pattern and texture.

Top

Practicum in Illustration

Market applications, portfolio preparation, advertising patterns, and other aspects of the illustration business. Individual portfolio projects designed to develop personal illustration skills.

DESIL 359

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DES 111 & DES 114 & DES 115; Sophomore courses.
Taught	Fall Term 2, Winter Term 2

Course Outcomes

Visual Communication

Student will be able to apply the basic principles of visual communication in their illustration.

Illustration Genres

Students will be able to identify the different illustration genres, including publishing, juvenile literature, editorial, gaming, concept design, character design, and portraiture.

Top

Special Topics

Advanced studio course offering an in-depth study of a specialized topic in illustration. Focuses on a selected collaborative project or a conceptual, practical or technical issue relevant to current concerns in the discipline.

DESIL
394R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Illustration BA or BFA acceptance.
Taught	Fall, Winter
Programs	Containing DESIL 394R

Course Outcomes

Please contact the individual department for outcome information.

Top

Advanced Digital Illustration

Advanced problems in digital media and markets.

DESIL
410

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 310; or DESAN 365R
Taught	Winter
Programs	Containing DESIL 410

Course Outcomes

Digital Media Fluency

Students will be able to apply 2D and 3D illustration applications to solve creative problems for print, video, and interactive media.

Digital Illustration Process

Students will be able to create 3D illustrations based on original concept designs as well as paint and apply surface textures using 2D and 3D graphics software.

Design and Color Theory

Students will be able to apply principles of 2- and 3-dimensional design and color theory to create appealing, professional-quality work.

Thematic Expression

Students will be able to communicate meaningful, uplifting themes effectively through narrative and symbolic imagery.

Professional Application

Students will be able to explore professional practices and market applications for digital illustration.

Top

Painting the Human Head

Studio course emphasizing figurative painting from live models, with an emphasis on unique aspects of portraiture and coloring of the human face.

DESIL 450R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 350R; Illustration BA or BFA acceptance.
Taught	Winter
Programs	Containing DESIL 450R

Course Outcomes

Oil Painting

Students will be able to demonstrate solid craftsmanship with the oil painting medium and brushes as well as excel in the application of value and color design.

Structuring and Painting the Human Head

Students will be able to apply a variety of elements and procedures to create interpretations of the human head in primarily draped situations, including proportion, measuring and construction, positive and negative shapes, angles, geometric shapes and anatomy, identifying landmarks, using light and shadow, atmospheric perspective, edges, and understanding the variety of male and female and ethnic head types.

Color and Tempurature

Students will be able to understand principles of color theory, including the three dimensions of color and the principles related to temperature of color. Students will have the ability to convincingly execute and communicate sound color principles as they work through a variety of palettes from very limited to full-color palettes.

Illustration Composition

Students will be able to know and apply figure-ground relationships, narrative content, conceptual ideation, and staging and positioning principles.

"Seeing" and Translating

Students will be able to utilize the skills of "seeing" and translating rather than merely rendering the human head.

Top

Senior Illustration Studio 1

Senior Illustration BFA students develop a cohesive portfolio of original work, as evidence of conceptual and theoretical understanding, substantial technical ability, creative range and individual expressive quality.

DESIL 451

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	
Programs	Containing DESIL 451

Course Outcomes

Communicating Story Concept

Students will be able to create marketable illustrations as well as execute a variety of concepts through rough sketches, tonal studies, color comps, and finished art. Student will have the ability to effectively communicate symbolic or story concept.

Medium Specialization

Students will be able to demonstrate proficiency in at least one of the illustration mediums studied, including oil, acrylics, gouache, mixed media, or digital.

Design Theory and Practice

Students will be able to apply a deep theoretical and practical understanding of design.

Conceptual Illustrations

Students will be able to analyze and develop visual images based on conceptual (symbolic) illustration solutions.

Narrative Illustrations

Students will be able to analyze and develop visual images based on narrative (literal) illustration solutions.

Top

Senior Illustration Studio 2

Advanced assignments in illustration; individual portfolio preparation.

DESIL 452

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 451
Taught	
Programs	Containing DESIL 452

Course Outcomes

Figure Staging

Students will be able to stage figures in illustration compositions according to professional standards, including placing and relating the figure relative to context and creating appropriate lighting for stories.

Media Competency

Students will be able to understand and utilize the unique character of their preferred mediums.

Design Theory and Practice

Students will be able to apply a deep theoretical and practical understanding of design as well as be implement principles and elements of composition, color theory (particularly related to depicting human form), and skills in both observation and invention of color.

Top

Illustration 4

Extensive study painting landscape on location, applying advanced concepts in color theory and composition. Projects include color studies, finished landscape paintings and creatively designed environment illustrations, combining observation of nature with visual reference and research.

DESIL
453

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 351; Illustration BFA acceptance.
Taught	Fall, Spring
Programs	Containing DESIL 453

Course Outcomes

Landscape Painting Theory and Practice

Students will be able to proficiently apply outdoor painting concepts, methods, and techniques involving oils and/or watercolors such as principles of natural light and the theory of varied environmental conditions. Students will also be able to apply their knowledge of the history and contemporary practice of plein-air painting.

Outdoor Painting as Illustration Process

Students will be able to paint successfully observed studies of the natural landscape *en plein air* and utilize the practice in the creative process to develop studio illustrations. Students will also be able to gather, interpret, and utilize supplemental photographic landscape reference.

Design and Color Theory & Practice

Students will be able to apply principles of design, composition, light and shadow, linear and atmospheric perspectives, and color theory to outdoor studies and studio illustrations. Students will be able to use color as a narrative and thematic tool and apply it consistently throughout a series of sequential pieces.

Aesthetic and Communicative Appreciation

Students will be able to appreciate the order and beauty of the natural environment, the aesthetics of light and color, and the environment as an artistic subject to communicate uplifting narratives, themes, and concepts.

↑Top

Concept Design

Illustration methods and creative processes used to solve visual problems for entertainment production design. Faculty-led teams research, visualize, and render original compositions, characters, environments, creatures, vehicles and props.

DESIL 457

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 310; or DESAN 365R; Illustration BA or BFA acceptance or Animation BFA acceptance.
Recommended	DESIL 250; DESIL 351; DESIL 453.
Taught	Fall
Programs	Containing DESIL 457

Course Outcomes

Professional Preparation

Student will be able to apply the best practices, processes, literature, and tools of the concept design field and will have a working knowledge of past concept artists and leading contemporaries as they identify personal artistic influences and professional opportunities.

Conceptualization, Visualization and Analysis

Students will be able to competently implement skills such as creative conceptualization through observation, effective visualization through individual artistic study and practice, and meaningful analysis through group critiques and faculty assessments.

Design Process and Teamwork

Students will be able to apply design processes that emerge from fluid ideation and research, advance through critical analysis, revision, and iteration, and result in original outcomes. Students will be able to adapt individual art practice to the visual direction of a team project and contribute meaningfully within given aesthetic parameters.

Visual Communication

Students will be able to utilize the visual languages of literal, symbolic, and emotive representation through characterization, personification, aesthetic design, and applied color theory. Students will be able to implement creative design solutions and visual storytelling strategies to appeal to, and communicate with, a diverse audience via entertainment media.

Thematic Expression

Students will be able to create images that communicate uplifting ideas with clarity, express spiritually inspiring themes through the narrative and conceptual aspects of creative work, and identify opportunities for positive cultural influence through the concept design field.

Top

Advanced Concept Design

Synthesis of advanced principles and methodologies in illustration to solve complex visual problems of production design. Students work within stated narrative and aesthetic perimeters to develop original ideas from research to production-ready concept artwork.

DESIL
458

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESIL 457; or DESAN 361R; Illustration BFA acceptance or Animation BFA acceptance.
Recommended	DESIL 358, 410, 453.
Taught	Winter
Programs	Containing DESIL 458

Course Outcomes

Visual Development Direction

Students will be able to compose a visual style guide, present it to peers for review, and apply it to the story world of a project.

Concept Design Process

Students will be able to define and implement an effective creative process for developing original designs based on observed professional-level art and process and established work ethic.

Personal Vision

Students will be able to develop a series of creative, stylistically unique, and story-driven designs to portray a fictional world.

Thematic Expression

Students will be able to communicate meaningful, uplifting themes through narrative and symbolic imagery.

Professional Application

Students will be able to create and publish an online portfolio of concept artwork.

Top

Professional Practices for Illustrators

Business aspects of the illustration profession.

DESIL 488

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	BFA or BA acceptance.
Taught	Fall
Programs	Containing DESIL 488

Course Outcomes

Professional Preparation

Students will be able to apply leadership principles, practice business ethics, and complete creative objectives necessary to embrace the transition from academic life to that of a committed professional artist.

Practices in the Market

Students will be able to understand professional illustration practices and the current state of the market as well as how the business of illustration is operated and the current issues affecting it. Students will be able to understand and incorporate into their own practice social outreach strategies, networking practices, tax preparation, contracts and licensing, website design, marketing, and pricing of artwork.

Personal and Visionary Business Strategy

Students will be able to ponder, appraise, and incorporate their academic experience into a personal and visionary business strategy that reflects an understanding of diverse market trends. Students will be able to locate and network with potential clients and contacts and generate supportive associations and structures within their chosen fields of expertise.

Top

Special Problems in Illustration

Individual study in illustration.

DESIL 494R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only. Must get a permission to add code from instructor before enrolling.
Taught	Contact Department
Programs	Containing DESIL 494R

Course Outcomes

Individual Projects

Students will be able to write and present a proposal for individual creative work. Students will be able to conceive and produce a unique body of work using skills learned in other classes and apply their gained knowledge to individual projects.

Top

BFA Illustration Final Project

Advanced individual project in illustration with miminum guidance, showing a high degree of competence.

DESIL
497R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Illustration BFA advisor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DESIL 497R

Course Outcomes

Professional Illustration

Students will be able to conceive and produce a professionally competent body of creative work and demonstrate mastery of the medium best suited to their portfolio and market application. Students will be able to design, create, and display a consistent body of creative work.

Research

Students will be able to research, write, and incorporate their findings into creative work and incorporate their research findings into the nature of their market focus.

⬆Top

Directed Studies in Illustration

Course credit for work experience in illustration.

DESIL 498R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Illustration BFA advisor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DESIL 498R

Course Outcomes

Work-related Experience

Students will be able to work in variety of professional situations and take what they have learned from other classes and apply that knowledge to the work-related environment.

↑Top

Introduction to Photography and Digital Workflow

Basic camera techniques and digital capture, developing entry-level skills in digital imaging workflow, developing skills with industry-related software and working methods. Lighting two-dimensional work for portfolio documentation.

DESPH 116

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Pre-graphic design, pre-illustration, pre-photography, pre-design, pre-ARTED major/minor status.
Taught	Fall, Winter, Spring, Summer
Programs	Containing DESPH 116

Course Outcomes

Technical Competency

Students will be able to understand the basic aspects of photography dealing with composition and subject matter and understand the technical aspects of photography, ISO, Shutter and Exposure.

Good Design

Students will be able to sensitively compose photographs using the elements and principles of good design.

Effective Use of Light

Students will be able to effectively use light in general and use it to define form.

Seeing and Creativity

Students will be able to see photographically and think creatively.

Digital Imaging Workflow

Students will be able to develop a personal digital imaging workflow to manage their creative output.

Top

Introduction to Digital Imaging

Photographic digital imaging, including scanning, digital capture, color management, software instruction, print output, and archiving.

DESPH 120

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 116; Photography pre-majors only.
Taught	Winter
Programs	Containing DESPH 120

Course Outcomes

Camera Systems

Students will be able to apply entry-level, professional skills with professional digital and traditional camera systems, including those of small, medium, and large format.

Digital Workflow

Students will be able to apply entry-level, professional skills with digital workflow, including skills with relevant industry related software and working methods.

Two-dimensional Images

Students will be able to apply skills in two-dimensional image design and composition.

Adobe Photoshop

Students will be able to confidently and effectively use Adobe Photoshop for creative expression, efficient use of digital workflow, and making quality digital prints.

Digital Image Capture

Students will be able to implement the unique characteristics of digital image capture using digital cameras.

Film and Print Scanning

Students will be able to understand the fundamentals of successful film and print scanning in order to be comfortable working on most scanner platforms.

Top

Introduction to Lighting

Introduction to studio lighting for photographers. Using light as a medium for creating expressive imagery.

DESPH
140

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 116
Taught	Fall, Winter
Programs	Containing DESPH 140

Course Outcomes

Illustration Lighting and Camera Techniques

Students will be able to implement professional lighting and camera techniques required to produce photographic illustrations for advertising, still life, fine art, layout, and other applications.

Workflow Techniques

Students will be able to use professional workflow techniques of capturing digital photographic images with small, medium, and large format cameras directly to the computer for critical analysis and refinement in the studio.

Photographic Assisting

Students will be able to demonstrate the important skills, qualities, and talents related to being photographic assistants.

Professionalism

Students will be able to execute and present their work in a professional manner consistent with today's working environment.

Top

Moving Image and Video Art 1

Introduction to videography. Fundamental techniques and processes used in capturing and editing moving imagery.

DESPH 260

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Photography emphasis acceptance, DESPH 140.
Taught	Winter
Programs	Containing DESPH 260

Course Outcomes

Two Dimensional Image Design and Composition

Students will be able to understand the basic elements of two dimensional image design and composition, including the ability to effectively communicate ideas.

Camera Techniques and Style

Students will be able to demonstrate the beginning techniques of making a moving image, including skills with ISO, Shutter, Aperture and composition and camera movements.

Lighting

Students will be able to demonstrate the basic skill of lighting, three-point lighting, location lighting, natural lighting, and artificial lighting.

Editing

Students will be able to edit images using the most current editing software.

Top

Introduction to Black and White Photography and Darkroom Techniques

Basic camera and darkroom techniques emphasizing black and white film processing and printmaking with concern for visual communication, aesthetics, and personal expression.

DESPH 270

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Photography emphasis acceptance.
Taught	Fall
Programs	Containing DESPH 270

Course Outcomes

Entry Level Processing and Printing

Students will be able to apply entry level skills of processing and printing traditional (meaning film vs. digital) black and white photographs, including a variety of special effect techniques.

35mm and Medium Format Camera Skills

Students will be able to apply entry level professional skills associated with traditional 35mm and medium format film camera systems.

Top

Advanced Black and White Film Photography

Camera and darkroom techniques using the zone system for exposure and development control of large format negatives and prints.

DESPH 273

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 270
Note	Lab required.
Taught	Fall
Programs	Containing DESPH 273

Course Outcomes

Zone System

Students will be able to apply advanced black and white techniques of the Zone System, including large format camera techniques.

Critical Thinking and Decision Making

Students will be able to apply critical thinking and decision making techniques and demonstrate the intellectual skills that are necessary in controlling the photographic process.

Advanced Exposure and Film/Print Controls

Students will be able to apply advanced exposure and development controls of film and prints, including the presentation skills associated with the fine photographic print.

Top

Interpretative Portraiture

The genre of portrait photography as a means of interpretation and exploring the human experience.

DESPH 275

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	DESPH 116 & DESPH 120
Taught	Winter
Programs	Containing DESPH 275

Course Outcomes

Effectively Light People

Students will be able to apply useful lighting skills to effectively photograph people.

Develop Post-Production Imaging Techniques

Students will be able to implement post-production digital imaging skills useful in editing people photography.

Develop Basic Business Practices

Students will be able to apply basic business practices associated with the field of portrait and people photography

Top

Editorial Photography

DESPH 276

Hours	Arr Credit, Arr Lecture, Arr Lab
Prerequisites	DESPH 120 & DESPH 140
Taught	Winter

Course Outcomes

Editorial Techniques and Styles

Students will be able to use the techniques and styles used in editorial photography with and emphasis on content, concept, and narrative as used in photojournalism, documentary, and photo-reportage, including techniques used to tell stories and persuade thought and opinion in editorial media.

Portable Flash Systems

Students will be able to implement camera and lighting techniques used in location editorial photography, including the use of portable dedicated and non-dedicated flash systems.

Historic and Contemporary Photographers

Students will be able to identify the styles and techniques used by a variety of significant editorial photographers both historic and contemporary.

Top

Visual Storytelling

Narrative storytelling through the medium of photography. Concepts, techniques and styles used in photojournalism, documentary, and photoreportage.

DESPH 276

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 120 & DESPH 140
Taught	Winter
Programs	Containing DESPH 276

Course Outcomes

Editorial Techniques and Styles

Students will be able to use the techniques and styles used in editorial photography with and emphasis on content, concept, and narrative as used in photojournalism, documentary, and photo-reportage, including techniques used to tell stories and persuade thought and opinion in editorial media.

Portable Flash Systems

Students will be able to implement camera and lighting techniques used in location editorial photography, including the use of portable dedicated and non-dedicated flash systems.

Historic and Contemporary Photographers

Students will be able to identify the styles and techniques used by a variety of significant editorial photographers both historic and contemporary.

↑Top

Moving Image and Video Art 2

Advanced studies in videographic storytelling.

DESPH
360

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 260; acceptance into BFA degree program.
Taught	Fall
Programs	Containing DESPH 360

Course Outcomes

Cinematography and Style

Students will be able to utilize advanced level techniques of the moving image and understand how professional cinematographer's work. Students will be able to identify their own style and camera movements within the medium.

Lighting

Students will be able to use advanced lighting techniques in working with the moving image, lighting locations, and specific subjects within their own aesthetic identity.

Editing

Students will be able to edit their own images for presentation based on skills learned in DESPH 260.

Sound

Students will be able to utilize the basics of sound recording for the moving Image.

Top

Survey of Applied Photography

Introduction to a broad range of photographic applications, including copy work, portraiture, editorial, architectural, and photojournalism.

DESPH
370

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 140
Recommended	DESPH 120.
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Still Life Photography

Camera and studio techniques to produce illustrations for advertising layout and other media.

DESPH 372

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	BFA acceptance.
Note	Lab required.
Taught	Fall
Programs	Containing DESPH 372

Course Outcomes

Illustration Lighting and Camera Techniques

Students will be able to apply professional lighting and camera techniques required to produce photographic illustrations for advertising, still life, fine art, layout, and other applications.

Workflow Techniques

Students will be able to implement professional workflow techniques of capturing digital photographic images with small, medium, and large format cameras directly to the computer for critical analysis and refinement in the studio.

Photographic Assisting

Students will be able to apply important skills, qualities, and talents related to being photographic assistants.

⬆Top

Practicum in Photography

Professional portrait studio practices, including lighting, working with people, basic business practices; portfolio preparation, advertising and marketing.

DESPH
373

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	DES 111 & DES 115 & DESPH 270
Taught	Fall, Winter
Programs	Containing DESPH 373

Course Outcomes

Visual Communications

Students will be implement the principles of visual communication and apply them to their photography.

Photography Genres

Students will be able to incorporate their skills into genre specific explorations, including location lighting, mood development, tabletop studio lighting for product, and the creation of journalistic and editorial photography.

Studio Practices

Students will be able to understand the studio practices necessary to run an independent photography studio.

Top

Alternative Photographic Processes

Advanced studio photography course exploring colloidal and other alternative photographic processes.

DESPH 377R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Lab required.
Taught	Winter
Programs	Containing DESPH 377R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

History of Photography

Origin and development of photographic aesthetics.

DESPH
379

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Design Core.
Taught	Fall
Programs	Containing DESPH 379

Course Outcomes

Scope

Students will be able to understand the history of photography from the nineteenth-century to the present.

Style

Students will be able to articulate the characteristics of the period styles, processes, techniques, cultural uses, and philosophies of key photographers in Europe and the Western Hemisphere. Students will be able to analyze and identify important photographs and collections in terms of style, patronage, reception, and meaning.

Research Skills

Students will be able to apply art historical research skills in conducting advanced research focused on a single photographer or photograph.

State of Research

Students will be able to situate their informed, original ideas within the best publications and reviews of period photography.

Sources

Students will be able to demonstrate familiarity with advanced research skills and best research practices as taught by the course professor and supported the HBLL Art History and Photography research guides. Students will also be able to use acceptable style guides.

Top

Special Topics

Project-based studio course for photographers.

DESPH 394R

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 120 & DESPH 140 & DESPH 260; Photography BA and BFA majors.
Recommended	DESPH 372, 377R, 475, 478.
Taught	Fall, Winter
Programs	Containing DESPH 394R

Course Outcomes

Course Outcome

This course will be adjusted by faculty based on student demand or relevant topics in the field.

Top

Computer Applications Studio for Photographers

Individual photography project using high-end hardware and software.

DESPH 410R

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Photographic Field Study

On-location study of photography.

DESPH 411R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Directed Studies in Photography

Students will be able to participate in a mentored, off-campus learning environment during the completion of a field study project.

↑Top

Senior Portfolio

Individualized portfolio development to prepare students for entrance into professional practice or graduate school.

DESPH 442

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	DESPH 120 & DESPH 140
Recommended	DESPH 372, 377R, 475, 478.
Taught	Winter
Programs	Containing DESPH 442

Course Outcomes

Trends and Professional Practice

Students will be able to study and research their specific focus of photography to learn the current trends of the art and professional market.

Portfolio Development

Students will be able to develop and propose a project that will help them in developing their own voice in the medium of photography.

Exploration

Students will be able demonstrate a working knowledge of various methods of photography.

Top

Advanced Location Photography

Lighting and photographing architecture, products, people, and concepts in environmental settings for the editorial, corporate, industrial, and advertising industry.

DESPH 475

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	BFA acceptance.
Taught	Fall
Programs	Containing DESPH 475

Course Outcomes

Photographing Architecture

Students will be able to effectively photograph architecture (residential, commercial, and religious).

Location Photography

Students will be able to apply skills in professional location photography, including those connected to corporate, industrial, editorial, and advertising photography.

Professional Portfolio

Students will be able to create and refine their portfolios (electronic and print versions) for professional presentation purposes.

Top

Nature Photography

Techniques of professional nature and landscape photography.

DESPH 477R

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Instructor's consent.
Taught	Spring, Summer
Programs	Containing DESPH 477R

Course Outcomes

Nature Photography Techniques and Philosophies

Students will be able to apply the techniques and philosophies associated with photographing nature, landscape, and wildlife, including incorporating the techniques of several master landscape and wildlife photographers.

Natural Light and Weather Conditions

Students will be able to understand natural light and weather conditions related to photography as well as be aware of the natural world, including flora, fauna, earth forms, and sky objects.

Creative Decision Making

Students will be able to apply creative decision making skills related to camera controls and compositional theories in making emotive and connotative photographs of the natural world.

↑Top

Fine Art Photography

Fine art approaches to photography, including conceptual, social, and aesthetic values.

DESPH 478

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	DESPH 377R.
Taught	Fall
Programs	Containing DESPH 478

Course Outcomes

Fine Art Photography Analysis

Students will be able to understand, analyze, and broaden their perspective of contemporary movements in fine art photography.

Critical Evaluation and Critique Strategies

Students will be able to apply and support critical evaluation, self motivations, and critique strategies of their own work as well as the work of others.

Gospel Standards and Contemporary Art

Students will be able to successfully incorporate gospel standards while navigating through the environments of contemporary art movements.

↑Top

Professional Practices for Photographers

Business aspects of the photographer's profession.

DESPH 488

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	BFA or BA acceptance.
Taught	Winter
Programs	Containing DESPH 488

Course Outcomes

Photography Business Management

Students will be able to apply basic skills and concepts of earning a living and running a photographic business, including legal business organization models, writing a business plan, calculating fixed overhead, and variable business expenses.

Effective and Competitive Pricing

Students will be able to effectively and competitively price and market their photographic work.

Photographic Assisting

Students will be able to implement important skills and attributes of being photographic assistants.

Top

Special Problems in Photography

Individual study in photography of special interest.

DESPH 494R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Trends and Collaboration

Students will be able to engage in a collaborative project with another department or learn a trend within the photographic medium that is relevant to the shift in trends in the professional or artistic world.

Top

BFA Photography Final Project

Advanced individual project in photography showing a high degree of competence.

DESPH 497R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA advisor's consent.
Taught	Fall, Winter
Programs	Containing DESPH 497R

Course Outcomes

Research Paper

Students will be able to research and write a thesis paper culminating in a Capstone photographic project.

Top

Directed Studies in Photography

Credit fort work experience in photography.

DESPH 498R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA advisor's consent.
Taught	Contact Department

Course Outcomes

Self Directed Project with Mentorship

Students will be able to use a specific technical or conceptual practice in relationship to the photographic medium.

↑Top

Humanities Technology: Tools & Skills

Introduction to the skills required to create teaching and research applications in the Humanities; fundamental principles and skills of programming; principles of interface and human/computer interaction; critical problem solving.

DIGHT 210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DIGHT 210

Course Outcomes

Information Flow & Structure

Students will be able to model the flow and structure of information between users and application.

Logical Reasoning

Students will be able to reason logically and think critically to solve basic programming problems.

From the Abstract to the Concrete

Students will be able to convert abstract design requirements into machine-executable code.

↑Top

Introduction to the Digital Humanities

Introduction to the premises and practices of the Digital Humanities. Exploration of current technology used in Digital Humanities research.

DIGHT 215

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DIGHT 215

Course Outcomes

Models of Digital Humanities

Students will understand one or more models of organization applied to digital humanities research and development.

Evaluate Technology

Students will be able to evaluate the utility of new technology for use in the Humanities.

Novel Uses for Technology

Students will be able to propose new uses for technology based on unmet needs in the Humanities.

Top

Introduction to Print Publishing

Introduction to layout and typesetting and their place in the publications process; includes graphic design theory, audience analysis, and basic skills with professional desktop publishing application.

DIGHT 230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing DIGHT 230

Course Outcomes

Typesetting's Place in Publishing

Students will situate typesetting and printing within the scope of the publishing process as a whole.

Typesetting Software

Students will master the basic functions of Adobe InDesign for the purpose of typesetting various publications.

Design Principles

Students will use a set of basic design principles (proximity, alignment, repetition, contrast) to improve the quality of their publications in InDesign.

Photo Editing Software

Students will be familiar with Adobe Photoshop and some of its uses in print publishing.

Groupwork

Students will work effectively in groups to produce high quality printed material.

Top

Web Publishing

Overview and introduction to web programming as a form of expression. Includes HTML, CSS, and some JavaScript.

DIGHT 250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing DIGHT 250

Course Outcomes

The Context of Web Technologies

Students will evaluate new web technologies in light of the general history of the web.

Website Production

Students will be able to draft, design, and code static web content, and then post that content to a publicly-accessible web server.

HTML/CSS/JavaScript Skills

Students will have a mastery of HTML/CSS syntax, common HTML elements/attributes/properties, and basic skill with JavaScript.

↑Top

Tools for Text Processing and Analysis

Introduction to tools and techniques suited for use with text analysis, including basic text encoding, text preparation, basic regular expression, and concordance programs.

DIGHT 260

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing DIGHT 260

Course Outcomes

Text Representation in Computers

Understand how text is represented in computers. This includes 8-bit code points and various encodings of Unicode.

Regular Expressions

Be able to construct regular expressions and apply them to text files to search for patterns and make changes.

Regular Expressions and Procedural Scripting

Be able to use regular expressions in conjunction with a procedural scripting or general purpose programming language.

Top

Introduction to Localization

Internationalization and localization of websites and software. Introduction to other digital project types. Cultural internationalization and localization. Includes elements of technical internationalization and localization such as locales and regional settings; character encoding, placeholders, logic, etc.

DIGHT 270

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Four semesters of foreign language or equivalent.
Taught	Fall
Programs	Containing DIGHT 270

Course Outcomes

Understanding the field

Students will learn the parameters of the emerging field of localization in a context of globalization and be able to recognize potential needs for localization work.

Localization technique and technology

Students will demonstrate capacity to practice localization of various technologies.

Top

Programming in the Humanities

Intermediate topics in programming and creating teaching and research applications in the Humanities, including digital media integration, networked and mobile applications.

DIGHT 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DigHT 210 or instructor approval.
Taught	Winter
Programs	Containing DIGHT 310

Course Outcomes

Logical Reasoning

Students will be able to reason logically and think critically to collaboratively solve significant programming problems.

Advanced Programming Concepts

Students will understand advanced programming concepts: object orientation, data-driven applications, encapsulation, etc.

Databases and Web Services

Students will know how to integrate databases, web services, and basic server side scripting.

From the Abstract to the Concrete

Students will be able to convert abstract design requirements into machine-executable code.

Top

Research in the Digital Humanities

Applications of computer technology to research in the Digital Humanities across language and literature, e.g. text processing, data mining, information storage and retrieval, etc.

DIGHT 315

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DIGHT 215
Recommended	DigHT 260.
Taught	Winter
Programs	Containing DIGHT 315

Course Outcomes

Research

Students will demonstrate an advanced level of knowledge in a chosen specialty area and conduct research in that area.

Top

Print Publishing 2

Advanced application of digital layout and typesetting. Includes audience analysis, color theory, and photo preparation.

DIGHT
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DIGHT 230
Taught	Winter
Programs	Containing DIGHT 330

Course Outcomes

Criticism of Print

Students will be able to offer useful and appropriate criticism of printed material.

Print Design Software

Students will master advanced techniques in Adobe InDesign including styles, libraries, and indexing.

Photo Adjustment

Students will be able to adjust color, exposure, and other visual characteristics of photographs (Adobe Photoshop).

Typsetting

Students will be able to typeset professional publications including books and magazines.

↑Top

Web Information Technologies

Using advanced web applications and services to create dynamic, database-driven Web sites. Integrating database methods with web publishing approaches and principles. Techniques for Web-based Digital Humanities applications such as crowd-sourced markup, automatic data visualizations, etc.

DIGHT 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DigHT 250 or instructor approval.
Taught	Fall, Winter
Programs	Containing DIGHT 350

Course Outcomes

Information Schemas

Students will be able to organize information in various electronic schemas.

Information Extraction

Students will be able to extract information across a variety of electronic relationships.

Information Routines

Students will be able to routinize the insertion, extraction, manipulation, and reporting of information.

Top

(DigHT-Ling) Programming for Text Processing and Analysis

Development of computer applications for research in language and literature (text processing, retrieval, and analysis) in one or more programming languages (e.g., Perl, Python, etc.).

DIGHT 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 100 or equivalent experience.
Taught	Fall, Winter
Programs	Containing DIGHT 360

Course Outcomes

Understanding of Unicode

Students will have an advanced understanding of Unicode and its advantages over ASCII and other text encoding standards.

Locate Complex Patterns and Make Substitutions

Students will be able to locate complex patterns and make substitutions (e.g., using technologies such as Perl, Python) within texts for the purpose of manipulating and analyzing texts and corpora.

↑Top

Tools Development Seminar

Individual or group development of new technological tools with use in the Digital Humanities.

DIGHT 390R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	DIGHT 250; or DIGHT 260; or DIGHT 350
Taught	Contact Department
Programs	Containing DIGHT 390R

Course Outcomes

Topical Kowledge

Students will have knowledge regarding the special topic selected by the instructor.

Top

Digital Humanities Research Seminar

Individual or group research of original problems in Digital Humanities research.

DIGHT 395R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DIGHT 215
Recommended	DigHT 315.
Taught	Contact Department
Programs	Containing DIGHT 395R

Course Outcomes

Research

Students will demonstrate an advanced level of knowledge in a chosen specialty area and conduct research in that area.

↑Top

Digital Humanities Project

Original research project on open questions within the Digital Humanities field. Content and/or technology advisor is required.

DIGHT
495R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Any DigHT 300-level course or instructor approval.
Taught	Fall, Winter, Spring
Programs	Containing DIGHT 495R

Course Outcomes

Project Proposal

Students will be able to draft written proposals for products/techniques they hope to develop.

Work with Clients

Students will be able to negotiate and meet the demands of a sponsor/client to develop technology solutions.

Solve Problems

Students will be able to apply their technology skills to solve a real problem they or someone else has.

Top

Technology Internship

Sponsored development of technology tools for application within the Digital Humanities (e.g. print or electronic publishing production, courseware/software development, museum/collection/textbase management, language/linguistic tools, etc.). Approval by project sponsor, DigHT Coordinator, and BYU Internship Office are required.

DIGHT 496R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Any DigHT 300-level course or instructor approval.
Taught	Fall, Winter, Spring
Programs	Containing DIGHT 496R

Course Outcomes

Professional Environment

Students will be able to complete tasks related to DHT skills in a professional environment.

Professional Level

Students will be able to apply at least one DHT-related technology at a professional level.

Professional Traits

Student will be able to demonstrate professional traits such as promptness, positive demeanor, well-spokenness, etc.

↑Top

Language Study: Dutch

Survival-level conversation, reading, listening, and culture skills in the target language.

DUTCH 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Dutch

Basic language skills.

DUTCH 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Dutch

Basic language skills.

DUTCH 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	DUTCH 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Dutch

Conversation, vocabulary building, and reading and writing skills, emphasizing reading.

DUTCH
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	DUTCH 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

DUTCH 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	DUTCH 201
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversation

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

↑Top

Language Skills Development: Dutch

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

DUTCH 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Third-Year Conversation

Advanced conversational skills.

DUTCH 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	DUTCH 211R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversations

Speak comfortably about predictable, familiar topics related to daily activities and current events; this includes the ability to initiate, maintain, and close conversations and to ask and respond to questions.

Organized Speech

Begin to speak in "oral paragraphs."

Strategies

Apply appropriate strategies to deal with unpredictable language situations.

Pronunciation and Accuracy

Be understood by native speakers unaccustomed to dealing with non-native speakers.

↑Top

Advanced Grammar: Dutch

Systematic review of grammar and syntax of target language.

DUTCH 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Teacher may waive prerequisite based on prior experience
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Dutch

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

DUTCH 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing DUTCH 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Dutch Literature

Readings from the best Dutch literature. Introduction to basic literary concepts.

DUTCH 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Dutch 201 or foreign residence.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	Contact Department
Programs	Containing DUTCH 340

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Dutch

Concentration on target-language and target-culture issues for specific careers.

DUTCH 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	DUTCH 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Top

New Student Seminar

Overview of electrical and computer engineering with group and individual design projects.

EC EN 191

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing EC EN 191

Course Outcomes

Understand ECEn

Understand the discipline of electrical and computer engineering and its many roles in the modern technological world.

↑Top

Academic Internship

Work experience evaluated by supervisor and posted on student's transcript.

EC EN 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department chair's and internship coordinator's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Student acquires professional experiences in the discipline.

Student demonstrates professional communication skills (report).

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

↑Top

Fundamentals of Digital Systems

Digital logic: theory, design, and implementation of combinational and sequential logic. Laboratory experience in construction of digital logic circuits.

EC EN 220

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	C S 142 or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing EC EN 220

Course Outcomes

Combinational Networks

Ability to design, minimize, and analyze a combinational network.

Sequential Networks

Ability to design and analyze a sequential network.

Debug

Ability to test and verify a digital system that includes I/O, state machines and combinational networks.

HDL Design

Ability to design combinational and sequential circuits using a modern hardware description language (HDL).

Design Tools

Ability to use modern synthesis and technology mapping tools to implement digital circuits on an FPGA.

Top

Circuit Analysis and Laboratory

Analysis of electric circuits including transients, sinusoidal steady-state, and power. Includes labs.

EC EN 240

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	MATH 113 & PHSCS 220; Average of B or better in completed Math and Physics courses, or advisor approval.
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing EC EN 240

Course Outcomes

AC

Application of complex variables to AC steady state circuit analysis.

DC

Application of algebra, linear algebra, and circuit equivalencies to DC circuit analysis.

RC and RL

Application of differential equations to transient analysis of RC and RL circuits.

Mathematical Circuit Models

Application of algebra, linear algebra, and circuit equivalencies to AC circuit analysis.

Create

Ability to design, analyze, and demonstrate a working integrated stereo audio amplifier system.

Tools

Ability to use oscilloscopes, function generators, and DC power supplies in an applied design/debug environment.

↑Top

Elements of Electrical Engineering

Linear electric circuits, computer organization, and logic circuits for nonmajors.

EC EN 301

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MATH 113
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing EC EN 301

Course Outcomes

Basics of ECEn

Understand and apply basic principles of electronic circuits.

↑Top

Computer Organization

Architecture, organization and design of computer systems, including assembly language programming, computer arithmetic, instruction execution, performance analysis, pipelining, memory hierarchy, and the design of datapath and control logic.

EC EN
323

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	C S 235 & EC EN 220
Taught	Winter
Programs	Containing EC EN 323

Course Outcomes

Assembly language

Read and write simple programs in assembly language

Computer Arithmetic

Understand how common arithmetic and logic operations are performed by computers

Processor Organization

Understand the datapath elements used in instruction execution and the control logic which coordinates them

Pipelining

Understand how to implement pipelining to improve processor performance

Memory Hierarchy

Understand the role of caches in computer systems

Processor Design

Perform RTL-level design of datapath and control elements for a pipelined processor

Top

Introduction to Embedded System Programming

Understanding the hardware-software interface in an embedded system. Using C and assembly language in device-driver design. Software interfacing to peripherals. Performance and memory issues. Hardware interrupt programming.

EC EN 330

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	C S 235 & EC EN 220
Taught	Fall, Spring
Programs	Containing EC EN 330

Course Outcomes

Specifications

Ability to read and interpret device specifications

Interrupts

Ability to write efficient interrupt service routines

Drivers

Ability to write software to communicate with peripherals

Microprocessors

Ability to understand basic microprocessor architecture

Software

Ability to organize software in a complex embedded application

Communication

Ability to write a user manual for an embedded application

Top

Electronic Circuit Design 1

Analysis and design of electronic circuits with an emphasis on amplifier gain and frequency response.

EC EN 340

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 240
Taught	Fall
Programs	Containing EC EN 340

Course Outcomes

Application

Ability to apply electronic device models to the solution of a circuit problem.

Knowledge

Ability to relate circuit theory to practice.

Circuit Design

Ability to understand and develop circuit designs in a professional manner.

Communication

Ability to document engineering/experimental results and to write summary reports.

Experience

Ability to use specialized circuit analysis techniques including approximate equivalent circuits.

Equipment

Ability to use oscilloscopes, function generators, and DC power supplies.

Spice

Ability to use Spice

↑Top

Electromagnetic Fields and Waves

Analysis of transmission lines and electromagnetic waves including the development and application of Maxwell's equations.

EC EN 360

Hours	4.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 314 & MATH 334 & EC EN 240
Taught	Winter
Programs	Containing EC EN 360

Course Outcomes

Mathematics

Application of differential equations to wave propagation.

Calculus

Application of integral multivariate calculus to solve for electromagnetic fields.

Wave Equations

Application of complex variables to phasor solutions of wave equations.

Electromagnetic Fields

Ability to analyze the interaction of electromagnetic fields with structures and materials.

Top

Signals and Systems

Time and frequency domain analysis of discrete or continuous systems subjected to periodic or nonperiodic input signals.

EC EN 380

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 240 & MATH 334
Taught	Fall
Programs	Containing EC EN 380

Course Outcomes

Continuous-Time LTI System

Application of integral calculus, differential equations, complex variables, to transform analysis of a continuous-time LTI system.

Discrete-Time LTI System

Application of integral calculus, differential equations, complex variables, to transform analysis of a discrete-time LTI system.

Continuous-Time Convolution Problems

Application of integral calculus to solve continuous-time convolution problems.

Discrete-Time Convolution Problmes

Application of discrete math to solve discrete-time convolution problems.

Tools

Ability to use Matlab or similar tools to analyze, model, simulate, and experiment with linear systems.

Signals and Systems

Ability to interpret and synthesize signals and systems in both the time and frequency domains.

Mathematics of Signals and Systems

Ability to recognize the mathematical properties of signals and systems including linearity, time invariance, causality, stability, etc.

Consequences and Principles

An understanding of the consequences and principles associated with digitally sampling and reconstructing analog signals.

Top

Junior Team Design Project

Culminating design experience based on skills learned in junior-level courses. Students works in teams to plan, design, and test a project based on the integration of components built in other classes.

EC EN 390

Hours	3.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	EC EN 330 & EC EN 340 & EC EN 380
Taught	Winter
Programs	Containing EC EN 390

Course Outcomes

Design

Ability to complete a significant culminating design that draws upon the knowledge gained in prerequisite and concurrently enrolled course.

Leadership

Ability to assign and accept leadership responsibilities on a team.

Decisions

Ability to define, understand, and participate in team decision making processes.

Requirements

Ability to take high level, customer requirements, identify from them the specifications a solution must meet, and formulate those specifications as an engineering problem.

Technology

Ability to combine new technology with custom built components

Safety

Ability to apply safety issues to engineering hardware.

Top

Junior Seminar

Seminars and colloquia on current topics in electrical and computer engineering, as well as ethics, contemporary issues, and life-long learning.

EC EN 391

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	EC EN 240
Note	Attendance and some writing are required.
Taught	Fall
Programs	Containing EC EN 391

Course Outcomes

Ethics

An understanding of professional ethics.

Technology

Ability to use the library, internet, etc. to learn about recent developments in a particular technical field.

Knowledge

Knowledge of recent developments in a particular technical field.

↑Top

Computer Systems

Machine-level representations of programs and data, processor architecture, program performance optimizaton, memory hierarchies, virtual memory, linking, exceptions.

EC EN
424

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 323 & EC EN 330
Taught	Winter
Programs	Containing EC EN 424

Course Outcomes

Program Optimization

Ability to understand and optimize programs from the assembly code output by the compiler.

CPU

Ability to modify a CPU design to add instructions and to improve the overall efficiency of pipelined execution.

Skills

Ability to design and verify software that exploits a buffer-overflow security flaw in example code.

Tools

Ability to use a C compiler, a disassembler, a debugger, and CPU emulators to develop, debug, test, analyze, and optimize programs.

Top

Real-Time Operating Systems

Hardware/software interface, real-time kernel internals, implementation of high-level language constructs, issues in real-time application software development.

EC EN 425

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 323 & EC EN 330
Taught	Fall
Programs	Containing EC EN 425

Course Outcomes

Programming Languages

Ability to apply C and assembly programming languages and knowledge of the hardware/software interface to the design and implementation of a real-time kernel.

Real-Time Applications

Ability to design and implement a real-time application.

Real-Time Kernel

Ability to design and implement a real-time kernel.

Real-Time Application Software

Ability to use C programs, compilers, and debuggers in the design and implementation of real-time application software.

Service Routines

Ability to write interrupt service routines.

Tools

Ability to use a real-time operating system as a tool in the development of real-time application software.

↑Top

Embedded Systems

Interfacing digital hardware components to an embedded system processor. Developing the hardware-software interface. Developing application software. Using C and assembly language in device-driver design, monitor-debugger, and real-time kernel. Lab.

EC EN 427

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 323 & EC EN 330
Taught	Fall
Programs	Containing EC EN 427

Course Outcomes

Digital I/O device

Ability to design a bus-based digital I/O device.

System Design

System design project integrating custom bus-based digital I/O device.

Interface

Ability to interface to a processor or I/O bus.

Data Sheets

Ability to read and interpret device specifications (data sheets) in order to integrate a device within a microprocessor based system.

DMA

Ability to use DMA for a high-bandwidth I/O device.

↑Top

Communication and Power Circuits

Introduction to amplitude modulation, frequency modulation, and phase modulation circuits. Modulators, mixers, detectors, and the phase-locked loop. Power amplifier stage and orcillator design.

EC EN 443

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 340
Taught	Winter
Programs	Containing EC EN 443

Course Outcomes

Application

Ability to use differential calculus for circuit optimization.

Noisy Circuits

Ability to apply probability theory to noisy circuits.

Electronic Communication Circuits

Ability to conduct lab experiments with electronic communication circuits.

Design

Ability to design mixers, modulators, and power stages.

Communication

Ability to write lab reports.

Technology

Ability to use Spice.

Top

Introduction to Mixed-Signal VLSI

VLSI circuit design emphasizing mixed-signal circuits such as D/A and A/D converters, phase-locked loops, S/H circuits. Associated laboratory provides layout-design experience.

EC EN 445

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 340
Taught	Fall
Programs	Containing EC EN 445

Course Outcomes

Modern VLSI Processes

An understanding of modern VLSI processes and how this processing relates to circuit performance.

A/D & D/A Converters

Ability to conduct lab experiments with A/D and D/A converters.

CMOS

Ability to design a mixed-signal IC in CMOS including ADC or DAC chips

Communication

Ability to write lab reports.

Industry

Ability to work with design, verification, and CAD tools

Technology

Ability to use Spice including advanced features.

Top

Introduction to Semiconductor Devices

Physics of electronic and optical solid state devices; includes semiconductor materials, bipolar and FET device physics and modeling, optical properties of semiconductors, and lasers.

EC EN 450

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	EC EN 340
Taught	Fall
Programs	Containing EC EN 450

Course Outcomes

Model p-n Junctions

Application of basic physical processes to model p-n junctions.

Charge Transport

Application of differential equations to charge transport in semiconducting material.

Electromagnetics

Application of the physical properties of device building blocks (pn junctions, metal semiconductor interfaces, MOS structures) to model MOSFET operation.

Technology

Application of basic microfabrication processes to design semiconductor device fabrication process flows.

↑Top

Experiments in Integrated Circuit Development

Measurements of key silicon properties and fabrication of integrated circuits.

EC EN
452

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	EC En 450 or concurrent enrollment; or Ch En 481 or concurrent enrollment.
Taught	Fall
Programs	Containing EC EN 452

Course Outcomes

Fabricated Devices

Ability to analyze and interpret data measured from fabricated devices.

MOSFET Devices

Ability to design processes for fabrication of MOSFET devices.

Tools

Ability to use modern microelectronics fabrication equipment.

↑Top

Electromagnetic Radiation and Propagation

Electromagnetic and optical theory including guided wave theory, modes, propagation in materials, radiation analysis, antenna analysis, and aperture diffraction.

EC EN 462

Hours	2.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	EC EN 360
Taught	Fall Term 1
Programs	Containing EC EN 462

Course Outcomes

EM Analysis

Application of vector differential and integral equation methods to EM analysis.

Wave Propagation

Ability to analyze wave propagation in materials and guiding structures.

Electromagnetic Fields & Systems

Ability to model electromagnetic fields and systems using numerical algorithms and interpret results physically.

↑Top

Wireless Communication Circuits

Analysis, design, and fabrication of RF/microwave passive circuit structures, amplifiers, oscillators, and mixers. System concepts, including stability, gain, and noise figure.

EC EN 464

Hours	2.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ECEn 462 or instructor's consent.
Taught	Fall Term 2
Programs	Containing EC EN 464

Course Outcomes

Microwave Systems

Ability to function in groups to design and test microwave systems.

Microwave

Facility with microwave passive and active structures.

Skills

Ability to simulate microwave systems and components.

↑Top

Introduction to Optical Engineering

Introduces principles and practices of optical engineering including optical communications system and components.

EC EN 466

Hours	2.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	EC EN 462
Taught	Fall Term 2
Programs	Containing EC EN 466

Course Outcomes

Waveguide Problems

Application of differential equations to solve metallic and dielectric waveguide problems.

Diffraction Problems

Application of integral calculus to solve diffraction problems.

Anisotropic Media

Application of linear algebra to find propagation characteristics in anisotropic media.

Optical

Ability to apply modern optical test equipment to measure optical communication system parameters.

Top

Capstone Design 1

First semester of a two-semester design experience from conception to manufacturing planning and prototype. Product development process. Economic and manufacturing considerations. Intellectual property agreement required.

EC EN 475

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	EC EN 390 & STAT 201; Senior standing (fewer than 30 hours remaining in the program) in electrical engineering, computer engineering, or related disciplines with instructor's consent.
Note	EC En 475 and 476 must be taken in consecutive fall and winter semesters.
Taught	Fall
Programs	Containing EC EN 475

Course Outcomes

Please contact the individual department for outcome information.

Top

Capstone Design 2

Second semester of a two-semester design experience from conception to manufacturing planning and prototype. Product development process. Economic and manufacturing considerations. Intellectual property agreement required.

EC EN 476

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	EC EN 475; Senior standing (fewer than 30 hours remaining in the program) in electrical engineering, computer engineering, or related disciplines with instructor's consent.
Note	EC En 475 and 476 must be taken in consecutive fall and winter semesters.
Taught	Winter
Programs	Containing EC EN 476

Course Outcomes

Please contact the individual department for outcome information.

Top

(EC En-Me En 431) Design of Control Systems

Classical frequency response and time domain design of control systems. State-variable control and computer simulation of control systems.

EC EN 483

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 380; or ME EN 335
Taught	Fall, Winter
Programs	Containing EC EN 483

Course Outcomes

Simulation Models

The ability to develop (nonlinear) mathematical models of complex dynamic systems.

Final Value Theorem

Ability to use the final value theorem to predict steady state behavior.

Design Models

The ability to simplify those models into linear transfer function and state space representations.

Using Equations and Functions

Ability to model dynamic systems using differential equations, transfer functions, and state space equations.

Design Specifications

The ability to develop design specifications for physical systems with sensing and actuation limits.

Frequency Domain Techniques

Ability to design feedback systems using frequency domain techniques.

Design of PID Control

The ability to design PID controllers for systems described by linear time-invariant models.

State Space Techniques

Ability to design feedback systems using state space techniques.

Design of Loopshaping Control

The ability to use loopshaping techniques to design frequency domain controllers for systems described by linear time-invariant models.

Meeting Specifications

Ability to design feedback control systems to meet desired specifications.

Using Simulink and Matlab

Ability to simulate dynamic systems using Simulink and Matlab.

Design of Observer Based Control

The ability to design observer-based controllers for systems described by linear time-invariant models.

Top

Introduction to Digital Communication Theory

Analysis and design of digital communications systems in AWGN: signal space concepts, modulation, matched filter and correlation detection, synchronization, performance. Computer-based design exercises.

EC EN 485

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 380 & STAT 201
Taught	Winter
Programs	Containing EC EN 485

Course Outcomes

Fourier Transform

An understanding of the relationship between the Fourier transform of continuous-time signal and the DTFT of its samples.

Digital Modulation

Application of linear algebra in describing digital modulation using the constellation representation.

Statistics

Application of probability and statistics to bit error rate analysis of digital communication systems.

PLL Loop Filter

Ability to design the parameters of a PLL loop filter to meet given performance specifications.

Matched Filter Techniques

Ability to apply matched filter techniques to detection.

Digital Communication

Ability to simulate digital communication systems using Simulink and Matlab.

↑Top

Introduction to Discrete-Time Signal Processing

Digital signal processing, fast Fourier transforms, digital filter design, spectrum analysis. Applications in speech processing, SONAR, communications, etc.

EC EN 487

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	EC EN 380 & STAT 201
Taught	Winter
Programs	Containing EC EN 487

Course Outcomes

Probability Theory

Ability to apply principles of probablity theory for analysis and numerical estimation of power spectral densities.

DSP functions & Algorithms

Ability to use basic DSP functions and algorithms (i.e., FIR filters, IIR filters, polyphase systems, windows, FFTs, etc.) to formulate and solve engineering problems.

Experiments

Ability to perform experiments with real-world signals and DSP systems, including discrete-time filters, spectrum analyzer, acoustic direction finding, etc.

Tools

Ability to use software tools such as Matlab (R) to design, implement, and debug DSP functions.

Application of Mathematics

Application of integral calculus, discrete math, and complex variables, and transform theory to discrete-time signal processing.

↑Top

Team Design Project

Culminating design experience based on skills learned in advanced technical courses. Students work in teams to plan, design, test, and demonstrate a major project.

EC EN
490

Hours	4.0 Credit, 2.0 Lecture, 6.0 Lab
Prerequisites	EC EN 340 & EC EN 380; selected 400-level EC En courses, depending on project.
Taught	Fall

Course Outcomes

Collaborative Thinking

Ability to define, understand, and participate in team decision making processes.

Record Keeping

Ability to produce and maintain the necessary control documents on a design team.

Team behavior

Ability to establish and follow ground rules governing team behavior.

Presentation Skills

Ability to give an oral presentation describing a technical design.

Expectations

Ability to understand the expectations from other members on a team.

Leadership

Ability to assign and accept leadership responsibilities on a team.

Team Dynamics

Ability to understand the different skill sets each team member brings to a team.

Expectations

Ability to understand the expectations (regarding participation) of each team member.

Project Completion

Ability to complete a significant culminating design that draws upon the knowledge gained in prerequisite courses.

Public Speaking

Ability to give an oral presentation describing team progress during a design review.

Leadership Concepts

An understanding of the principles of leadership and project management.

Written Communication

Ability to produce a written report describing a technical design.

Problem Solving

Ability to take high level, customer requirements, identify from them the specifications a solution must meet, and formulate those specifications as an engineering problem.

Documentation

Ability to maintain a team portfolio documenting the design process.

Design Standards

Ability to read, interpret, and use published design standards as a part of the design process.

↑Top

Special Topics in Electrical and Computer Engineering

Topics vary. Recent developments in electrical and computer engineering.

EC EN 493R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Special Topics in ECEn

Ability to understand and apply a diverse range of special topics in electrical and computer engineering.

↑Top

Introduction to Algorithm Design

Algorithm analysis, data structures, sorting and searching, graph traversal, weighted graph algorithms, combinational search and heuristic methods, dynamic programming, approximation algorithms, designing algorithms.

EC EN
521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 235 and 236 and EC En 324; or equivalents.
Taught	Fall

Course Outcomes

Understand and apply the following:

- An understanding of well-known algorithms and data structures and the ability to adapt them to solve a variety of computational problems.
- The ability to determine the complexity class of algorithms.

↑Top

Special Topics in Computer Systems

EC EN 522R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Understand and apply the following:

- Understand special topics in signals and systems.

↑Top

Computer System Reliability

Analysis, modeling, and design of reliable, fault-tolerant computing systems.

EC EN
523

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC En 320, 324, 370.
Taught	Fall even years

Course Outcomes

Reliaiblity Concepts

Understanding of fundamental reliability concepts and terminology

Reliability Techniques

Ability to apply common reliability techniques such as redundancy and encoding to improve system reliability

Reliaiblity Analysis

Ability to mathematically analyze the reliability of computer systems and reliability improving techniques

↑Top

Computer Architecture

Architectural analysis and design of computer systems: instruction-level parallelism, memory hierarchy, instruction sets, low-power architecture.

EC EN
528

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC En 424 or equivalent.
Taught	Fall

Course Outcomes

Computer Architecture

Understand principles and techniques of computer architecture.

Applying Principles and Analyzing Problems

Apply these principles and techniques to design problems, using analysis to make design tradeoffs in the face of constraints.

Research Literature

Read and critique research literature.

Communication

Communicate design decisions and justifications effectively.

Top

Active and Passive Filter Design

Design methods for electronic filters based on passive components, active components, and integrated circuit components.

EC EN 541

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECEn 340, 380; or equivalents.
Taught	Fall

Course Outcomes

1

Learn the relationship between transfer function pole and zero locations in the Laplace plane and the frequency response of the circuit.

2

Learn the form of transfer function to lead to Butterworth, Chebyshev,and linear phase filters.

3

Be able to design passive LC filters with prescribed transfer functions.

4

Learn how to use active circuits, resistors, and capacitors to create desired filter responses with no inductors.

5

Become familiar with the latest integrated circuit active synthesis methods.

Top

Special Topics in Electronics

EC EN 542R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

1

Understand special topics in electronics

↑Top

CMOS Amplifier Design

Factors affecting performance of MOS devices in analog applications. Design of MOS amplifiers, buffers, and comparators.

EC EN
543

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECEn 443 or 445 or equivalent.
Taught	Winter

Course Outcomes

1

Understand MOSFET operation at an advanced level.

2

Learn how to design components used such as current mirrors in CMOS amplifier design.

3

Learn the basic op amp configurations.

4

Understand the frequency response and stability problems of op amps.

5

Learn how to compensate op amps to improve stability.

Top

Analog CMOS Circuit Design

Design of CMOS comparators, wideband amplifiers, bandgap references; multipliers, PTAT generators, charge-transfer amplifiers, chopper-stabilized amplifiers, and advanced D/A and A/D CMOS architectures.

EC EN 548

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECEn 443 or 445 or equivalent.
Taught	Fall even years

Course Outcomes

1

Learn how to characterize comparators, wideband amplifiers, bandgap references, multipliers, PTAT generators, charge transfer amplifiers, and advanced D/A and A/D circuits.

2

Learn how to design comparators, references, charge-transfer amplifiers, and D/A and A/D circuits.

3

Understand the differences between the BJT Gilbert multiplier and the CMOS Gilbert-like multiplier.

Top

VLSI Communication Circuit Design

Frequency synthesizers; low-jitter, voltage-controlled oscillators; high Q circuits; clock regeneration; phase-locked loops; frequency discriminators; and radio-on-a-chip concepts.

EC EN 549

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECEn 443 or 445 or equivalent.
Taught	Spring

Course Outcomes

1.

Understand the challenges of designing modern wireless circuits such as wireless local area networks, cell phones, Bluetooth, and other systems.

2.

Learn the various architectures of wireless transceivers suited to MOSFET circuit design.

3.

Learn the modulation methods and bandwidth requirements for wireless transceivers.

4.

Understand the technical specifications that characterize modern wireless systems.

5.

Learn how to implement components of wireless systems using MOSFET integrated circuits.

Top

(EC En-Me En) Microelectromechanical Systems (MEMS)

Design, fabrication, and applications of MEMS. Mechanical properties governing their design and reliability and the processing technologies used to fabricate them.

EC EN
550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC En 450 or Me En 372 or equivalent.
Taught	Winter odd years

Course Outcomes

Mechanical Performance

1. Use mechanics principles to analyze the mechanical performance of microsystems.

Tools and Processes

2. Be familiar with the tools and processes used in micromaching of microelectromechanical systems (MEMS).

Analyze and Design

3. Use principles of physics to analyze and design MEMS, including sensors and actuators.

Top

Introduction to Digital VLSI Circuits

Design of very large-scale integrated circuits for digital systems. CAD tools used extensively to simulate the design and create and verify mask circuits.

EC EN 551

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC EN 220 & EC EN 340
Taught	Winter odd years
Programs	Containing EC EN 551

Course Outcomes

CMOS Circuits

Ability to analyze CMOS circuits.

Translate Digital Logic to CMOS Circuits

Ability to translate digital logic to CMOS circuits to achieve desired behavior and performance requirements.

CMOS Layout

Ability to perform CMOS layout.

Tools

Ability to use eCAD tools for CMOS design.

Techniques

Ability to characterize timing and noise in CMOS circuits.

Top

Optoelectronic Devices

Design, operation, and fabrication of modern optoelectronic devices, including photodiodes, photovoltaics, LEDs, and lasers.

EC EN 555

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	ECEn 450 or equivalent or instructor's consent.
Taught	Winter even years

Course Outcomes

1.

Use principles of physics to analyze and design the following optoelectronic components – LEDs, lasers, photodiodes, and photovoltaics.

2.

Be familiar with the tools and processes used in fabricating the following optoelectronic components - LEDs, lasers, photodiodes, and photovoltaics.

3.

Understand metrics of optoelectronics devices and be able to incorporate them into systems for optimal performance.

Top

Electromagnetic Wave Theory

Principles and methods of modern electromagnetic wave theory: anisotropic media, dyadic green functions, Huygen's principle, contour integration methods, asymptotic integration. Applications in radiation and scattering.

EC EN 560

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC En 462 or equivalent.
Taught	Winter even years

Course Outcomes

1.

Ability to analyze propagation in media.

2.

Ability to use Green's function to model radiation.

3.

Ability to apply electromagnetic theorems to boundary value problems.

↑Top

Optical Communication Components and Systems

Fiber-optic communication system components and their operating and performance characteristics.

EC EN
562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC En 462, 466; or equivalents.
Taught	Fall odd years

Course Outcomes

1.

Learn the fundamental properties of optical fiber channels, sources and detectors.

2.

Design an optical fiber system while considering the bandwidth, distance required, and expense.

3.

Examine a topic of current interest in optical systems and make an oral presentation to the class.

4.

Become familiar with the modern test and evaluation tools for fiber optic systems, including the OTDR Time Domain Reflectometer (OTDR), Optical Spectrum Analyzer (OSA), and Optical Oscilloscopes for eye diagram analysis.

↑Top

Applied Computational Electromagnetics

Current theory and practice in numerically solving Maxwell's equations for antenna and circuit design and radar-scattering prediction.

EC EN 563

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC En 462 or equivalent.
Taught	Winter

Course Outcomes

1.

Ability to implement and apply numerical methods including finite differences, method of moments, and finite element method.

Top

Radar and Communication Systems

Design and performance of radar and communication systems: radar equation ambiguity functions, modulation, signal detection, link budgets, spread spectrum, system design, and performance trade-offs.

EC EN 564

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC En 464 or 485; EC En 360 or 462; or instructor's consent.
Taught	Fall odd years

Course Outcomes

1.

Understand the basic concepts in modern surveillance radar and satellite telecommunication systems including the radar ambiguity function, modulation, signal detection, link budgets, spread spectrum, and system design.

2.

Understand design and system performance tradeoffs for such systems.

3.

Practice applying system performance and tradeoff techniques for the design of radars and satellite telecommunication systems

4.

Communicate design and analysis concepts.

5.

Research practical systems.

6.

Write original reports about practical radar and satellite systems.

Top

Microwave Remote Sensing

Emphasis on space-borne remote sensing of the earth's atmosphere, land, and oceans. Primary methods and applications for both active (radar) and passive (radiometry).

EC EN 568

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall even years

Course Outcomes

1.

Understand design and system performance tradeoffs for microwave sensors.

2.

Understand and experience applications of remote sensing.

3.

Practice applying system performance and tradeoff techniques for the design of radars and satellite telecommunication systems.

4.

Conduct original research in the application of remote sensing.

5.

Communicate research results.

6.

Research practical systems.

7.

Write an original report about a sensor system.

Top

Medical Imaging and Image Reconstruction

Fundamentals of medical imaging modalities (x-ray, CT, ultrasound, and MRI) from a signals and systems perspective, magnetic resonance physics, medical image reconstruction methods (backprojection, partial-Fourier techniques, parallel imaging, compressed sensing).

EC EN
576

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC EN 360 & EC EN 370 & EC EN 380
Taught	Winter odd years

Course Outcomes

Understand and apply the following:

- Develop a familiarity with the basic biomedical imaging modalities and their history (x-ray, CT, ultrasound, MRI, and nuclear medicine).
- Develop a working knowledge of the basic physics, engineering, and instrumentation principles underpinning each modality.
- Deepen their understanding of the typical applications for each modality, and of each modality's strengths and weaknesses.
- Develop a deep understanding of the physics of MRI, MRI image acquisituion, and reconstruction techniques, and be able to apply that knowledge to the analysis and solution of typical problems arising in MRI image acquisition and reonstruction.

↑Top

Foundations of Child Development

The development of the whole child including cognitive, social, emotional, linguistic, and physical development and how to apply it to planning, teaching, and assessing children.

ECE
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall, Winter, Spring
Programs	Containing ECE 202

Course Outcomes

Foundations of Child Development

- Teacher candidates will develop dispositions that are grounded in moral, spiritual, and intellectual understandings that recognize the potential of individual students within the contexts in which they live and develop.
- Teacher candidates will understand core issues related to child development. This includes knowledge about theories of cognitive, linguistic, physical, social, emotional and moral development, and how students develop within the various contexts of early and middle childhood.
- Teacher Candidates will make informed, defensible, and appropriate decisions about classroom instruction and assessment, based on knowledge, that maximizes essential learning and development for all learners.

Top

Parenting and Child Guidance in Early Childhood

Address young children's socio-emotional development in early childhood classrooms. Review theory and research to related peer interactions and parent-child and teacher-student relationships. Develop an understanding of instructional strategies and guidance practices in early childhood classrooms.

ECE 322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECE 202
Taught	Contact Department
Programs	Containing ECE 322

Course Outcomes

Parenting and Guidance in ECE

ECE 322 is currently an inactive course. Learning outcomes will be created when this course is offered.

↑Top

Integrated Curriculum in Programs for Young Children

Implementing integrated learning experiences in dance, music, drama, and visual art for the very young, including importance of home, family, and environments on child's aesthetic growth.

ECE 323

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance to either ECE or El Ed licensing programs. Dual majors, please see advisor.
Taught	Contact Department

Course Outcomes

Factors That Impact Learning

1. The student will recognize the significance of factors that impact children's learning and development

Cognitive Processes for Learning

2. The student will understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall).

Integrated Curriculum and Social/Emotional Development

3. The student will understand how an integrated curriculum not only addresses children's cognitive development but how social and emotional development is also incorporated into learning activities.

Integrating Parents and Family

4. The student will know how to integrate the parents and family into the curriculum.

Understand Instructional Strategies

5. The student will become aware of the principles and techniques along with advantages and limitations associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group instruction, independent study and interdisciplinary instruction).

National and State Curriculum

6. The student will become familiar with the value and use of national and state curriculum

standards in developing curriculum.

Evaluating Resources

7. The student will evaluate teaching resources and curriculum materials for usefulness, relevance and appropriateness in teaching ideas and concepts to young children and develop integrated learning activities (e.g., activity enhancers, learning centers, thematic activities, literature extensions, etc.).

Human and Technological Resources

8. The student will know how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audiovisual technologies, videotapes and discs,local experts, primary documents and artifacts, texts, reference books, literature and other printresources).

Creating Learning Experiences

9. The student will create developmentally appropriate learning experiences using integrated curriculum strategies (e.g., project work, curriculum mapping) that encourage and allow children tointegrate knowledge, skills and methods of inquiry from several subject areas and thatmaximize student progress.

Culturally Appropriate Learning Experiences

10. The student will create culturally appropriate learning experiences for children utilizing integrated curriculum strategies. Understand the importance of a multicultural and anti-bias curriculum.

Top

Planning and Management

Learning principles, lesson planning, classroom atmosphere, classroom management, professional attitudes and practices.

ECE 324

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance to ECE program.
Taught	Fall, Winter

Course Outcomes

Assessment Goals, Benefits, and Uses

Understand the unique goals, benefits, and uses of assessment in early childhood.

Lessson Planning

Use knowledge of child development and appropriate practice to create learning activities.

Appropriate Assessment Tools and Approaches

Know about and use appropriate assessment tools and approaches to inform teaching.

Designing Curricula

Use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

↑Top

Assessment and Action Research in Early Childhood Programs

Formal and informal assessment strategies and data collection procedures for evaluating children's progress; programs to enhance learning, individualize instruction, and communicate with others.

ECE
327

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance to ECE program.
Taught	Contact Department

Course Outcomes

Understanding Parts of an Assessment

1. The student will understand major concepts, conditions, and assumptions central to assessment.

Understanding Different Assessments

2. The student will understand the characteristics, uses, advantages, and limitations of different types of assessments.

Using Assessments and Learning Outcomes

3. The student will select, construct, and use assessment strategies and instruments appropriate to learning outcomes being evaluated and to other diagnostic purposes.

Measurement Theory

4. The student will understand measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

Culturally and Developmentally Relevant Assessment

5. The student will recognize the importance of culturally and developmentally relevant assessment

Formal and Informal Assessments

5. The student will appropriately use a variety of formal and informal assessment techniques to enhance his or her knowledge of learners, evaluate students' progress and performances and modify teaching and learning strategies.

Self Assessment

6. The student will use assessment strategies to involve learners in self assessment activities and, when appropriate, to help them become aware of their strengths and needs and to encourage them to set personal goals.

Evaluating Class Activities

7. The student will evaluate the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning and analysis of student work.

Maintaining Records

8. The student will know how to maintain useful records of student work and performance and will communicate student progress knowledgeably and responsibly.

Partnership with Families and Professionals

Students will know about communicating regarding assessments with parents and professionals in a manner that develops partnerships and demonstrates professionalism.

↑Top

Early Childhood Education Developmentally Appropriate Practices Seminar

Designing an Early Childhood curriculum based on child development as hands-on experiences are created to meet children's individual learning needs and address contextual factors in the child's life experiences.

ECE 331

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ECE 202; ECE 332 concurrently.
Note	Due to enrollment constraints, ECE 331 may not be retaken to improve a grade unless approved by the Child and Family Studies Laboratory Steering Committee.
Taught	Fall, Winter
Programs	Containing ECE 331

Course Outcomes

Developmentally Appropriate Practices Seminar

- Become conversant with developmentally appropriate practice standards published by NAEYC (National Association for the Education of Young Children).
- Understand how developmentally appropriate practice applies to making effective educational decisions that benefit children and enhance their growth and development.
- Gain a functional understanding of how teachers within a developmental model implement appropriate guidance and classroom management stragegies, create and modify effective learning environments, facilitate and scaffold learning and, develop strategies to meet the diversity of needs in the children and families they serve.

Top

Early Childhood Education Developmentally Appropriate Practices Practicum

Intitial practicum with young children in designing an Early Childhood curriculum based on a knowledge of child development that meets children's individual learning needs and address contextual factors in the child's life experience.

ECE
332

Hours	3.0 Credit, 0.0 Lecture, 8.0 Lab
Prerequisites	ECE 202; ECE 331 concurrently.
Note	Due to enrollment constraints, ECE 332 may not be retaken to improve a grade unless approved by the Child and Family Studies Laboratory Steering Committee.
Taught	Fall, Winter
Programs	Containing ECE 332

Course Outcomes

PreK/K Practicum in Early Childhood

The practicum student will:

- observe and reflect with the intent to improve practice.
- use child guidance strategies to effectively support children's learning.
- design lessons, provide instruction, and implement appropriate assessments.
- apply knowledge of developmentally appropriate practices to support children's development and learning.
- demonstrate appropriate professional behaviors and dispositions (e.g., dress and grooming, attendance and punctuality, positive interactions with mentors, peers, parents, and children, and commitment to the profession).

Top

Early Childhood Education Integration Methods

Methods in designing an early childhood curriculum with attention to hands-on experiences meeting children's individual learning needs and addressing contextual factors in the child's life experiences.

ECE 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EL ED 213; Concurrent enrollment in El Ed 332 or ECE 332.
Taught	Fall, Winter
Programs	Containing ECE 335

Course Outcomes

ECE Integration Methods

- Understand and apply the framework of developmentally appropriate practices.
- Understand effective and appropriate methods for supporting young children's growth and development in a classroom setting.

↑Top

Planning and Assessment in Early Childhood Education (Pre K-3)

Learn key instructional principles, instructional strategies, lesson planning procedures that are appropriate and effective when working with young children. Understand formal and informal assessment strategies and data collection procedures for evaluating children's progress, informing instruction, communicating results with key stakeholders.

ECE
336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECE 331 and 332 concurrently.
Taught	Fall, Winter
Programs	Containing ECE 336

Course Outcomes

Assessment Goals, Benefits, and Uses

Understand the unique goals, benefits, and uses of assessment in early childhood.

Lessson Planning

Use knowledge of child development and appropriate practice to create learning activities.

Appropriate Assessment Tools and Approaches

Know about and use appropriate assessment tools and approaches to inform teaching.

Designing Curricula

Use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

↑Top

Family, School, and Community Partnerships in ECE

Understand policies and processes for partnering with families, schools, and communities of young children in early childhood settings.

ECE
337

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECE 331 and ECE 332.
Taught	Contact Department

Course Outcomes

Partnerships in ECE

ECE 337 is currently an inactive course. Learning outcomes will be created when this course is offered.

Top

Emergent Literacy

Issues, themes, and practices of literacy instruction for young children (P-3).

ECE 353

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	SFL 355 or equivalent.
Taught	Contact Department

Course Outcomes

Theories and processes of literacy

Explain, compare, and critique theories of reading and writing processes and development with supporting research evidence. (IRA Standard 1.1.1)

Language processes

Explain and apply first language acquisition processes that support literacy development across elementary years, e.g., cueing systems, vocabulary, teacher talk. (IRA Standard 1.1.2)

Literacy Processes

Explain and apply reading and writing development across elementary years, e.g., word recognition, language comprehension, strategic knowledge, spelling, qualities of good writing, and reading/writing connections. (IRA Standard 1.1.2)

Second Language and Literacy Acquisition

Identify and synthesize major milestones in literacy instruction.(IRA Standard 1.2.1)

Historical Foundations

Identify and synthesize major milestones in literacy instruction.(IRA Standard 1.2.1)

Top

Preschool or Kindergarten Student Teaching

Student teaching experience in preschool or kindergarten.

ECE 422

Hours	6.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	All ECE core and professional sequence courses; concurrent enrollment in ECE 426; prior application; requires a major GPA of 2.85; at least a C- grade in methods courses (ECE 324, 327, 356, 361, 363, 365); FBI fingerprint background clearance.
Taught	Contact Department

Course Outcomes

Planning and Instruction

1. The students will observe, plan, teach, assess, and reflect throughout this course as they participate in a PK or K classroom.

Reflecting and Evaluating Choices

2. The student will demonstrate ability to be a reflective practitioner who continually evaluates the effects of his or her choices, and who actively seeks out opportunities to grow professionally.

Top

Grades K-3 Student Teaching

Student teaching experience in the primary grades.

ECE
425

Hours	6.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing ECE 425

Course Outcomes

Student Teaching in Early Childhood Classrooms

The student teacher will:

- observe and reflect with the intent to improve practice.
- use child guidance strategies to effectively support children's learning.
- assume the role of lead teacher for a portion of the student teaching expereince as they design lessons, provide instruction, and implement appropriate assessments.
- apply knowledge from various content courses as they relate to teaching in an early childhood classroom.
- apply knowledge of developmentally appropriate practices to support children's development and learning.
- provide learning experiences that meet students' diverse cogntive styles, cultural backgrounds, and linguistic diveristy.
- demonstrate appropriate professional behaviors and dispositions (e.g., dress and grooming, attendance and punctuality, positive interactions with mentors, peers, parents, and children, and commitment to the profession).
- create a Teacher Work Sample that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

Top

El Ed/ECE Emphasis Capstone Seminar

Gaining insight into significant issues in early childhood education, developing a sense of professional ethics, and becoming personally committed to ongoing professional development.

ECE 427

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	El Ed majors with an ECE emphasis; concurrent enrollment in ECE student teaching practicum block.
Taught	Contact Department

Course Outcomes

Reflective practitioner

The student will be reflective practitioner who continually evaluates the effects of his or her choices, and who actively seeks out opportunities to grow professionally.

Foster relationships

The student will foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Top

Teaching Literacy in Early Childhood Classrooms (Pre K-3)

Study instructional practices for teaching children the literacy concepts, skills and strategies they need to learn in Pre K-3rd grade, and assessing, monitoring and evaluating children's literacy knowledge and learning in Pre K-3rd grade.

ECE 433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EL ED 323; Admittance to ECE program; concurrent enrollment in ECE 441 or 442.
Taught	Fall, Winter
Programs	Containing ECE 433

Course Outcomes

Learner Development

Teacher candidates will plan and implement primary grade literacy instruction that is linked to student backgrounds across a variety of diverse characteristics. (See ILA Standard 4)

Literacy Instruction

Teacher candidates will be able to plan, implement, and reflect on early literacy instruction (prek-3) for whole class, small groups, and individual students (e.g., read aloud, shared reading, guided reading, independent reading, shared writing interactive writing, language experience). (See ILA Standard 2)

Professional Learning

Teacher candidates will be able to locate current research-based information in the professional literature (i.e., journal articles, state core curriculum, IRA position statements, books), and consult these professional resources as they pursue the development of their individual professional knowledge and behaviors. (See ILA Standard 6).

Top

Early Childhood Education

Primary Grade Seminar

Gaining insight into significant issues in early childhood education, developing a sense of professional ethics, and becoming personally committed to ongoing professional development.

ECE
441

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ECE 331; Concurrent with ECE 442.
Taught	Fall, Winter
Programs	Containing ECE 441

Course Outcomes

Child Guidance

Know and use approrpiate child guidance practices.

Lesson Plan Implementation and Reflection

Design, implement, and reflect on a variety of lesson plans.

Professionalism

Demonstrate professional behaviors and attitudes.

Top

Primary Grade Practicum

Practicum experience in the primary grades. Field experience designed to give students opportunities to interact with primary children (grades 1-3) and apply skills and knowledge acquired in Pre K-3 methods courses.

ECE
442

Hours	2.0 Credit, 0.0 Lecture, 12.0 Lab
Prerequisites	ECE 332; ECE 441 concurrently.
Taught	Fall, Winter
Programs	Containing ECE 442

Course Outcomes

Primary Grade Practicum in Early Childhood

The practicum student will:

- observe and reflect with the intent to improve practice.
- use child guidance strategies to effectively support children's learning.
- design lessons, provide instruction, and implement appropriate assessments.
- apply knowledge from various content courses as they relate to teaching in an early childhood classroom.
- apply knowledge of developmentally appropriate practices to support children's development and learning.
- provide learning experiences that meet students' diverse cogntive styles, cultural backgrounds, and linguistic diveristy.
- demonstrate appropriate professional behaviors and dispositions (e.g., dress and grooming, attendance and punctuality, positive interactions with mentors, peers, parents, and children, and commitment to the profession).

Top

Teaching Social Studies in Early Childhood Classrooms (Pre K-3)

This course will prepare teaching candidates (1) with methods, skills and strategies for teaching social studies to children in grades Pre K-3, (2) to model democratic teaching practices, and (3) to establish democratic classrooms as they prepare children to assume roles as participatory citizens in a democracy.

ECE 445

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in ECE 441 and 442.
Taught	Fall, Winter
Programs	Containing ECE 445

Course Outcomes

ECE 445 Course Outcomes

- Students will demonstrate their understanding of the history, purpose, and current status of social studies in the classroom.
- Students will identify and recognize democratic principles and practices in the social studies curriculum, in K-3 classrooms, and in society.
- Students will demonstrate the ability to appropriately plan for teaching social studies.
- Students will experience and participate in various strategies appropriate for teaching K-3 social studies.

↑Top

Teaching Science in Early Childhood Classrooms (Pre K-3)

Develop the pedagogical knowledge, skills, and dispositions necessary to teach science to young children of various ages, abilities, backgrounds, and exceptionalities.

ECE
446

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in ECE 441 and 442.
Taught	Fall, Winter
Programs	Containing ECE 446

Course Outcomes

ECE 446 Course Outcomes

Teacher candidates will:

- evaluate their personal dispositions, development, and growth toward becoming a teacher of science.
- identify and describe purposes for teaching science in K-3 classrooms.
- explain what science is and how young children learn science, including the knowledge and reasoning skills students must acquire to become proficient in science.
- recognize the practices, crosscutting concepts, and core ideas of science and engineering and how they influence science instruction in K-3 classrooms.
- plan for science instruction for children of various ages, abilities, backgrounds, and exceptionalities, including how to (a) identify appropriate science content from national standards and state core curricula; (b) apply a variety of appropriate teaching methods and strategies to support science learning; (c) integrate science with other disciplines across the early childhood curriculum; and (d) employ appropriate assessment methods and strategies.

Top

Teaching Mathematics in Early Childhood Classrooms (Pre K-3)

Study the teaching and learning of early childhood mathematics guided by current principles relating to mathematics content, social interaction, student thinking, and child development.

ECE 447

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MTHED 305; ECE 441 and 442 concurrent.
Taught	Fall, Winter
Programs	Containing ECE 447

Course Outcomes

ECE 447 Course Outcomes

- Establish mathematics goals that accommodate students' varied mathematical trajectories and align appropriately with state content and practice standards as well as informal and formal assessments of student thinking.
- Select and/or design worthwhile mathematical tasks that include varying levels of cognitive demand, thus increasing access to learning.
- Design, implement, and evaluate inquiry-based lessons as structured by the Launch-Explore-Summarize (Discuss/Debrief) teaching and learning cycles or sequences.
- Anticipate student mathematical thinking (for planning lessons and/or units, orchestrating discourse, questioning, etc.)
- Create high levels of mathematical interaction by planning for discussion, questioning, and establishing a supportive classroom environment.
- Adapt instruction to address the diverse learning strengths and needs of both groups and individuals.
- Assess student learning, both formatively and summatively, using a range of appropriate strategies, and employ the results of assessment in guiding instruction.
- Practice professionalism: In commitment to learning to teach, in appearance and demeanor, and in the quality of work submitted.

↑Top

Independent Readings or Project

Students meet with the instructor to assemble an individualized reading program in Early Childhood Education and agree upon the topic and organization of the course.

ECE
493R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Departmental approval.
Taught	Contact Department

Course Outcomes

Content knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area.

Breadth of knowledge

Students will explain relationships between key concepts in a specialty area.

↑Top

Academic Internship

A full-year classroom teaching internship in the public schools.

ECE
496R

Hours	12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Note	See Education Student Services for application dates.
Taught	Fall
Programs	Containing ECE 496R

Course Outcomes

Planning and Instruction

1. The students will observe, plan, teach, assess, and reflect throughout this course as they participate in an early childhood classroom.

Reflecting and Evaluating Choices

2. The student will demonstrate ability to be a reflective practitioner who continually evaluates the effects of his or her choices, and who actively seeks out opportunities to grow professionally.

↑Top

Economic Principles and Problems

Strengths and weaknesses of markets and governments for solving problems of social organization or conflict, including policy response to inflation, unemployment, pollution, poverty, growth, etc.

ECON 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing ECON 110

Course Outcomes

Econ 110 students will be able to

1. Understand why there are gains from being able to trade and to specialize and, with regard to the latter, be able to explain the difference between comparative advantage and absolute advantage and the importance of comparative advantage in determining what individuals and economies choose to do.
2. Understand the basic principles of optimization and, in particular, the importance of thinking about "marginal" effects.
3. Identify and analyze "incentives" and evaluate whether and under what conditions "incentives matter."
4. Understand the economic model of the behavior of "individuals or entities who have money who want goods or services" (i.e., demand).
5. Understand the economic model of the behavior of "individuals or entities who have or produce goods or services who want money" (i.e., supply).
6. Analyze how markets work with regard to 4 and 5 above: prices as incentives; how prices adjust and how demanders and suppliers respond to price changes.
7. Understand and be able to use the concept of "market equilibrium."
8. Understand the difference between short run and long run behavior for 4 and 5 above.
9. Distinguish between and analyze short run and long run market adjustments.
10. Analyze market adjustments using a basic graphical analytical economic model and incorporating 4 through 9 above.
11. Analyze normative claims for perfectly competitive markets (i.e., "efficiency").
12. Understand and be able to analyze "market distortions" including: taxes, subsidies, price ceilings, price floors, barriers to entry and prohibited activities using a simple analytical model of supply and demand.

13. Understand and be able to analyze "market failures" including: market power (monopoly), negative externalities, positive externalities and public goods using a simple analytical model of a supply and demand.
14. Understand the nature and construction of key macroeconomic data: GDP, real GDP, per capita GDP, per capita real GDP, price indexes (e.g., CPI), money (e.g. M1, M2 etc), labor force and unemployment, Federal deficit, National debt.
15. Understand the definitions and effects of: inflation/deflation, economic growth/stagnation, business cycles.
16. Understand the determinants of potential GDP and the growth in potential GDP.
17. Understand the key elements of, and problems created by, macroeconomic shocks.
18. Develop a basic understanding of the institutions associated with fiscal policy and monetary policy.
19. Understand and evaluate fiscal and monetary policy responses to macroeconomic shocks.
20. Use economics to evaluate the current debates about counter cyclical policies; economic growth policies; and government funding policies (i.e., deficits and debt).

↑Top

Honors Economic Principles and Problems

Strengths and weaknesses of markets and governments for solving problems of social organization or conflict, including policy response to inflation, unemployment, pollution, poverty, growth, etc.

ECON
110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Econ 110 students will be able to

1. Understand why there are gains from being able to trade and to specialize and, with regard to the latter, be able to explain the difference between comparative advantage and absolute advantage and the importance of comparative advantage in determining what individuals and economies choose to do.
2. Understand the basic principles of optimization and, in particular, the importance of thinking about "marginal" effects.
3. Identify and analyze "incentives" and evaluate whether and under what conditions "incentives matter."
4. Understand the economic model of the behavior of "individuals or entities who have money who want goods or services" (i.e., demand).
5. Understand the economic model of the behavior of "individuals or entities who have or produce goods or services who want money" (i.e., supply).
6. Analyze how markets work with regard to 4 and 5 above: prices as incentives; how prices adjust and how demanders and suppliers respond to price changes.
7. Understand and be able to use the concept of "market equilibrium."
8. Understand the difference between short run and long run behavior for 4 and 5 above.
9. Distinguish between and analyze short run and long run market adjustments.
10. Analyze market adjustments using a basic graphical analytical economic model and incorporating 4 through 9 above.
11. Analyze normative claims for perfectly competitive markets (i.e., "efficiency").
12. Understand and be able to analyze "market distortions" including: taxes, subsidies, price ceilings, price floors, barriers to entry and prohibited activities using a simple analytical model of supply and demand.

13. Understand and be able to analyze "market failures" including: market power (monopoly), negative externalities, positive externalities and public goods using a simple analytical model of a supply and demand.
14. Understand the nature and construction of key macroeconomic data: GDP, real GDP, per capita GDP, per capita real GDP, price indexes (e.g., CPI), money (e.g. M1, M2 etc), labor force and unemployment, Federal deficit, National debt.
15. Understand the definitions and effects of: inflation/deflation, economic growth/stagnation, business cycles.
16. Understand the determinants of potential GDP and the growth in potential GDP.
17. Understand the key elements of, and problems created by, macroeconomic shocks.
18. Develop a basic understanding of the institutions associated with fiscal policy and monetary policy.
19. Understand and evaluate fiscal and monetary policy responses to macroeconomic shocks.
20. Use economics to evaluate the current debates about counter cyclical policies; economic growth policies; and government funding policies (i.e., deficits and debt).

Top

Academic Internship

Internship to apply economic analysis.

ECON 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Faculty advisor's and department chair's prior written consent
Note	Not counted toward required major or minor hours.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Students in an academic internship will

Apply economic analysis to real-world problems while working for an employer in the private, public, or non-profit sectors.

↑Top

Topics in Economic Analysis

Topics vary. Examples include career preparation, monetary and financial history. Check with instructor.

ECON 213R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	ECON 110
Taught	Contact Department
Programs	Containing ECON 213R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Economic Development and Growth

Problems and processes of economic growth and development, emphasizing less-developed nations.

ECON
230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110
Taught	Spring
Programs	Containing ECON 230

Course Outcomes

Econ 230 students will be able to

1. Be familiar with the labor and consumption patterns among the world's poor.
2. Demonstrate an understanding of how modifying the neoclassical assumptions learned in Econ 110 can affect the welfare implications of markets. In particular, how the welfare implications are affected by
    1. Externalities and Public Goods
    2. Fixed Costs or Increasing Returns
    3. Poorly Enforced Property Rights

1. Analyze the Solow Growth model and its implications for economic growth.
2. Explain the functioning of the credit and capital market: Gain a basic understanding of econometric methods used in testing economic theories in growth and development.
    1. How it relates to alleviating poverty and stimulating economic growth.
    2. Why it may be prone to information problems and the implications of those problems.

1. Discuss the potential role of government in economic development. Especially as it relates to:
    1. Public Goods and Externalities
    2. Enforcing Contracts
    3. Corruption

1. Explain the importance of labor, health, and education to the lives of those in developing countries and how these fields relate to improving outcomes among the poor.

Top

Money and Banking

Economic principles applied to monetary analysis and policy and the banking structure.

ECON 253

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110
Taught	
Programs	Containing ECON 253

Course Outcomes

Course To Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

Top

International Trade and Finance

Economic analysis of the mechanisms, problems, institutions, and policies of trade among countries. Financial and monetary arrangements that facilitate trade.

ECON
257

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110
Taught	Fall, Summer
Programs	Containing ECON 257

Course Outcomes

Econ 257 students will be able to:

1. Explain the key developments (models) in the intellectual history of the study of the patterns of trade in goods and services from Adam Smith through the present.
2. Broadly discuss the evidence which supports or is contrary to the application of these developments to particular countries and goods and services.
3. Analyze policy within the context of these models in order to gain insights about the patterns of trade.
4. Analyze the gains from international trade with these key models and understand the political economy of trade (who gains and who loses from trade).
5. Analyze the patterns, gains, and losses from international trade (migration) in financial and direct foreign investment and labor migration in the short and long runs.
6. Analyze the reasons for international outsourcing portions of production and the gains and losses from doing so.
7. Identify how trade in goods, services, and capital enter the international income accounts and the balance of payments.
8. Discuss how exchange rates affect trade and how trade, fiscal, and monetary policy affects exchange rates.
9. Explain the essential differences in fiscal and monetary effects for floating and fixed exchange rates.
10. Broadly discuss the development of U.S. trade policy and the world institutions that support international trade and finance.

Top

Introduction to Health Economics

Applying economic principles to markets for health and health care.

ECON 265

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110
Taught	

Course Outcomes

Course to Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum yearThis course is currently not being taught and will be deleted in an upcoming curriculum year.

Top

American Economic History

Impact on households, firms, and government of America's transformation from a rural, agricultural colony to a major industrial nation.

ECON 274

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110
Taught	
Programs	Containing ECON 274

Course Outcomes

Course to Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

↑Top

Public Finance

Economics of decision making in the public sector; cost-benefit analysis and efficiency-equity issues of taxation and expenditure policies.

ECON 275

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110
Taught	
Programs	Containing ECON 275

Course Outcomes

Students in ECON 275 will be able to

1. Discuss the revenue, expenditure, and debt patterns of the U.S. Federal Government.
2. Analyze how welfare impolications are affected by

- Externalities and Public Goods
- Fixed Costs or Increasing Returns
- Poorly Enforced Property Rights
- Information Problems

1. Demonstart an understanding of the function and incentive effects of the major redistribution programs in the United States.
2. Demonstrate an understanding of the function and incentive effects of the major redistribution programs in the United States.
3. Discuss the efficiency and distributional effects of taxation.

Top

Introduction to Economic Analysis and Reasoning

Maximizing self-interest model of behavior and the environment, and constraints within which business and household decisions are made.

ECON 280

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110 & MATH 112
Note	Not for majors or major credit.
Taught	

Course Outcomes

Course To Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

↑Top

Statistics for Economists

Introduction to matrix algebra and statistics in preparation for regression analysis. Other topics include: probability, random variables, density and distribution functions, estimation, hypothesis testing.

ECON
378

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110 & MATH 112
Taught	Fall, Winter, Spring, Summer
Programs	Containing ECON 378

Course Outcomes

Econ 378 students will be able to:

1. Demonstrate an understanding of the basic principles and terminology of probability, simple distribution theory, statistics, and matrix algebra in preparation for a successful introduction to econometric methods in Economics 388. These principles and concepts include:

The language, intuition, and notation necessary to understand basic approaches to probability, including basic combinatoric counting techniques, the additive and multiplicative laws of probability, conditional probability and independence, the law of total probability, and Bayes' rule, and to solve basic probability problems using these techniques.
Random variables, both univariate and bivariate, including: distribution functions, density functions, conditional density, expected values, variance, covariance, and correlation coefficients.
Specific examples of useful random variables.
Statistics and sampling distributions.
Law of Large Numbers and Central Limit Theorem.
Parameter estimators and their derivation using the Method of Moments and Method of Maximum Likelihood.
Statistical inference, including the idea of sampling error, sampling distributions, the construction of confidence intervals, and formal hypothesis tests.
Basic matrix theory and the properties of matrix operations, including addition, subtraction, matrix products, matrix determinants, and matrix inversion.

1. Use these statistical techniques to analyze data in diverse applications.
2. Recognize the usefulness of statistics in a variety of career fields.

↑Top

Intermediate Price Theory 1

Producer, consumer, and equilibrium theories; mathematical techniques of unconstrained and constrained optimization introduced and applied extensively.

ECON
380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110 & MATH 112
Taught	Fall, Winter, Spring
Programs	Containing ECON 380

Course Outcomes

Formally express and analyze economic models

- Recognize the common building blocks of economic models (actors, choices, objectives, constraints)
- Solve economic models (constrained optimization, equilibrium conditions)
- Interpret the results (comparative statics)
- Explain concepts using graphs, prose, and mathematical analysis

Demonstrate an understanding of core microeconomic theories

Consumer

- The axioms upon which standard microeconomic consumer theory is based.
- The implications of consumer demand including price and income responses in absolute and elasticity forms in both utility maximization and expenditure minimization problems.

Firms

- The meaning and representation of technology.
- The implications of cost and profit maximization for firms.

Markets

- Integrate consumers and producers into a market in order to perform market analysis on equilibrium traded quantities and prices.
- Use market analysis to understand the effects of public policy.

Adapt models to new scenarios

- Compare the impact on equilibrium behavior of altering the assumptions of canonical models
- Contrast the results of different market imperfections

↑Top

Intermediate Macroeconomics

Intermediate macroeconomic theory, emphasizing income, unemployment, and price-level analysis.

ECON
381

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110 & MATH 112
Recommended	Econ 380 or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing ECON 381

Course Outcomes

Econ 381 students will be able to

1. Demonstrate an understanding of the nature and construction of key macroeconomic data;
2. Demonstrate an understanding of the connection between microeconomics and macroeconomics;
3. Demonstrate an understanding of standard models of
    1. economic growth
    2. long-run macroeconomic behavior
    3. short-run macroeconomic behavior
4. Use these models to analyze the macroeconomic effects of monetary and fiscal policy changes as well as other economic shocks;
5. Use these models to interpret historical and current events; and
6. Demonstrate an understanding of issues regarding the value and limitations of monetary and fiscal policy.

Top

Intermediate Price Theory 2

Welfare theory, imperfect information, imperfect competition, uncertainty, externalities, and public goods.

ECON 382

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380
Taught	Fall, Winter, Spring
Programs	Containing ECON 382

Course Outcomes

Econ 382 students will be able to

1. Formally express and analyze economic models

Recognize the common building blocks of economic models (actors, choices, objectives, constraints)
Solve economic models (constrained optimization, equilibrium conditions)
Interpret the results (comparative statics)

1. Demonstrate an understanding of the core microeconomic models of

Perfect competition in general equilibrium (exchange and production)
Monopoly and oligopoly
Externalities and public goods
Decision-making under uncertainty (expected utility)
Information problems (moral hazard, adverse selection)

1. Adapt models to new scenarios

Compare the impact on equilibrium behavior of altering the assumptions of canonical models
Contrast the results of different market imperfections

1. Establish a knowledge base that will be useful in economic field classes

Apply models in various real-world examples and identify the positive and normative conclusions in that environment

Top

Introduction to Econometrics

Mathematical and statistical techniques used in estimating, predicting, and testing hypotheses associated with quantifiable economic relationships.

ECON
388

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380
Taught	Fall, Winter, Spring
Programs	Containing ECON 388

Course Outcomes

Econ 388 students will be able to

1. Demonstrate an understanding of the theoretical foundations of estimating and testing the basic regression model, employing tools from matrix algebra, calculus, and statistics.
2. Perform basic regression and testing procedures using Stata.
3. Complete an empirical research project that includes the following elements:.

- Formulate an econometric model.
- Collect and prepare relevant data for use in estimating the model.
- Use appropriate methods of estimation.
- Test relevant behavioral hypotheses.
- Understand and test the Gauss-Markov assumptions.
- Analyze and interpret the estimated model.
- Prepare a written report summarizing the research results.

↑Top

Topics in Economic Theory

Topics vary. Examples include history of economic thought, behavioral economics. Check with instructor.

ECON 413R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	ECON 378 & ECON 380
Taught	Contact Department
Programs	Containing ECON 413R

Course Outcomes

Students in ECON 413R will

1. Learn in depth about an area of research in economics;
2. Understand the research literature and in particular the contributions of the seminal articles;
3. Analyze current journal articles and assess their contribution to the literature.

↑Top

Economics of Antitrust Law and Regulation

Economic analysis of reasons for - and effects of - antitrust laws and regulation in selected areas, including utilities, telecommunications, transportation, energy, health, safety, and the environment.

ECON 420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380
Recommended	Econ 382.
Taught	Fall
Programs	Containing ECON 420

Course Outcomes

Econ 420 students will be able to

1. Demonstrate basic familiarity with the provisions of the principal Federal antitrust statutes, including the Sherman Act, the Clayton Act, the FTC Act, the Robinson-Patman Act, and the Hart-Scott-Rodino Act.
2. Evaluate the likely effects of Section 1 of the Sherman Antitrust Act using monopoly, Cournot, Stackelberg, and Bertrand models of non-cooperative behavior among a small number of rival firms.
3. Evaluate the likely effects of Section 2 of the Sherman Antitrust Act using simple analytical models of predation, exclusion, tying, bundling.
4. Evaluate the likely effects of laws limiting price discrimination, including the Robinson-Patman Act, using simple analytical models of price discrimination.
5. Evaluate the likely effects of Section 7 of the Clayton Act and the HRS Act using simple analytical models of mergers.
6. Evaluate public regulation of monopolies as an alternative to relying on antitrust law using simple analytical models of rate-of-return regulation, nonlinear pricing and peak load pricing.
7. Synthesize the relevant economics and legal literature, including Federal and Supreme Court rulings, via a substantial survey paper on a specific antitrust issue.

↑Top

Law and Economics

Common law allocative mechanisms (contract, tort, and property law) as alternatives to collective intervention when markets fail; consideration of economic logic of law.

ECON 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380
Taught	Winter
Programs	Containing ECON 421

Course Outcomes

Econ 421 students will be able to

1. Demonstrate a basic familiarity with the Common Law.
2. Analyze the incentives created by Common Law tort rules.
3. Analyze the incentives created by Common Law contract rules.
4. Distinguish between "property rules" and "liability rules" with regard to property rights.
5. Evaluate the relative efficiency of specific tort rules.
6. Evaluate the relative efficiency of specific contract rules.
7. Analyze the incentives to litigate or settle under different rules about which party pays the costs of the litigation.
8. Analyze the incentives created by criminal sanctions.
9. Synthesize the relevant economics and legal literature, including Federal and Supreme Court rulings, via a substantial survey paper on a specific tort, contract or property issue.

Top

Economic Development

Microeconomic analysis of the causes of income differences across countries.

ECON
431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 380 & ECON 388
Taught	Fall, Winter
Programs	Containing ECON 431

Course Outcomes

Econ 431 students will be able to

1. Discuss the labor and consumption patterns among the world's poor.
2. Demonstrate an understanding of how modifying the neoclassical assumptions learned in Econ 380 can affect the welfare implications of markets. In particular, how the welfare implications are affected by

- Externalities and Public Goods
- Fixed Costs or Increasing Returns
- Poorly Enforced Property Rights.

1. Discuss the functioning of the credit and capital market:

- How it relates to alleviating poverty and stimulating economic growth.
- Why it may be prone to information problems and the implications of those problems.

1. Explain the potential role of government in economic development, especially as it relates to:

- Public Goods and Externalities
- Enforcing Contracts
- Corruption

1. Explain the importance of labor, health, and education to the lives of those in developing countries and how these fields relate to improving outcomes among the poor.

↑Top

Economic Growth

Theory and evidence relating to economic growth, including physical and human capital accumulation, population, technological change, institutions, and government.

ECON 432

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 381 & ECON 388; or ECON 380 & ECON 381 & POLI 328
Taught	Fall, Winter
Programs	Containing ECON 432

Course Outcomes

Econ 432 students will be able to

1. Adjust values in one currency to values in another currency controlling for purchasing power parity (PPP) deviations.
2. Demonstrate an understanding of basic dynamic models of economic growth, including:

- The Solow model
- The Solow model with population growth
- The Harrod-Domar model
- AK models
- Models of product variety
- Schumpeterian models.

1. Discuss growth and development accounting, and decompose observed differences across countries into efficiency and technology components.
2. Discuss Lorenz curves and Gini coefficients.
3. Discuss how growth interacts with:

- Population & demography
- Human capital
- Technical progress
- Openness
- Government
- Inequality
- Culture
- Geography, Climate & Resources.

↑Top

Natural Resources and Environmental Economics

Economic theory applied to allocation of natural resources and environmental amenities. Issues relating to externalities, common property resources, public goods, allocation of depletable natural resources over time, economic factors of environmental polarization, and others.

ECON
440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 380 & ECON 388
Recommended	Econ 382.
Taught	Fall, Winter
Programs	Containing ECON 440

Course Outcomes

Econ 440 students will be able to

1. Utilize economic principles and models to address private and public policy issues related to allocating natural resources and environmental amenities.
2. Demonstrate an active understanding of the following elements of economic theory as it relates to natural resource and environmental economics:

Welfare economics and concepts of Pareto optimality, efficiency, and equity
The role of property, property rights, and the bundle of rights concept
The role of externalities, common property resources, and public goods
Concepts and measures of economic value including non-market valuation.

1. Demonstrate a basic knowledge of the role of markets and market failure with regards to the allocation of natural resources and environmental amenities.
2. Gain a basic understanding of the effects and relative merits of public environmental policy efforts, including cap-and-trade schemes, Pigovian taxes, regulation, and public ownership and/or management.
3. Become knowledgeable about and be able to use economic principles and non-market valuation techniques to address a variety of continuing and contemporary natural resource and environmental issues. These issues may include, but are not exclusive to:

Population growth and the environment
Global warming
Wilderness protection and related public lands issues
Air pollution and public health
Intergenerational allocation of soil, forest, and other depleteable natural resources
Impacts of environmental features on property values.

Top

Behavioral Economics

Examine the effects of social, cognitive, and emotional factors on the economic decisions of individuals and institutions.

ECON
442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 388
Taught	Winter, Spring
Programs	Containing ECON 442

Course Outcomes

Please contact the individual department for outcome information.

Top

Financial Economics

Theory of financial economics, emphasizing capital markets, investment decisions, choice, capital asset pricing model, futures and options markets, efficient markets, and capital structures.

ECON 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 382 & ECON 388
Taught	Winter
Programs	Containing ECON 450

Course Outcomes

Econ 450 students will be able to

1. Understand and derive the fundamental relationship between risk and return that is implied by the Capital Asset Pricing Model (CAPM). Students should also know the assumptions necessary for this model to hold and be capable of identifying when potential investment projects satisfy these assumptions.
2. Use linear regression to calculate an asset's historical sensitivity to broad market indices, its implied historical mispricing and an estimate of the asset's idiosyncratic risk. Students should also be capable of performing hypothesis testing on these values.
3. Replicate traditional tests of the CAPM using currently available data.
4. Be capable of collecting and analyzing asset market data to estimate the efficient frontier of risky assets using either Excel or another software package. Students should also be able to understand the efficient frontier mathematically and the reasons that it is useful.
5. Calculate the present value of a stream of payments given an appropriate discount factor. Students should know how to use the CAPM to derive potential discount factors for payment streams.
6. Calculate the yield to maturity of a stream of payments given an observed price. Students should also understand the relationship between the coupon rate of traditional bonds, their price and their yield to maturity.
7. Calculate forward rates for all future periods given the observed yield curve.
8. Understand the liquidity preference theory of bond markets as well as the expectations hypothesis. They should also be able to price complicated payment streams using observations of the yield curve and the expectations hypothesis.
9. Calculate the duration and modified duration of a stream of payments and use these to calculate optimal hedges given an arbitrary position in the fixed income market.
10. Calculate and understand bond convexity and its role (along with duration) in hedging.
11. Price forward contracts by arbitrage given a risk-free rate.
12. Price futures contracts whose payoffs are not correlated with the market reinvestment rate.
13. Understand currently used hypotheses regarding futures contract pricing.

14. Understand the structure of call and put options.
15. Price put options given a call option (and vice versa) using the put-call parity relationship.
16. Apply the Black-Scholes option pricing formula to price call and put options given beliefs about the volatility of the underlying asset.
17. Apply the Black-Scholes option pricing formula to calculate the implied volatility of an asset given its price.

Top

Monetary Theory and Policy

Macroeconomic aspects of money demand, money supply, the monetary transmission mechanism, central bank policy, and other current issues.

ECON
453

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 380 & ECON 381
Recommended	Concurrent enrollment in Econ 388.
Taught	Contact Department
Programs	Containing ECON 453

Course Outcomes

Econ 453 students will be able to

1. Summarize the broad empirical evidence regarding the long-run and short-run relationships between money and inflation and money and output.
2. Demonstrate a fundamental knowledge of the institutional and regulatory structure of the U.S. financial system.
3. Explain the macroeconomic role of central banks with special emphasis on the role of the Federal Reserve System in the U.S. economy.
4. Demonstrate an active understanding of the following elements of modern monetary theory:

The role of expectations, especially rational expectations
Solve simple rational expectations models
Analyze the rudimentary new Keynesian dynamic stochastic general equilibrium models
Theories of the transmission mechanism of monetary policy

1. Identify the current issues in the conduct of monetary policy.
2. Demonstrate a general understanding of the causes and consequences of financial crises with a focus on the financial crisis of 2007-2009.
3. Identify and evaluate the principal issues regarding financial regulation.

↑Top

International Trade Theory and Applications

Microeconomic analysis of why nations trade, who wins and loses from trade, and the costs and benefits of various trade policies.

ECON 458

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 388; or ECON 380 & POLI 328
Taught	Fall
Programs	Containing ECON 458

Course Outcomes

Econ 458 students will be able to

1. Discuss why all kinds of nations-rich and poor, large and small-gain from international trade.
2. Demonstrate an understanding of comparative advantage and how it creates gains from trade.
3. Analyze the Ricardian model of trade and thereby learn how different technologies in different nations create comparative advantage and gains from trade.
4. Analyze the Heckscher-Ohlin model of trade and thereby learn: 1) How different factor endowments in different nations create comparative advantage and gains from trade, and 2) Why some people lose from trade even though nations as a whole gain from trade.
5. Discuss economies of scale and how they can generate gains from trade.
6. Discuss how trade generates extra gains by reducing market power.
7. Demonstrate an understanding of the main causes and effects of direct foreign investment.
8. Demonstrate an understanding of the main causes and effects of international migration.
9. Discuss how various trade policies affect national welfare and why such policies help some while hurting others.
10. Discuss the politics of trade.

Top

International Monetary Theory

Monetary and macroeconomic aspects of international relations dealing primarily with short-run balance-of-payments disequilibrium and adjustments.

ECON
459

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 381 & ECON 388; or ECON 380 & ECON 381 & POLI 328
Taught	Contact Department
Programs	Containing ECON 459

Course Outcomes

Econ 459 students will be able to

1. Demonstrate a familiarity with the key issues in two broad fields:

International Finance, particularly exchange rate behavior,
Open Economy Macroeconomics.

1. Discuss the nature of the foreign exchange market, including:

It's market organization
The role of vehicle currencies
The instruments traded
The role of arbitrage.

1. Understand and use models of exchange rate behavior:

Covered and uncovered interest rate parity
Long-run monetary and equilibrium models.

1. Understand financial portfolio theory to the extent that it is useful in explaining exchange rate behavior, including:

The determination of risk premia
How it may explain the "forward bias" puzzle.

1. Discuss the history of the international financial system since the late 1700's.
2. Discuss the international aspects of the national income and product accounts, along with the balance of payments accounts.
3. Apply simple dynamic models of consumption smoothing to the current account.

Top

Economics of Education

Evaluation of education policy from an economic perspective, focusing on the benefits and costs of policy outcomes. Introduction to quantitative methods used by empirical education researchers.

ECON
461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 388
Note	Concurrent enrollment accepted for Econ 388; see professor.
Taught	Fall, Winter
Programs	Containing ECON 461

Course Outcomes

Econ 461 students will be able to

1. Evaluate education policy from an economics perspective
    - Incorporate costs and benefits in education policy analysis
    - Identify unintended consequences associated with alternative policy options
    - Base analysis on research literature findings.

1. Demonstrate an understanding of the theoretical underpinnings of the field
    - Education production
    - Human Capital formation
    - Role of incentives.

1. Speak fluently and intelligently about current issues in education policy, including
    - US and International policy
    - Teacher labor markets
    - K-12 education policy
    - Higher education.

1. Evaluate the economics of education research literature
    - Know the seminal papers in the field, and how they shaped the discipline
    - Know the current "cutting edge" papers and how they are pushing the frontiers of knowledge.

1. Demonstrate an understanding of the quantitative methods and research tools that empirical education economists use to conduct research, including
    - Cross sectional and panel data models
    - Methods to account for selection bias
    - The importance of obtaining causal effects.

↑Top

Economics of the Labor Market

Economic analysis and institutional background of labor markets in developed countries, particularly the United States. Typical topics include labor supply and demand analysis, determination of wages and employment, investment in education, wage differences by gender and race, immigration, and unions.

ECON 463

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 388
Taught	Winter
Programs	Containing ECON 463

Course Outcomes

Econ 463 students will be able to

1. Demonstrate an understanding of standard optimization models to set up and solve the labor supply problem facing the individual and the labor demand problem facing the firm and show the important comparative statics results of both models. Students will understand how these models produce the neoclassical market framework and be able to solve problems using that framework.
2. Solve and use other microeconomic optimizing models of agent behavior, such as models of job search, human capital choices, labor supply, and demand in risky occupations, union wage setting, and behavior under alternative compensation schemes.
3. Demonstrate an understanding of the basic institutional structure of the U.S. labor market, including broad trends in labor supply behavior and wages and the institutional details and likely labor market effects of major government programs.
4. Read and discuss high quality empirical research on labor economic topics and explain how these results interrelate to the predictions of formal economic models.
5. Complete an empirical project demonstrating competence in basic econometric techniques.
6. Identify some of the ways in which government policy choices affect labor market outcomes

Top

Health Economics

Economic models of health-care markets, including the supply and demand for health and health care, insurance, market imperfections, public-sector involvement, and regulation.

ECON 465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 382 & ECON 388
Note	Concurrent enrollment accepted for Econ 388; see professor.
Taught	Fall
Programs	Containing ECON 465

Course Outcomes

Econ 465 students will be able to

1. Read, understand, and discuss the academic literature in health economics. A daily quiz will be administered to test understanding of the reading.
2. Participate in linking academic research to contemporary policy discussions through class discussion and preparation of occasional class presentations.
3. Complete a major research project in which they either 1) summarize and evaluate the available evidence on a particular policy question, or 2) conduct an original research project where they identify a question, assemble a dataset, thoughtfully apply appropriate empirical methods, and clearly describe their methodology, assumptions, and findings.

Top

Urban Economics

Economic models relating to spatial location of economic activities and development of cities. Application of economic theory to problems and policies associated with housing, urban transportation, congestion, local government finance, and other urban problems.

ECON 468

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380; Econ 388 or concurrent enrollment.
Taught	Fall
Programs	Containing ECON 468

Course Outcomes

Econ 468 students will be able to

1. Demonstrate an understanding of the role of transportation costs in determining land uses and land prices.Demonstrate a familiarity with the monocentric city model of land use and its use in understanding the impact of local land use and transportation policies.
2. Apply the basic models of housing demand and the role of filtering in determining the stock of housing in a city.
3. Demonstrate an understanding of the economic concepts of external costs and how these play a role in air pollution and highway congestion. Apply the concept of Pigouvian pricing as a solution to externality problems in the case of highway congestion.
4. Discuss the role of time costs in consumers' choice of transportation mode, and why collection and distribution parts of urban trips are so important in determining the proper design of mass transit systems. Demonstrate an understanding of the role of economies of scale in efficient mass transit design.
5. Use the basic economic model of "rational" crime to predict the impact of various anti-crime policies.

Top

Topics in Economic History

History of economic thought using modern techniques to understand the evolution of the discipline.

ECON 474

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 380; Econ 388 or concurrent enrollment.
Taught	Contact Department
Programs	Containing ECON 474

Course Outcomes

Course to Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

Top

Public Economics

Evaluation of the role of government from an economic perspective. Typical topics include taxation, externalities, public goods, corruption, public choice, Social Security, Medicare and Medicaid, education, income redistribution, and crime.

ECON 475

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380
Taught	Contact Department
Programs	Containing ECON 475

Course Outcomes

Econ 475 students will be able to

1. Discuss the revenue, expenditure, and debt patterns of the U.S federal government.
2. Analyze how modifying the neoclassical assumptions learned in 380 can affect the welfare implications of markets. In particular, how the welfare implications are affected by

Externalities and Public Goods
Fixed Costs or Increasing Returns
Poorly Enforced Property Rights
Information Problems
Hyperbolic Discounting or Loss Aversion

1. Demonstrate an understanding of the function and incentive effects of the major redistribution programs in the United States.
2. Discuss the efficiency and distributional effects of taxation and the theory of optimal taxation for both income and commodity taxes.
3. Read papers in the public economics literature and

Provide written and oral critiques of the papers
Apply modern tools of econometric analysis in discussing the papers

↑Top

Industrial Organization

Industrial organization focuses on firm behavior in imperfectly competitive markets. Typical topics include the acquisition and use of market power by firms, strategic interactions among firms, and an introduction to noncooperative game theory.

ECON 476

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378
Taught	Fall, Winter
Programs	Containing ECON 476

Course Outcomes

Econ 476 students will be able to

1. Analyze basic models of competition among firms producing homogeneous goods: competition, monopoly, Cournot oligopoly, Bertrand oligopoly, Stackelberg oligopoly.
2. Apply basic game theory including solution concepts for normal and extensive form games.
3. Demonstrate an understanding of extensions to these basic model, including supergames, models of product differentiation, and games of incomplete information.
4. Apply these models to key issues in theoretical and applied industrial organization: mergers, collusion, advertising, R&D competition, antitrust policy, entry accommodation and entry deterrence, and business strategy.
5. Discuss the role of government in the market in determining antitrust policy, patent policy, and regulation.
6. Read, synthesize, and write short review papers on applied or empirical papers from the industrial organization literature.

🡅Top

Political Economics

Economic models of government structure and function: electoral competition, voter participation and cycles, preference aggregation, information aggregation, externalities and public goods, electoral structure, political agency, influence, and bargaining.

ECON 477

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 382
Taught	Fall, Winter
Programs	Containing ECON 477

Course Outcomes

Econ 477 students will be able to

- Understand fundamental collective action problems and solutions.
- Identify benefits and limitations of democratic processes.
- Identify parallels between political competition adn market competition.
- Compare the strategic incentives created by alternative votiing rules and other political institutions.
- Identify puzzles that remain unexplained by modern political economic analysis.
- Recognize key assumptions implicit in political debate.

↑Top

Game Theory and Economics

Application of game theory to study strategic interaction between individuals and organizations. Applications include imperfect competition, insurance markets, and bargaining.

ECON
478

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380
Taught	Fall, Winter
Programs	Containing ECON 478

Course Outcomes

Econ 478 students will be able to

1. Demonstrate an understanding of the game theoretic method of analysis.
2. Define a Nash Equilibrium and discuss refinements of the Nash Equilibrium Concept.
3. Think abstractly and rigorously about strategic interaction.

↑Top

Welfare Economics

General equilibrium theorems and considerations that must guide applied economic work and provide quantitative information on the effects of alternative policy measures.

ECON
482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 382; or STAT 201 & MATH 313 & ECON 382
Taught	
Programs	Containing ECON 482

Course Outcomes

Course To Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

Top

Mathematical Economics

Further development of optimization and comparative statics. Differential equations and dynamic analysis.

ECON 486

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 380; or STAT 201 & MATH 313 & ECON 380
Taught	
Programs	Containing ECON 486

Course Outcomes

Course to Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

↑Top

Applied Econometrics

Application of econometric methods, introduction to research design, and evaluation of empirical research. Special attention given to linking economic theory and econometrics, and causal inference.

ECON
488

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 388
Taught	Fall, Winter, Spring
Programs	Containing ECON 488

Course Outcomes

Econ 488 students will be able to

1. Demonstrate an understanding of the assumptions underlying commonly used empirical approaches for the identification of causal effects, including:

Ordinary least squares
Matching
Interrupted time series
Difference in differences
Fixed effects
Instrumental variables

1. Demonstrate an understanding of the interplay between economic theory and empirical work.
2. Read and understand contemporary academic literature in economics. Students will provide written evaluations of selected academic papers, including a clear description and critique of the empirical methods used.
3. Apply modern empirical methods using data analysis exercises.
4. Complete a research project in which they identify a question, assemble a dataset, thoughtfully apply appropriate empirical methods, and clearly describe their methodology, assumptions, and findings.

Top

Senior Paper

Research skills in economic literature. Instrutor's consent required.

ECON
490

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Students in ECON 490R will

Demonstrate competency of research skills by writing an original, independent research paper that makes a contribution to the literature in an area of economics.

Top

Readings in Economics

Intensive study of economic research literature.

ECON
498R

Hours	0.5 - 2.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Note	P/F grade only; maximum of 2 credit hours; 3 hours of reading per week required for each credit hour taken. Not counted toward required major hours.
Taught	Contact Department

Course Outcomes

Students in ECON 498R will

Develop a rigorous understanding of a specific area of economics through intensive study of the research literature.

Top

Advanced Price Theory

Modern theories of consumers, producers, and competitive equilibria.

ECON 580

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 378 & ECON 382
Taught	Fall
Programs	Containing ECON 580

Course Outcomes

Econ 580 students will be able to

Use the tools of constrained optimization in analyzing comparative statics results arising in the study of economic phenomena.

Top

Advanced Macroeconomics

Theory of determining national income, employment, inflation, and interest rates. Issues of economic fluctuations, economic growth, and monetary and fiscal policy.

ECON
581

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 381 & ECON 382 & ECON 388
Taught	Contact Department
Programs	Containing ECON 581

Course Outcomes

Econ 581 students will be able to

1. Acquire a toolset for analyzing modern macroeconomic models.
2. Demonstrate an understanding of basic dynamic stochastic general equilibrium (DSGE) macroeconomic modeling, including:

- How to set up a model.
- How to render it stationary, if necessary.
- How to solve for the model's steady state both analytically and numerically.
- How to solve for the model's dynamics using various numerical techniques.
- How to calibrate the model.
- How to simulate the model economy.
- How to generate impulse response functions.
- How to generate data moments.
- How to estimate model parameters using simulated method of moments

1. Use MATLAB and Dynare, software packages widely used in macroeconomic model simulation.
2. Demonstrate an understanding of other macroeconomic models, such as:

- Overlapping generations (OLG) models.
- Continuous-time Ramsey-style models.

1. Estimate and interpret structural vector autoregression (SVAR) empirical models.
2. Demonstrate an understanding of current issues being addressed in macroeconomics research.
3. Be prepared to perform well in the macroeconomics classes in the top Ph.D. programs in economics.

↑Top

Topics in Mathematical Economics

Advanced topics such as risk and uncertainty, game theory, and capital theory.

ECON 582

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 580
Taught	Winter
Programs	Containing ECON 582

Course Outcomes

Econ 582 students will be able to

Economics 582 is a topics course with the goal of showing students the frontier. By its nature, the course exhibits different learning objectives each time it is taught.

↑Top

Advanced Mathematics for Economists

Advanced mathematical methods that have proved useful in economic modeling.

ECON 586

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 380 & MATH 314
Taught	
Programs	Containing ECON 586

Course Outcomes

Course To Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

Top

Advanced Econometrics

Theory and practice of formulating, estimating, and analyzing economic models.

ECON 588

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 388
Taught	Winter
Programs	Containing ECON 588

Course Outcomes

Econ 588

1. Demonstrate a familiarity with the properties and applications of several families of statistical distributions to econometric problems.
2. Demonstrate an understanding of variations and generalizations of the basic regression model including

Generalized least squares
Generalized autoregressive conditional heteroskedasticity models
Instrumental variables
Seemingly unrelated regression models
Panel data
Hausman specification tests.

1. Demonstrate an understanding of estimation frameworks in econometric models including

Parametric, semiparametric, and non parametric specifications
Maximum likelihood, M-, generalized method of moments, kernel, empirical likelihood, and extremum estimation.

1. Formulate and estimate various nonlinear models.
2. Identify and estimate autoregressive integrated moving average (ARIMA) models and obtain forecasts of economic variables.
3. Demonstrate an understanding of dynamic (and static) structural econometric models including being able to discuss

Reduced form, structural, and transfer function representations
The identification problem
Issues of estimation and statistical inference
Vector autoregression models.

1. Complete a research project in which they formulate a research question, apply appropriate methods to answer the question, and prepare a paper summarizing their results.

↑Top

Academic Internship: Supervised Management and Training

ECON
599R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Course work pertinent to proposed experience.
Taught	

Course Outcomes

Course To Be Deleted

This course is currently not being taught and will be deleted in an upcoming curriculum year.

Top

Foundations of Education

The purposes of education and schooling in a democracy and the historical, cultural, philosophical, and sociological foundations underlying the development of the American educational system.

EDLF
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing EDLF 201

Course Outcomes

Historical and Philosophical Foundations of Education

Teacher candidates understand the major philosophical, historical, and sociological movements in Western education, including the nature of man, external structure, and individual freedom.

Social Foundations of Education

Teacher candidates examine central issues and contexts of education (e.g., wealth and poverty, school and family, alternative delivery systems, school and democracy, school and law, religion and education). They will also explore political and policy issues confronting education, governance and structure of public education, and financial and economic aspects of education.

Personal and Professional Philosophy of Education

Teacher candidates reflect upon and articulate their own views of education and connect these views to their future professional practice and personal educational philosophy.

Moral Foundations of Education

Teacher candidates investigate their own role as professionals engaged in the American proposition that education is a moral responsibility necessary for a civil and prosperous democratic society. They will understand the vision and purposes of the BYU-Public School Partnership and BYU's commitments to public education and its role in American society and will examine the moral commitments of education adopted by the Partnership.

↑Top

Introduction to International Development Education

Major concepts and research in educational aspects of poverty alleviation and human development. Role of education as foundation of poverty alleviation, expanding human capabilities, and for promoting national development.

EDLF 362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing EDLF 362

Course Outcomes

Education a powerful tool for enlarging opportunity freedom, eliminating inequalities, and for overcoming poverty and other disadvantages.

Education is a powerful tool for creating opportunities, eliminating inequalities, and enabling people to overcome poverty and other disadvantages. Educational development and poverty reduction are, therefore, integrally linked issues in comparative and international education and development research. Students will understand how governments, international governmental organizations (IGOs), international non-governmental organizations (INGOs), and other institutions create as right-holders can create educational opportunities and support educational systems that develop leadership and foster learning and creativity for all people.
These questions and other outcomes explored in this course will enable students to:

- Introduce students to the complexities of the reservoir of diverse intellectual ideas and traditions in education;
- Articulate these understandings in making more thoughtful, responsible and better informed decisions in their own research and practice, and in their own reading and use of research in the field;
- Understand issues of equity and equality of educational opportunities and outcomes for differently situated social groups, especially those who historically have been most discriminated against;
- Synthesize the knowledge and discussions regarding the concept of education in poverty and human development, so as to inform their definition, draw on the extensive policy and academic literatures available to propose relationships between the multidemsionalities of poverty and five related concepts: educational poverty, rights in education and right to education, human rights, and well-being and happiness;
- Acquire a critical methodology that should prepare students for second cycle studies as well as for making contribution as mid-level policy-makers in agencies or practitioners in NGOs.

Theoretical understanding of IDE

Become aware of key theoretical concepts and different understandings on education and development, and the significance of human rights mainstreaming as a pillar in disciplinary and professional divide.

Critical examination of development architectures

Examine strengths and weaknesses of development architectures--particularly in relation to key problems and issues like poverty, exclusion, gender, empowerment and dignity, sustainability, capabilities and functioning and human rights. Learn to question the "Washington Consensus" wisdom and existing systems, structures, and models are working and, if not, what might work instead.

↑Top

Education, Poverty, and Community Development

Examines the nexus between education, poverty, and socioeconomic development challenges facing developing countries through the perspective of economics, religion, and the state.

EDLF
363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing EDLF 363

Course Outcomes

Understanding development paradigms and critical reflection on poverty and human development

Identify and critically reflect upon issues and theories of poverty and human development
The Specific Objectives of the Course are as Follows:

- Understand the way in which different educational systems, pedagogical approaches, and organizational structures have evolved in a variety of cultures and country contexts;
- Explain the role that education plays in global social, political and economic development;
- Develop the ability to think logically and critically, and to apply knowledge from multiple disciplines to various contexts;
- Develop the ability to reflect on, understand, and respond to complex international and intercultural issues relating to human rights, right to education, rights in education and development; and
- Develop the ability to locate, identify, and use sources of information from multiple disciplines to understand and address issues related to education.
-

Critical reflection on theories

Locate, understand, and critically review development theories and research within their respective disciplines and within the interdisciplinary field of Development Studies

Development analysis

Analyze relevant development phenomena in a complex manner using key concepts and theories studied during the course.

Formulate research questions

Formulate complex research questions regarding development.

Effective communication

Communicate scientific issues and follow the development of knowledge.

Understand development dimensions

Develop a more effective understanding of the economics, social, and political dimensions of educational development within and across national boundaries.

↑Top

Special Topics in Education

Various topics dealing with educational issues.

EDLF
390R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Seminar Specific

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

↑Top

Academic Internship

On-the-job experience and training under the guidance of a mentor.

EDLF 399R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individualized Learning

Students will engage in an educational internship with learning outcomes individualized to each situation. These learning outcomes will be specified in a contract between professor and student.

↑Top

Foundations of Education

Introduction to the philosophical, sociological, and historical foundations of American education, with special reference to current issues in U.S. public schooling.

EDLF 452

Hours	0.5 - 2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Course Under Review

This course is in process of being deleted. It was replaced by EDLF 201.

Top

Independent Readings

Readings in education.

EDLF 494R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individualized Learning

Student will engage in individualized learning as specified in written contract between professor and student.

Top

Independent Research

Student research mentored by faculty member.

EDLF 495R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individualized Learning

Student will engage in individualized learning as specified in written contract between professor and student.

Top

Curriculum Innovation

EDLF
515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Curriculum Innovations

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

↑Top

Effective Teaching

EDLF
515R

◷ **Hours**	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
☑ **Prerequisites**	None
Taught	

Course Outcomes

Topic: Effective Teaching

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

Top

Elementary Princip

EDLF 515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Elementary Principal

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

Top

Higher Education Topics

EDLF 515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Higher Education

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

Top

Home-School Relationships

EDLF
515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Home and School Relations

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

↑Top

School Leadership

EDLF
515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: School Leadership

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

Top

Secondary Principl

EDLF
515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Secondary Principal

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

Top

Special Topics in Education

EDLF 515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Credit earned in 515R is not counted toward graduate degrees.
Taught	Fall, Winter, Summer

Course Outcomes

Seminar specific

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

Top

Topics in Community Educating

EDLF
515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Community Education

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

↑Top

Topics in Educational Leadership

EDLF 515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Educational Leadership

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

Top

Topics in Elementary Leadership

EDLF
515R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topic: Elementary Leadership

Students will aciheve learning outcomes specified for each special topic as determined by the professor at the beginning of the seminar.

↑Top

School and Community Programs in Education

Examination of programs in school and community for enhancement of teaching and learning.

EDLF
530

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Course Under Review

This course is connected to a program that is currently furloughed. Learning outcomes will be written when the program is reinstated.

⬆Top

Foundations of Multicultural Education

Cultural identities in family life, physical attributes, culture, and language. Recognizing prejudice in individuals and institutions. Culturally and linguistically relevant pedagogical frameworks.

EL ED 203

🕘 **Hours**	3.0 Credit, 3.0 Lecture, 0.0 Lab
☑ **Prerequisites**	Major status.
📅 **Taught**	Fall, Winter, Spring
🎓 **Programs**	Containing EL ED 203

Course Outcomes

Critical Dispositions

Recognize and use a moral/spiritual framework as a multicultural educator. Develop critical multicultural dispositions (e.g., self-critique, social awareness, meekness, advocacy). Explore perspectives and ways of knowing multicultural concerns (e.g., gender, sexuality, race and ethnicity, language abilities, immigration, social class, poverty).

Cultural Identities

Examine and understand the various dimensions of cultural identity, including one's own, and apply this knowledge to a process of personal reflection.

Recognize Privilege and Inequity

Recognize and acknowledge racism, discrimination and other forms of inequity and privilege in themselves, in others, and within institutions.

The Cultural Nature of Teaching and Learning

Acknowledge the cultural dynamics (e.g., beliefs, practices, values) at play in school success and classroom teaching. This includes recognizing and overcoming deficit thinking, and the challenges of second language acquisition and cultural adaptations for children of immigrants.

Inclusion

Learn to appreciate and value individual and cultural differences. Recognize how diversity enriches opportunities for learning and engagement within various communities.

↑Top

Instructional Design and Assessment for all Learners

Curriculum design and assessment theory, strategies, and tools for the K-6 classroom. Fundamental concepts in using assessments to evaluate and support language and literacy development for English learners. Use of formal and informal assessment practices to support the learning of all students.

EL ED 213

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing EL ED 213

Course Outcomes

Understand and apply the science of assessment in support of

Teacher candidates will be able to describe, define and apply the principles and science of assessment to determine instructional needs, design and deliver effective instruction and communicate assessment results to appropriate audiences in a multi-tiered system of support.

Instructional Design and Assessment for All Learners

- Teacher candidates will be able to describe, define and apply the principles and science of assessment to determine instructional needs, design and deliver effective instruction and communicate assessment results to appropriate audiences in a multi-tiered system of support.
- Teacher candidates will be able to describe their role and responsibility regarding curriculum standards and ensure that curriculum addresses the needs of diverse students.
- Teacher candidates will be able to synthesize and employ assessment evidence to inform instructional decision-making, interpret data to evaluate instruction, and apply a problem-solving process to address students' cognitive, social-emotional and linguistic learning needs within a multi-tiered system of support.
- Teacher candidates will be able to define, design and employ evidenced-based instructional practices within a multi-tiered system of support.

Define and apply curriculum standards

Teacher candidates will be able to describe their role and responsibility regarding curriculum standards and ensure that curriculum addresses the needs of diverse students.

Use assessment data to define and address student needs

Teacher candidates will be able to synthesize and employ assessment evidence to inform instructional decision-making, interpret data to evaluate instruction, and apply a problem-solving process to address students' cognitive, social-emotional and linguistic learning needs within a multi-tiered system of support.

Multi-tiered system of instructional support

Teacher candidates will be able to define, design and employ evidenced-based instructional practices within a multi-tiered system of support.

Top

Foundations of Literacy Development

Language and literacy development for first and second language learners including theoretical underpinnings, processes, historical foundations, and instructional contexts that support language and literacy development for all K-6 children.

EL ED 323

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admittance into elementary education program.
Taught	Fall, Winter, Spring
Programs	Containing EL ED 323

Course Outcomes

Theories and Process of Reading and Writing

Explain, compare and critique theories of reading and writing processes and development with supporting research evidence. (ILA Standard 1.1.1)

Language Processes

Explain and apply first language acquisition processes that support literacy development across elementary years, e.g., cueing systems, vocabulary, teacher talk). (ILA Standard 1.1.2)

Second Language and Literacy Acquisition

Explain, apply, and compare/contrast knowedge about second language literacy development in context. (ILA Standard 1.1.3 & 9)

Literacy Processes

Explain and apply reading and writing development across elementary years, e.g., word recognition, language comprehension, strategic knowledge, spelling, qualities of good writing, and reading/writing connections. (ILA Standard 1.1.2)

Historical Foundations of Literacy Instruction

Identify and synthesize major milestones in literacy instruction.(ILA Standard 1.2.1)

↑Top

Foundations of Classroom Management

Exploring philosophies of classroom management focusing on promoting child guidance in an engaging and effective K-6 classroom learning environment.

EL ED 324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EL ED 203
Taught	Fall, Winter, Spring
Programs	Containing EL ED 324

Course Outcomes

El Ed 324 Course Outcomes

Throughout this course, the students will:

- Compare and contrast management theories and approaches to classroom management.
- Identify ways to prevent management problems.
- Describe practical approaches for management interventions or ways of addressing problems that arise.
- Identify the components of an effective learning environment.
- Identify practices and strategies of a democratic classroom.
- Explore ways to motivate children using effective motivational theories.
- Formulate a personal management philosophy.
- Create a classroom management plan.
- Describe how needs of diverse learners are met in various components of management.
- Identify management approaches that align with the vision of the McKay School of Education and the Educator Preparation Program.

↑Top

K-2 Practicum Seminar

Prepare for and reflect on the K-2 practicum experience.

EL ED
330

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in El Ed 332.
Taught	Fall, Winter
Programs	Containing EL ED 330

Course Outcomes

El Ed 330 Course Outcomes

Throughout this course, the students will:

- discuss and make connections between the theoretical knowledge from foundational courses in the elementary education program to the experiences they will have during their K-2 practicum.
- self-evaluate their professional dispositions about teaching and learning.
- be expected to identify and practice professional attitudes about teaching and learning.
- develop planning skills.
- identify best teaching strategies and practices, focusing on K-2 classrooms.
- revisit and update their classroom management plan.
- identify and practice those foundational principles associated with the BYU/Public School Partnership and the McKay School of Education, including Utah Effective Teaching Standards and the Partnership Vision and Commitments.

Top

Practicum in Grades K-2

Applying knowledge from foundational and content courses to teaching in a K-2 setting. Observing, planning, teaching, assessing, and reflecting in a public school setting.

EL ED 332

Hours	2.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	EL ED 324; concurrent enrollment in El Ed 330; FBI fingerprint and background clearance.
Taught	Fall, Winter
Programs	Containing EL ED 332

Course Outcomes

El Ed 332 Course Outcomes

Throughout this practicum, all practice will be focused on children and classes in grades K-2. Each student will:

- apply appropriate planning skills.
- implement appropriate and effective pedagogy.
- demonstrate high levels of professionalism.

↑Top

Teaching Literacy in the Primary Grades (K-2)

Instructional practices for teaching children the literacy concepts, skills, and strategies they need to learn in grades K-2. Assessing, monitoring, and evaluating children's literacy knowledge and learning in grades K-2.

EL ED
333

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EL ED 323; Concurrent enrollment in El Ed 332.
Taught	Fall, Winter
Programs	Containing EL ED 333

Course Outcomes

Assessment

Teacher candidates will be able to administer, score, and interpret a variety of assessments appropriate for use in screening, diagnostic, monitoring, and outcome literacy assessment in primary grades (e.g., running records, Clay's observation survey, phonemic awareness assessment, DIBELS). (See ILA Standard 3)

Literacy Environment

Teacher candidates will be able to identify and evaluate key aspects of an effective literacy environment in a primary grade classroom. (See ILA Standard 5)

Instruction

Teacher candidates will be able to plan and implement primary grade literacy instruction for whole class, small groups, and individual students (e.g., read aloud, shared reading, guided reading, independent reading, shared writing interactive writing, language experience). (See ILA Standard 2)

Learner Development

Teacher candidates will plan and implement primary grade literacy instruction that is linked to student backgrounds across a variety of diverse characteristics. (See ILA Standard 4)

Curriculum

Teacher candidates will use foundational knowledge to design and/or implement instruction that develops primary grade students' word recognition, language comprehension, strategic knowledge and reading/writing connections. (See ILA Standard 2)

Professional Learning

Teacher candidates will examine their dispositions and orientation regarding their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (See ILA Standard 6)

↑Top

Children's Literature

Trends and titles in children's and adolescent literature. Reading and critiquing as well as practical uses of children's literature in both school and home.

EL ED 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Elementary education or early childhood education major status.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing EL ED 340

Course Outcomes

Evaluating Children's Books

1. Students will understand and apply criteria in evaluating children's books for quality and function.

Knowledge Base in Children's Literature

2. Students will gain a knowledge base concerning the field of children's literature as contained in the assigned textbook and class lectures.

↑Top

Language Acquisition in Elementary Education

Processes and variables in native- and second-language development. Fostering efficient acquisition of language, cognitive, and academic skills in second-language environments.

EL ED 343

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	EL ED 203; major status.
Taught	Contact Department

Course Outcomes

Language Acquisition in El Ed

El Ed 343 is currently an inactive course. Learning outcomes will be created when this course is offered.

↑Top

Content-Based Literacy

Instructional methods, strategies, and materials for integrating curriculum content and language instruction. Teaching, creating, and adapting lesson materials in a multicultural context.

EL ED 344

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	El Ed 343 or concurrent enrollment.
Taught	Contact Department

Course Outcomes

Content-Based Literacy

El Ed 344 is currently an inactive course. Learning outcomes will be created when this course is offered.

⬆Top

Family, School, and Community Partnership

Standards, principles, policies, and processes of collaborating with parents, families, schools, and communities in fostering and sustaining the development of children and youth.

EL ED 345

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	El Ed 344 or concurrent enrollment.
Taught	Contact Department

Course Outcomes

Family, School and Community Partnership

El Ed 345 is currently an inactive course. Learning outcomes will be created when this course is offered.

↑Top

Elementary Student Teaching

Supervised, full-day experience to develop and demonstrate competence in teaching at the elementary school level. Observations are conducted and feedback provided throughout the experience as the responsibility for teaching increases across the 10-week experience.

EL ED
400R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Note	See Education Student Services for application dates.
Taught	Fall, Winter
Programs	Containing EL ED 400R

Course Outcomes

El Ed 400R Course Outcomes

Participating in the Public School Setting
The student teacher will:

- observe and reflect with the intent to improve practice.
- effectively manage children in all facets of a school setting.
- increase his or her responsibility until they are operating as the regular classroom teacher.
- apply knowledge from various content courses as they relate to teaching in an elementary classroom.
- apply knowledge of various pedagogical methods for planning, teaching, and assessing and when they are most appropriate.
- demonstrate high levels of professionalism during their student teaching.
- create a Teacher Work Sample that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

↑Top

Grades 3-6 Practicum Seminar

Prepare for and reflect on the 3-6 practicum experience.

EL ED
440

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	EL ED 332; concurrent with El Ed 442; FBI fingerprint and background clearance.
Taught	Fall, Winter
Programs	Containing EL ED 440

Course Outcomes

El Ed 440 Course Outcome

Throughout this course, the students will:

- discuss and make connections between the theoretical knowledge from foundational courses in the elementary education program to the experiences they will have during their 3-6 practicum.
- self-evaluate their professional dispositions about teaching and learning.
- be expected to identify and practice professional attitudes about teaching and learning.
- identify contextual factors that impact teaching and learning.
- identify best teaching strategies and practices, focusing on 3-6 classrooms.
- increase planning skills.
- revisit and update their classroom management plan.
- identify and practice those foundational principles associated with the BYU/Public School Partnership and the McKay School of Education, including the Utah Effective Teaching Standards and the Partnership Vision and Commitments.

Practicum in the Elementary Education 3-6 Classroom

Applying knowledge from foundational and content courses to teaching in a 3-6 classroom. Observing, planning, teaching, assessing, and reflecting in a 3-6 public school setting.

EL ED 442

Hours	2.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	EL ED 332; Concurrent enrollment in El Ed 440.
Taught	Fall, Winter
Programs	Containing EL ED 442

Course Outcomes

El Ed 442 Course Outcomes

Throughout this practicum, all practice will be focused on children and classes in grades 3-6. Each El Ed 442 student will:

- apply principles of effective classroom management and learning environments.
- apply appropriate planning skills.
- implement appropriate and effective pedagogy.
- demonstrate high levels of professionalism.

Top

Teaching Literacy in the Intermediate Grades (3-6)

Information and skills needed to make informed decisions about literacy instruction and evaluation. Establishing an effective 3-6 grade classroom literacy environment.

EL ED
443

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EL ED 333; Concurrent enrollment in El Ed 442.
Taught	Fall, Winter
Programs	Containing EL ED 443

Course Outcomes

Professional Identity

Teacher candidates will engage in personal reflection to develop a professional identity and engage collaboratively with learners, families, colleagues, community members and demonstrate the highest ethical standards of the teaching profession. (See ILA Standard 6)

Assessment

Teacher candidates will be able to administer, score, and interpret a variety of assessmeents appropriate for use in screening, diagnostic, monitoring, & outcome literacy assessments in intermediate grades. (ILA Standard 3)

Literacy Environment

Teacher candidates will be able to identify and evaluate key aspects of an effective literacy environment in an intermediate classroom. (See ILA Standard 5)

Instruction

Teacher candidates will be able to plan and implement intermediate grade literacy instruction for whole class, small groups, and indivdiual students (e.g., read aloud, shared reading, guided reading, independent reading, shared writing, independent writing). (See ILA Standard 2)

Learner Development

Teacher candidate will plan and implement intermediate grade literacy instruction that is linked to student backgrounds across a variety of diverse characteristics. (See ILA Standard 4)

Curriculum

Teacher candidates will use foundational knowledge to design and/or implement instruction that develops intermediate grades students' comprehension, fluency, vocabulary, writing, and content area literacy skills. (See ILA Standard 2)

Top

Teaching Social Studies in Grades K-6

The methods, skills, and strategies for teaching social studies in grades K-6. Modeling democratic teaching practices and establishing democratic classrooms to prepare children to assume roles as participatory citizens in a democracy.

EL ED 445

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in El Ed 442.
Taught	Fall, Winter
Programs	Containing EL ED 445

Course Outcomes

El Ed 445 Course Outcomes

- Students will demonstrate their understanding of the history, purpose and current status of social studies in the classroom.
- Students will identify and recognize democratic principles and practices in the social studies curriculum, in K-6 classrooms, and in society.
- Students will demonstrate the ability to appropriately plan for teaching social studies.
- Teacher candidates will experience and participate in various strategies appropriate for teaching K-6 social studies.

↑Top

Teaching Science in Grades K-6

Developing the pedagogical knowledge, skills, and dispositions necessary to teach science to elementary children of various ages, abilities, backgrounds, and exceptionalities.

EL ED 446

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in El Ed 442.
Taught	Fall, Winter
Programs	Containing EL ED 446

Course Outcomes

El Ed 446 Course Outcomes

- Teacher candidates will evaluate their personal dispositions, development, and growth toward becoming a teacher of science.
- Teacher candidates will identify and describe purposes for teaching science in K-6 classrooms.
- Teacher candidates will explain what science is and how children learn science, including the knowledge and reasoning skills students must acquire to become proficient in science.
- Teacher candidates will recognize the practices, crosscutting concepts, and core ideas of science and engineering and how they influence science instruction in K-6 classrooms.
- Teacher candidates will plan for science instruction for children of various ages, abilities, backgrounds, and exceptionalities, including how to (a) identify appropriate science content from national standards and state core curricula; (b) apply a variety of appropriate teaching methods and strategies to support science learning; (c) integrate science with other disciplines across the elementary curriculum; and (d) employ appropriate assessment methods and strategies.

Top

Teaching Mathematics in Grades K-6

The teaching and learning of elementary school mathematics guided by current principles relating to mathematics content, social interaction, student thinking, and child development.

EL ED 447

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MTHED 305 & MTHED 306; Concurrent enrollment in El Ed 442.
Taught	Fall, Winter
Programs	Containing EL ED 447

Course Outcomes

El Ed 447 Learning Outcomes

- Establish mathematics goals that accommodate students' varied mathematical trajectories and align appropriately with state content and practice standards as well as informal and formal assessments of student thinking.
- Select and/or design worthwhile mathematical tasks that include varying levels of cognitive demand, thus increasing access to learning.
- Design, implement, and evaluate inquiry-based lessons as structured by the Launch-Explore-Summarize (Discuss/Debrief) teaching and learning cycles or sequences
- Anticipate student mathematical thinking (for planning lessons and/or units, orchestrating discourse, questioning, etc.)
- Create high levels of mathematical interaction by planning for discussion, questioning, and establishing a supportive classroom environment
- Adapt instruction to address the diverse learning strengths and needs of both groups and individuals
- Assess student learning, both formatively and summatively, using a range of appropriate strategies, and employ the results of assessment in guiding instruction
- Practice professionalism: In commitment to learning to teach, in appearance and demeanor, and in the quality of work submitted.

↑Top

Independent Readings or Project

Students meet with the instructor to assemble an individualized reading program in Elementary Education and agree upon the topic and organization of the course.

EL ED
493R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Departmental approval.
Taught	Contact Department

Course Outcomes

Professional Development

Students will explore and demonstrate knowledge in an area of specialization under the direction of a faculty member.

Top

Academic Internship

A full-year classroom teaching internship in the public schools in lieu of El Ed 400, student teaching.

EL ED 496R

Hours	8.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Note	See Education Student Services for application dates.
Taught	Fall
Programs	Containing EL ED 496R

Course Outcomes

El Ed 496R Course Outcomes

Participating in the Public School Setting
The intern will:

- reflect with the intent to improve practice.
- establish and maintain an effective learning environment.
- effectively manage children in all facets of a school setting.
- be a full-time teacher for one school year.
- apply knowledge from various content courses as they relate to teaching in an elementary classroom.
- apply knowledge of various pedagogical methods for planning, teaching, and assessing and when they are most appropriate.
- consistently engage collaboratively with colleagues and parents.
- demonstrate high levels of professionalism during their internship.
- create a Teacher Work Sample that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

↑Top

Analysis of Teaching and Learning

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Analysis of Teaching and Learning

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Art Education

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Art Education

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Children's Literature

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Children's Literature

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Classroom Management

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Classroom Management

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Comprehension Instruction

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Comprehension Instruction

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Content-Area Literacy

EL ED
589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Content-Area Literacy

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Effective Teaching

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Effective Teaching

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Foundations of Literacy

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Foundations of Literacy

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

K-6 Algebra and Geometry

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

K-6 Algebra and Geometry

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

K-6 Math Topics (TBA)

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

K-6 Math Topics

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

K-6 Rational Number

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

K-6 Rational Number

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Literacy Assessment and Intervention

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Literacy Assessment

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Literacy Development and Instruction

EL ED
589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Literacy Development and Instruction

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Literacy Specialist Practicum

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Literacy Specialist Practicum

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Literature for Young People

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Literature for Young People

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Math Pedagogy for Elementary

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Math Pedagogy for Elementary

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Mathematics

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Mathematics

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Organization and Administration of Reading Programs

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Org and Admin of Reading Programs

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Perspectives on Elementary Learner

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Perspectives on the Elementary Learner

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Special Topics in Education

Topics vary.

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Special Topics in Education

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Supervision of Literacy Programs

EL ED
589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Supervision of Literacy Program

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Techniques for Elementary Math

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Techniques for Elementary Math

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Utah Math Core Curriculum

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Utah Math Core Curriculum

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Writing Instruction

EL ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Does not count toward a graduate degree without prior approval.
Taught	Contact Department

Course Outcomes

Writing Instruction

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

First-Year Writing for International Students

Processes of academic writing, reading, and research for international students who have English as their second language.

ELANG 150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fulfills GE First-Year Writing requirement.
Taught	Fall, Winter, Summer
Programs	Containing ELANG 150

Course Outcomes

Rhetorical Knowledge

Students should demonstrate that they can focus on a well-defined purpose in writing, write clearly for a specified audience, use conventions of format and structure appropriate to the rhetorical situation, and adopt a voice, tone, and level of formality suited to the purpose and audience. They may also learn about and practice the following: responding to the needs of different audiences; responding appropriately to different kinds of rhetorical situations; writing in several genres; and exploring the ways different genres shape writing and reading.

Processes of Writing

Students should develop productive and flexible individual and collaborative writing processes, including prewriting, drafting, revising, editing and proofreading. These processes could include the following: collecting data, finding supporting evidence, and creating good arguments; organizing the material for a paper; writing successive drafts of the same paper; group writing; seeking and using peer responses; revising; editing grammar, usage, and punctuation; and using conventional formats.

Critical Reading

Students should be able to read and evaluate written materials from a variety of genres. They should demonstrate their ability to read critically, which would include some of the following: analyzing and evaluating arguments; identifying authors' claims and main ideas; identifying supporting evidence; identifying premises and unstated assumptions; evaluating logic and logical fallacies; drawing inferences; synthesizing ideas; identifying and evaluating analogies and figurative language; and distinguishing among emotional, ethical, and rational appeals

Processes of Library Research

Students should demonstrate that they can locate and evaluate print and electronic sources and use these sources to write a documented research paper.

Knowledge of Conventions

Students should demonstrate their knowledge of the following: common formats for different kinds of texts; genre conventions ranging from purpose and structure to tone and mechanics; methods of documenting borrowed information; and conventions of edited syntax, grammar, punctuation, and spelling.

Top

Introduction to the English Language

Overview of English from linguistic point of view, emphasizing structure of English and social, biological, and psychological aspects of language.

ELANG 223

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing ELANG 223

Course Outcomes

Acquiring Basic Analytical Tools

Students will have acquired basic analytical tools in core areas of linguistics: phonology, morphology, syntax, semantics, and pragmatics.

Applying Analytical Tools

Students will be able to apply these analytical tools to English language data of various types, such as those involving aspects of variation, acquisition, and historical change.

↑Top

Empirical Methods in English Linguistics

The use of large collections of texts for teaching and particularly for research, including the study of many different types of linguistic variation.

ELANG 273

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELang 223 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing ELANG 273

Course Outcomes

Authentic Linguistic Data

Students will acquire authentic linguistic data from native speakers through appropriately selected computer corpora (collections of texts) as well as through other methods such as interviews, surveys, recordings, etc., and effectively extract the relevant data

Library and Online Research

Students will be able to carry out library and online research to investigate findings by other linguists.

Organizing, Test, Report

Students will be able to organize linguistic data, construct and test hypotheses about it, and report the findings.

Understanding and Applying Research

Students will be able to distinguish empirical from introspective-based research and apply both (either separately or in conjunction with each other) for research topics.

Recognizing and Applying Statistical Measures

Students will be able to recognize and begin to apply statistical measures.

↑Top

Modern American Usage

Current conventions and effective use of American English.

ELANG 322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELang 223 or Ling 201 or concurrent enrollment.
Taught	Fall, Winter, Summer
Programs	Containing ELANG 322

Course Outcomes

Evaluating English Usage

Students will be able to identify and use multiple approaches to evaluating English usage.

Tools for Evaluating English Usage

Students will be able to identify and use the most appropriate tools for each approach.

Evaluating the Validity of Prescriptive Rules

Students will be able to evaluate the validity of prescriptive rules by using these approaches and tools.

Top

History of the English Language

Basic changes from Old English to modern English, including modern American dialects.

ELANG
324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELang 223 or Ling 201, or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing ELANG 324

Course Outcomes

Tracing Linguistic Changes

Students will be able to trace the general phonemic, morphological, syntactic, and semantic changes of English in relation to the major periods of Old English, Middle English, Early Modern English, and Present-Day English.

Linguistic Tools and Resources

Students will be able to identify some of the appropriate linguistic tools and resources that are available to answer specific questions about the history and development of the English language.

Social, Political, and Linguistic Influence on English

Students will be able to explain the important social and political factors as well as linguistic processes that have influenced the development of the English language and some of its varieties, including the current standard variety.

Authentic Historical Texts

Students will be able to apply course concepts and information to the assessment and interpretation of authentic historical texts.

Top

The Grammar of English

Structure of English grammar in various applications.

ELANG 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELang 223 or Ling 201 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing ELANG 325

Course Outcomes

Analyze and Describe Grammatical Structures

Students will be able to analyze and describe grammatical structures in English at the word, phrase, clause, and sentence levels.

Identify and Label Parts of Speech

Students will be able to identify and label parts of speech in English sentences.

Applying Knowledge to Analyze Texts

Students will be able to apply the knowledge from the previous outcomes towards the analysis of authentic texts.

↑Top

English Semantics and Pragmatics

Structure of meaning in words, phrases, and discourse. Lexical semantics and the mental lexicon; phrase-level meaning; interaction of situation and meaning.

ELANG
326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Fall, Winter
Programs	Containing ELANG 326

Course Outcomes

Semantic and Pragmatic Concepts

Students will be able to identify and discuss basic semantic and pragmatic concepts such as sense, reference, deixis, perlocution, illocution, entailment, implicature, metaphor, Gricean Maxims, etc.

Analyzing Spoken and Written Texts

Students will be able to apply the above concepts towards the analysis of spoken and written texts, demonstrating their knowledge and understanding in a written paper.

Top

English Phonetics and Phonology

Pronunciation, perception, and interaction of English speech sounds. Dialect variation.

ELANG 327

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Winter
Programs	Containing ELANG 327

Course Outcomes

Speech Sounds and Prosodic Patterns

Students will be able to listen analytically to speech and identify a wide range of speech sounds and prosodic patterns found in English.

Transcription Systems

Students will be able to use standard transcription systems to represent English speech sounds and discuss some of the limitations of those systems.

Speech Analysis Software

Students will know how to use speech analysis software to investigate English speech sounds.

Theoretical Principles

Students will understand the theoretical principles underlying the classification and description of English speech sounds and prosodic patterns of English.

Segmental and Prosodic Phonology of English

Students will be able to describe and analyze at an intermediate level major features of the segmental and prosodic phonology of English.

Top

Basic Editing Skills

Editing theory and practice, emphasizing copyediting and basic line editing.

ELANG
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223 & ELANG 322 & ELANG 325
Taught	Fall, Winter, Spring
Programs	Containing ELANG 350

Course Outcomes

Copyediting Skills

Students demonstrate copyediting skills by using these skills to improve sample manuscripts in such areas as punctuation, spelling, grammar, usage, and sentence clarity.

Style and Usage Requirements

Students apply style and usage requirements with flexibility, customized to specific contexts and circumstances.

Empirical Methods

Students employ empirical methods to investigate patterns of style and usage and make editorial decisions.

↑Top

Editing Student Journals

Hands-on training and experience in all aspects of editing and publishing student journals.

ELANG 351R

Hours	1.0 - 2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Practical Experience

Students acquire practical experience in one or more phases of the production of a BYU student journal: manuscript solicitation, evaluation, development, copy editing, layout, production, and promotion.

Seeking out Opportunities to Apply Principles

Students seek out opportunities to apply principles learned in editing classes to improve communication in live settings.

Articulating what They have Learned

Students articulate what they have learned about communication or publication processes in live settings that have enhanced their course learning.

Top

Discourse Analysis

Linguistic analysis of connected speech or written discourse, especially larger linguistic units above the clause level, such as conversational exchanges or written texts.

ELANG 362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Contact Department
Programs	Containing ELANG 362

Course Outcomes

Identify and Evaluate Sources

Students will be able to identify and critically evaluate sources relevant to issues concerning discourse analysis.

Conversational and Written Academic Discourse

Students will be able to demonstrate knowledge of the ways that discourse is structured in a variety of genres and registers, including spoken conversational discourse and written academic discourse.

Analysis of Authentic English Discourse

Students will be able to evaluate and appropriately apply various methods and approaches to the analysis of authentic English discourse and effectively communicate their findings.

🡅Top

TESOL Listening, Speaking, and Pronunciation

Understanding basic English as a second/foreign language theories and practices for teaching and assessing listening, speaking, and pronunciation.

ELANG 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Fall, Winter
Programs	Containing ELANG 375

Course Outcomes

Historical Methods and Techniques

Analyze historical methods and techniques in English as a second/foreign language for teaching and assessing listening, speaking, and pronunciation.

Analyze and Adapt Textbook Materials

Analyze and adapt textbook materials designed to promote accuracy and fluency in listening, speaking, and pronunciation.

Observe and Analyze Second Language Instruction

Observe and analyze second language accuracy and fluency instruction in relation to concepts discussed in class.

Assessing Listening, Speaking, and Pronunciation

Identify the roles that langauge acquisition, learner variables, and language learning strategies play in teaching and assessing listening, speaking, and pronunciation.

Evaluate Technology

Evaluate technology aimed at promoting listening, speaking, and pronunciation.

↑Top

TESOL Reading, Writing, and Vocabulary

Understanding basic processes of literacy development in English as a second or foreign langauge. How knowledge of these processes informs classroom literacy instruction and practices.

ELANG 376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Fall, Winter
Programs	Containing ELANG 376

Course Outcomes

Analyze Basic Theories

Analyze basic theories of second/foreign language literacy and vocabulary acquisition and assessment.

Apply Basic Theories

Apply basic theories to actual classroom literacy and vocabulary instruction.

Observe and Analyze L2 Literacy Instruction

Observe and analyze L2 literacy instruction in relation to concepts discussed in class.

Identify and Critique Online Resources

Identify and critique online resources aimed at literacy and vocabulary development.

Top

Academic Internship: Editing and English Language

On-the-job experience and education related to editing and English language studies.

ELANG 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Practical Experiences

Students acquire practical experience in one or more phases of the production of a professional publication or other document by serving as an intern at that publication or for the document production team: manuscript solicitation, evaluation, development of content, copy editing, layout, and print production.

Seeking out Opportunities to Apply Principles

Students seek out opportunities to apply principles learned in editing classes to improve communication in live settings.

Articulating what they have learned

Students articulate what they have learned about communication or publication processes in live settings that has enhanced their course learning and professional development.

Top

Genre and Substantive Editing

Exploring a different genre of publishing each semester; instruction in substantive editing.

ELANG 410R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223 & ELANG 322 & ELANG 325
Taught	Fall, Winter, Spring
Programs	Containing ELANG 410R

Course Outcomes

Ethical Issues in Publishing

Students articulate a personal perspective on ethical issues in publishing, such as preserving the author's voice, plagiarism, copyright infringement, the tensions between the editorial and the marketing sides of publishing, the promotion of values, and the transmission of our cultural heritage.

Specialized Skills

Students demonstrate specialized skills and the perspective required by at least one specific editing genre (such as magazine publishing, technical communication, book publishing, scholarly publishing, or visual information design).

Top

Studies in Language or Editing

Studies in specialized topics about the English language or editing. Topics vary.

ELANG 421R

Hours	1.0 - 6.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing ELANG 421R

Course Outcomes

Demonstrate Knowledge

Demonstrate knowledge of the chosen topic. In most cases, this will be some kind of linguistic knowledge, such as linguistic structures or linguistic processes.

↑Top

Editing for Publication

Refining copy editing and substantive editing skills through hands-on work with actual publications; one-on-one feedback and mentoring.

ELANG 430R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	ELANG 350 & ELANG 410R & DIGHT 230
Taught	Fall, Winter, Spring
Programs	Containing ELANG 430R

Course Outcomes

Working in Small Groups

Students demonstrate ability to work in small groups and to accept and implement mentor feedback by producing as a group, and under direction of a faculty mentor, a publication project effectively edited and competently designed.

Editing Skills

Students demonstrate improvement in basic editing skills acquired in previous courses: copyediting, substantive editing in a genre, and use of electronic tools for editing and layout.

Basic Understanding of Publication Industry

Students demonstrate a basic understanding of the publishing industry and the requirements of an effective job search by creating a job application and an editing skills portfolio.

Top

Early Modern English

English language from 1500-1700.

ELANG
447

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223 & ELANG 324; or LING 201 & ELANG 324
Taught	Winter
Programs	Containing ELANG 447

Course Outcomes

Identify Characteristics

Students will be able to identify the phonological, morphological, syntactic, lexical, pragmatic, and orthographic characteristics of Early Modern English and how those characteristics are distinguished from Present Day English.

Identify Factors in Development

Students will be able to identify important historical, social, and linguistic factors that influenced the development of the language during the Early Modern Period, including the development of modern prescriptive norms.

Apply Understanding to Contemporary Texts

Students will be able to apply their understanding of Early Modern English to the interpretation of contemporary texts, including passages from the works of Shakespeare and the King James translation of the Bible.

↑Top

Late Modern English

The English language from 1700-1900, emphasizing diachronic changes.

ELANG 448

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223 & ELANG 324; or LING 201 & ELANG 324
Taught	Contact Department
Programs	Containing ELANG 448

Course Outcomes

Identify Characteristics

Students will be able to identify the phonological, morphological, syntactic, lexical, pragmatic, and orthographic characteristics of Late Modern English and how those characteristics are distinguished from Present Day English.

Identify Factors Influencing Development

Students will be able to identify important historical, social, and linguistic factors that influenced the development of the language during the Late Modern Period, including the development of modern prescriptive norms.

Identify Instances of Language Change

Students will be able to identify processes and instances of language change during the Late Modern English period.

Apply Understanding to Contemporary Texts

Students will be able to apply their understanding of Late Modern English to the interpretation of contemporary texts.

Top

Introduction to Varieties of English

Regional and social variation in English, including world Englishes and English-based pidgins and creoles.

ELANG 468

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Fall
Programs	Containing ELANG 468

Course Outcomes

Properties of varieties of English

Students will learn the basic properties of several varieties of English.

Basic Terminology and Issues

Students will be able to understand the basic terminology as well as the theoretical and social issues associated with studying varieties of English.

Learning to Collect and Analyze Data

Students will learn to collect and analyze data using several data collection methods.

Collecting and Analyzing Data

Students will collect and analyze data on a topic of their choice and present their findings in a research paper.

Top

TESOL Basic Course and Lesson Planning

Design English as a second or foreign language course and lesson plans on principles and knowledge of learning outcomes, assessment plans, methods, materials, classroom management, and learning activities; access and use professional resources.

ELANG 477

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, ELang 325 & ELang 375 & ELang 376.
Taught	Fall, Winter, Spring
Programs	Containing ELANG 477

Course Outcomes

Designing an ESL Course

Based on a needs assessment, students will be able to design an ESL course that includes learning outcomes, an assessment plan, a description of what will be taught, how it will be taught (including the roles for teacher and students), and major learning activities.

Develop a Instructional Unit

Students will be able to develop an instructional unit using materials from a textbook that includes learning objectives, a unit plan, and sample lesson plans.

Become More Professional in TESOL

Students will become more professional in TESOL by accessing and using resources including international, national, and local organizations; journals and online resources; job listings; and information about further educational opportunities.

↑Top

TESOL Practicum

Synthesize and apply the foundational knowledge of the English language systems and competencies in teaching English as a second or foreign language.

ELANG 478

Hours	3.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	ELANG 325 & ELANG 375 & ELANG 376; ELang 223; and ELang 477 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing ELANG 478

Course Outcomes

Practical Application of Knowledge and Skills

Students will put the knowledge and skills learned in the TESOL minor classes into use during the practicum at the English Language Center by:
- Observing more experienced teachers in the classroom
- Working with a mentor
- Tutoring in the Self-Access Study Center
- Assisting in the computer lab
- Teaching in the Foundations Prep or Academic Prep classes
- Completing a portfolio of work completed during the practicum

↑Top

The Senior Course

In-depth study of a limited area of English language. Content varies; requires research and writing.

ELANG 495R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Senior status; English language major status.
Taught	Fall, Winter
Programs	Containing ELANG 495R

Course Outcomes

Course Project

Students will be able to demonstrate how a variety of linguistic concepts, authoritative sources, and methodologies they have previously learned about in other courses may be effectively applied in a focused course project in which the students participate.

Identifying Linguistic Assumptions

Students will be able to identify some of the linguistic assumptions that underlie the approaches and methods they might use in completing the project.

Substantial Paper

By the end of the course, students will have written a substantial paper that describes, explains, and justifies the work they have done and the approach they have used in their project.

Top

TESOL Internship

Individualized work or volunteer experience in a domestic or international setting.

ELANG 496R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	ELANG 477 & ELANG 478
Note	International internships must be coordinated through International Study Programs. All internships require prior departmental approval.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Applying Linguistics and Pedagogical Concepts - All Sections

Apply linguistic and pedagogical concepts learned in other TESOL minor courses in real-world situations.

Confidence and Preparation in Teaching

Develop feelings of confidence and preparedness in teaching English as a second language.

Critical Reflection

Demonstrate critical reflection of their own teaching beliefs and practices.

Professional Conduct, Practice, and Options

Become familiar with professional conduct, practice, and employment options in the TESOL industry.

↑Top

English Spelling

ELANG 521R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201; or equivalent.
Taught	Contact Department

Course Outcomes

Extensive Reading

By the end of the course, students will have read extensively on a topic determined by the instructor.

Principal Issues

Students will be able to identify and outline some of the principal issues and contextual matters related to the designated topic area as well as to identify the principal sources and methods for resolving questions related to that topic area.

Substantial

By the end of the course, students will have prepared a substantial paper or project that demonstrates their mastery of material related to a specific issue or question within the topic area.

Top

Studies in Language

Topics vary.

ELANG 521R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201; or equivalent.
Taught	Contact Department
Programs	Containing ELANG 521R

Course Outcomes

Extensive Reading

By the end of the course, students will have read extensively on a topic determined by the instructor.

Principal Issues

Students will be able to identify and outline some of the principal issues and contextual matters related to the designated topic area as well as to identify the principal sources and methods for resolving questions related to that topic area.

Substantial

By the end of the course, students will have prepared a substantial paper or project that demonstrates their mastery of material related to a specific issue or question within the topic area.

Top

Language Policy and Planning in English Language Contexts

Theories and practices of governing entities as they formulate policies relating to the status and codification of the English language.

ELANG 522

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201; or equivalent.
Taught	Contact Department
Programs	Containing ELANG 522

Course Outcomes

Language Planning Theories and Practices

Students will be able to apply fundamental language planning theories and practices toward solving real-world English language macro and micro planning problems.

Representative Texts and Practices

Students will be able to understand, interpret, explain, analyze, and assess representative texts and practices in English language planning and policy development.

Research

Students will be able to conduct research using appropriate language planning and policy theory and practice models in English language contexts.

↑Top

History of the Book

History and development of the book, including modern methods and practices.

ELANG 524

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ELANG 524

Course Outcomes

Book Construction and Production

Students will be able to describe and show how the book (the codex, in particular) is physically constructed and produced.

Describing the history of the Book

Students will be able to describe the history of the book and the reasons it has developed the way it has.

Scripts and Fonts

Students will be able to describe the development of scripts and fonts and the reasons they have changed over time.

Making a Book Beautiful

Students will be able to describe what goes into making a book look beautiful (design, typography, construction, usefulness, etc.).

Text Change

Students will be able to describe the fundamentals that underlie how texts change and develop over time, including the kinds of transmission errors that occur.

↑Top

Old English 1

Old English grammar and vocabulary; traditional syntactical patterns in various types of Old English prose and poetry.

ELANG 525

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 324; or equivalent.
Taught	Fall odd years
Programs	Containing ELANG 525

Course Outcomes

Grammar and Structure

Students will have learned the basic grammatical and syntactic structures of Old English.

Old English Texts

Students will be able to read Old English texts with the aid of a glossary and grammar and know how to contextualize the content of the texts with Anglo-Saxon culture.

Differences between Old English and Present-day English

Students will be able to describe the differences between Old English and Present-day English and note the changes that occurred between the two stages of English.

Major Dialects and Genres of Old English Writings

Students will be able to describe the major dialects and genres of Old English writings.

Top

Middle English

Detailed study of the principal dialects of Middle English, as illustrated in the literature of the period.

ELANG 526

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 324; or equivalent.
Taught	Fall even years
Programs	Containing ELANG 526

Course Outcomes

Middle English Differences

Students will be able to identify some of the most important ways that Middle English differs from Present-day English and Old English and tell how the language is in the process of changing in Middle English.

Reading Middle English Texts

Students will be able to read a Middle English text, with a little help from a glossary or dictionary.

Major Dialect Differences in Middle English

Students will be able to identify the major dialect differences in Middle English.

Language Contact and Sociolinguistics in Middle English

Students will be able to explain concepts of language contact and sociolinguistics as exemplified by Middle English.

Top

Structure of Modern English

A thorough consideration of the syntactic structures and patterns of Modern English, with some attention given to possible applications.

ELANG 529

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 325; or instructor's consent.
Taught	Spring odd years
Programs	Containing ELANG 529

Course Outcomes

Reference Works and Resources

Students will be able to identify some of the important reference works and resources that are available to answer questions about English grammatical structure and how they might appropriately be applied.

Lexical and Structural Classes

Students will be able to identify the various characteristics, features, and behaviors of the lexical and structural classes, as well as the larger phrase, clause, and sentence types within the English language.

Grammatical Knowledge

Students will be able to demonstrate how grammatical knowledge can be consciously applied in a variety of analytical and applied language tasks.

Top

Language and Literature

Literature from a language perspective; applying linguistic constructs to literary language; examining literary style; linguistic analysis of unfamiliar texts.

ELANG 535

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201; or equivalent.
Taught	Summer Contact Department
Programs	Containing ELANG 535

Course Outcomes

Philological Principles

Students will have become acquainted with important philological principles.

Literary Text Analysis: Poetic Formulas

Students will be able to analyze literary texts using poetic formulas, including simple and complex figures.

Literary Text Analysis: Philological Criticism

Students will be able to analyze literary texts using philological criticism, including contextual relations.

Online Corpora and Literary Text Analysis

Students will understand how an online corpus might be used effectively to analyze literary texts.

Creating Literary Texts

Students will be able to create literary texts using language features identified within the course.

Top

Seminar in Early Modern English

Seminar in a specific topic about the English language from 1500 to 1800. Emphasis on contributing to the research about this period.

ELANG 547

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 447
Taught	Contact Department

Course Outcomes

Early Modern English Differences

Students will be able to identify the phonological, morphological, syntactic, lexical, pragmatic, and orthographic characteristics of Early Modern English and how those characteristics are distinguished from Present Day English.

Language Development

Students will be able to identify important historical, social, and linguistic factors that influenced the development of the language during the Early Modern Period, including the development of modern prescriptive norms.

Interpretation of Contemporary Texts

Students will be able to apply their understanding of Early Modern English to the interpretation of contemporary texts, including passages from the works of Shakespeare and the King James translation of the Bible.

Top

Old English 2

Additional reading in Old English, emphasizing sound changes, dialects, and textual production.

ELANG
548

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 525
Taught	Contact Department
Programs	Containing ELANG 548

Course Outcomes

Old English Language Fluency

By the end of the course students will have achieved a greater fluency within the Old English language.

Old English Heroic Verse

Students will be able to identify the features in Beowulf that exemplify the conventions of Old English heroic verse and the larger cultural context of the heroic society.

Beowulf Translation

Students will have translated the entire epic poem, Beowulf.

Contrasting Old English Lexical Uses

Students will be able to provide examples of contrasting Old English lexical uses, including ones involving metaphor and synonymy among words within the poem as well as differences between the lexical forms in the poem and other Old English texts.

↑Top

Varieties of English

Research and theory of issues regarding regional and social variation in English, including world Englishes and English-based pidgins and creoles

ELANG 568

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 468
Taught	Contact Department

Course Outcomes

knowledge

Students will deepen their understanding of varieties of English.

Top

Introduction to Management

Intensive introduction to management thought and practice.

EMBA
500

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Orientation

Students will know how to navigate through the EMBA program

Introduction

Students will understand the program objectives and be introduced to the core management disciplines

Leadership

Students will identify their core strengths and begin a plan for develping as leaders.

Top

Corporate Financial Reporting

Analyzing financial accounting and reporting issues used by prospective managers.

EMBA 504

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Leadership 1

Understanding and building individual leadership skills in career management and communications.

EMBA 505

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Knowledge

Students will deepen their understanding of leadership

↑Top

Entrepreneurial Management

Building the skills of entrepreneurial management; focusing on finding opportunities, people, and deals to create new value in new ventures and existing firms.

EMBA 506

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Creating Value

Discover opportunities for creating value through new ventures

Business Models

Discover and prove winning business models

↑Top

Leadership: Identifying and Developing Convictions, Strengths, and Key Competencies

Exploring current topics and issues in leadership and management. Identifying convictions and strengths necessary for effective leadership in contemporary business settings. Creating a plan for developing key competencies.

EMBA
508

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Analyze Your Organization's Culture

Analyze and assess the culture of your organization for the purpose of leading or influencing cultural change.

Craft Your Own Story

Articulate a coherent and compelling story of your professional journey

Share Effective Messages with Your Organization

Introduce and manage organizational messages so that they positively influence people's perceptions and behavior.

Identify Your Signature Strengths and Competencies

Identify and describe your signature strengths and competencies and make them the focus of professional development efforts.

Test

New outcome

↑Top

Operations Management

Examining issues and tools in production and operations management. Specific tools for forecasting, planning, inventory control, and project management presented and developed.

EMBA 530

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring

Course Outcomes

Assessing operational effectiveness

Design and conduct an in-site assessment of a manufacturing facility's overall operations.

Linking operational effectiveness to org strategy

Describe how well a specific facility's operational effectiveness is linked to the organization's overall strategy.

↑Top

Operations Management

Examining issues and tools in service operations, production, and operations management. Presenting and developing specific tools for forecasting, planning, inventory control, and project management.

EMBA
531

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Quantitative analysis of operations processes

demonstrate mastery of basic quantitative skills required to analyze core processes.

Framing operational issues effectively

Demonstrate the ability to develop a point of view about an operational challenge and argue persuasively for it in a professional setting.

Top

Human Resource Management

Analyzing individual, group, and organizational variables that facilitate or inhibit effective organizational functioning. Topics include motivation, rewards, leadership, conflict, decision making, structure, evaluation, and change.

EMBA
545

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Conducting job interviews

Design and conduct an effective employment interview

Motivating an effective workforce

Demonstrate a working knowledge of sound principles and practices applicable to motivating people in the workplace.

Managing teams and work groups

Demonstrate a working knowledge of sound principles and practices applicable to creating and managing an effective team or work group.

Managing change effectively

Demonstrate an understanding of effective principles and tools used in managing change.

↑Top

Weidman Center Global Internship

Provides students international technical work experience under the guidance of an industry supervisor.

ENG T 199R

Hours	0.5 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Consent of Weidman Center Director.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Life Long Learning

Upon completing this course students will have gained practical global experience that will aid them in future engineering careers.

Learning Outcomes: Weidman Global Internships

1. Identify and solve problems by thinking critically and using appropriate engineering and/or technology skills.
2. Demonstrate professionalism by actively participating in teams, using professional communications, acting ethically, and following pertinent regulations.
3. Improve technical, global, and leadership capabilities by working in an immersive cross-cultural environment.

↑Top

Foundations of Global Leadership

Foundational principles and practices of individual and organizational leadership in a global context from an integrated moral, technical and social perspective. Emphasis on developing integrity, valuing and leveraging diversity, acquiring and applying leadership skills.

ENG T 231

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing ENG T 231

Course Outcomes

1. Leadership

Understand and describe what it means to be a leader. Cultivate your desire to become an effective leader by developing one or more leadership qualities.

2. Leadership and ethical implications

Understand ethics and integrity, and practice both in your personal and professional life. Describe and apply a procedure for effectively implementing ethical decisions to solve ethical problems of practical interest.

3. Leadership with self-awareness and striving to improve

Understand and be able to describe the importance of self-awareness to effective leadership. Increase your level of self-awareness.

4. Leadership with self-awareness and striving to improve

Understand and be able to use a model (e.g., MBTI) to describe personality type and/or preferences. Use this model to increase your effectiveness as a leader.

5. Leadership by developing and practicing interpersonal skills

Define and effectively practice key interpersonal skills (e.g., effective communication, influencing others and managing conflict). Develop or refine at least one interpersonal skill.

6. Leadership and teamwork

Understand and describe the principles and processes that lead to effective teams. Evaluate and improve your effectiveness as a member of a team on assignments, activities, and/or a class project.

7. Leadership and teamwork

Value diversity and the different perspectives, experience, skills that individuals bring to a team. Be able to effectively utilize those differences to enhance team performance.

8. Leadership and vision

Develop skills needed to understand and establish a vision, establish goals, formulate a strategy and develop a plan consistent with a vision. Develop an ability to manage and prioritize your time effectively.

9. Leadership and global economy

Understand and be able to describe globalization including its historical context, driving forces and influences. Compare and contrast the positive and negative impacts of globalization. Demonstrate an understanding of a few global issues.

10. Leadership and impact of culture

Appreciate, understand and demonstrate how cultural factors influence communication, teamwork and the practice of technical disciplines within a global context. Improve your multicultural skills through practice.

11. Social Science Research and Critical Analysis

Understand and develop experience with research methods used in an area of social science at an introductory level, including the collection, use, and evaluation of data, and the generalization of results as theories or models.

Top

Engineering Math Refresher

Review of basic techniques of algebra, trigonometry, differential calculus, integral calculus, and series and sequences in preparation for engineering mathematics, ordinary differential equations, and multivariable calculus.

ENG T 295R

Hours	0.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2

Course Outcomes

Math Refresher

Upon completion of this course students will be better prepared to continue their education in the College of Engineering and Technology.

↑Top

Globalization in Engineering and Technology

Definition of globalization and the driving forces. How globalization is changing the practice of engineering and the development of technology. Study through classroom and industrial site visits.

ENG T 480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Engineering or technology major enrolled in upper-division major courses; instructor's consent.
Taught	Spring
Offered	Study Abroad.

Course Outcomes

Globalization and Engineering

The students' knowledge of globalization as it relates to the practice of engineering, innovation, manufacturing, and research in their chosen field.

Globalization and Culture

The students' knowledge of globalization as it affects the environment, international trade and finance, and cultures.

Students and Globalization

The students' ability to argue the major points related to globalization (listed in the two points above). In each case, there are multiple views on the subject which they should be familiar with.

Culture and Engineering Practices

The students' ability to discuss foreign engineers regarding globalization and their companies' activities in the foreign country.

↑Top

Global Engineering Outreach Projects

Humanitarian-based engineering and technology project development involving multi-disciplinary teams.

ENG T 497R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Engineering or technology major enrolled in upper-division major courses; instructor's consent.
Taught	Fall, Winter
Programs	Containing ENG T 497R

Course Outcomes

Problem Solving

Gain experience in the design process that includes innovative problem solving skills applied to the design and implementation of global projects in developing regions of the world in the context of real needs, constraints, and opportunities.

Global Engineering

Demonstrate an appreciation for global aspects of engineering, including social and technical constraints related to design and the importance of sustainability.

Teamwork and Leadership

Demonstrate effective teamwork and leadership skills and an appreciation for other disciplines both within and outside of engineering as they work together on interdisciplinary teams.

Communication

Demonstrate effective oral and written communication skills in the reporting of work, particularly to entities or individuals in countries in which projects are implemented.

Social Innovation

Gain experience in how to be involved in social innovation as they progress through their careers.

↑Top

Special Topics in Engineering and Technology

Special topics in engineering and technology that relate to current research areas or issues related to industry.

ENG T
595R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Special Topics

Learn and apply concepts and/or pritices in a specialized area.

↑Top

Academic Preparation for English Majors

Overview of the English major for the beginning student: curriculum, faculty, academic resources.

ENGL 198

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Term 1, Winter Term 1
Programs	Containing ENGL 198

Course Outcomes

Major Requirements

To familiarize you with English major requirements and expectations.

University Resources

To introduce you to department, college, and university resources that will support you throughout your BYU career and help you in your search for internships.

Customized Undergraduate Career

To assist you in tailoring your undergraduate studies to meet your post-BYU plans.

Academic and Professional Skills

To encourage your identification and cultivation of the skills you need to reach both academic and professional goals.

Top

Honors Masterpieces of World Literature 1

Major world civilizations from antiquity through the early Italian Renaissance, approached through literature and emphasizing socioeconomic, religious, poliltical, intellectual, and aesthetic developments.

ENGL 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Masterpieces of World Literature 1

Major world civilizations from antiquity through the early Italian Renaissance, approached through literature and emphasizing socioeconomic, religious, political, intellectual, and aesthetic developments.

ENGL 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Offered	Honors also.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Honors Masterpieces of World Literature 2

Major world civilizations from Europe's High Renaissance to modern times, approached through literature and emphasizing socioeconomic, religious, political, intellectual, and aesthetic developments.

ENGL
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Masterpieces of World Literature 2

Major world civilizations from Europe's High Renaissance to modern times, approached through literature and emphasizing socioeconomic, religious, political, intellectual, and aesthetic developments.

ENGL
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Offered	Honors also.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Honors: Rhetoric and Civilization 1

Western civilization from Greek antiquity to the Renaissance emphasizing rhetoric; the arts of language and their role in shaping institutions, values, and beliefs.

ENGL 211

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Effective Writing and Communication

Demonstrate your understanding of the texts through written and oral assignments as well as through papers and essay exams.

Careful and Critical Reading

Read carefully and critically primary texts from people and periods in history that have shaped the civilization we now have-particularly our intellectual traditions and values, but also our political, social, educational, and religious institutions.

Understand Vocabulary and Canons of Rhetoric

Understand the vocabulary and canons of rhetoric so that you can use the art of rhetoric effectively in listening to, reading, and analyzing the discourse of others, and in speaking and writing clearly and persuasively.

↑Top

Rhetoric and Civilization 1

Western civilization from Greek antiquity to the Renaissance emphasizing rhetoric; the arts of language and their role in shaping institutions, values, and beliefs.

ENGL 211

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Offered	Honors also.
Programs	Containing ENGL 211

Course Outcomes

Effective Writing and Communication

Demonstrate your understanding of the texts through written and oral assignments as well as through papers and essay exams.

Careful and Critical Reading

Read carefully and critically primary texts from people and periods in history that have shaped the civilization we now have-particularly our intellectual traditions and values, but also our political, social, educational, and religious institutions.

Understand Vocabulary and Canons of Rhetoric

Understand the vocabulary and canons of rhetoric so that you can use the art of rhetoric effectively in listening to, reading, and analyzing the discourse of others, and in speaking and writing clearly and persuasively.

↑Top

Honors: Rhetoric and Civilization 2

Western civilization from the Renaissance to the present emphasizing rhetoric; the arts of language and their role in shaping institutions, values, and beliefs.

ENGL 212

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Effective Writing and Communication

Demonstrate your understanding of the texts through written and oral assignments as well as through papers and essay exams.

Understanding Vocabulary and Canons of Rhetoric

Understand the vocabulary and canons of rhetoric so that you can use the art of rhetoric effectively in listening to, reading, and analyzing the discourse of others, and in speaking and writing clearly and persuasively.

Understanding Texts

Demonstrate your understanding of the texts through written and oral assignments as well as through papers and essay exams.

Careful and Critical Reading

Read carefully and critically primary texts from people and periods in history that have shaped the civilization we now have-particularly our intellectual traditions and values, but also our political, social, educational, and religious institutions.

↑Top

Rhetoric and Civilization 2

Western civilization from the Renaissance to the present emphasizing rhetoric; the arts of language and their role in shaping institutions, values, and beliefs.

ENGL 212

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department
Offered	Honors also.
Programs	Containing ENGL 212

Course Outcomes

Effective Writing and Communication

Demonstrate your understanding of the texts through written and oral assignments as well as through papers and essay exams.

Understanding Vocabulary and Canons of Rhetoric

Understand the vocabulary and canons of rhetoric so that you can use the art of rhetoric effectively in listening to, reading, and analyzing the discourse of others, and in speaking and writing clearly and persuasively.

Understanding Texts

Demonstrate your understanding of the texts through written and oral assignments as well as through papers and essay exams.

Careful and Critical Reading

Read carefully and critically primary texts from people and periods in history that have shaped the civilization we now have-particularly our intellectual traditions and values, but also our political, social, educational, and religious institutions.

Top

Creative Writing

Introductory instructions in the writing of poetry, the short story, and the essay.

ENGL 218

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 218

Course Outcomes

Effort, Discipline, and Knowledge

Demonstrate effort and discipline in their creative work as well as a knowledge of various creative genres and their conventions.

Reading Literary Models Analytically

Read literary models analytically, with an eye to authorial intention and technique and be able to articulate the same.

Grammar, Punctuation, and Style

Use correct grammar, punctuation, and an appropriate style in their writing.

Successful Writing using Literary Models

Write a successful poem, short story, or essay using literary models and following explicit instructions from the teacher.

Revising, Editing, and Sharing

Revise intelligently, edit carefully, and share one's work with others in the class.

Top

Composing Personal History

Composing personal history through writing, mementos, oral history, chronologies, letters, documents, journals, and other mediums.

ENGL 220

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Independent Study also.
Taught	Winter
Programs	Containing ENGL 220

Course Outcomes

Preserving Family History

Students will be able to use technologies (paper, print, and digital media) effectively for composing, editing, and preserving family history.

Writing Narrative

Students will be able to write, revise, and edit narratives, sketches, and memoirs effectively.

Interviewing

Students will use methods of interviewing and researching effectively.

↑Top

Studies in Literature

Introduction to various literary themes, forms, and/or authors.

ENGL 230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Does not fulfill English major requirements.
Taught	Fall, Winter
Offered	Independent Study also.
Programs	Containing ENGL 230

Course Outcomes

Critical Reading Strategies

Demonstrate basic proficiency in reading and interpreting fiction, drama, and poetry.

Effective Writing and Communication

Demonstrate your understanding of literature through written and oral assignments , including papers and exams.

Ethical and Aesthetic Contexts

Be able to discuss the ethical and aesthetic implications of choosing particular reading strategies including those that center on texts, genres, authors, readers.

↑Top

Shakespeare

Careful reading and discussion of six to eight major plays.

ENGL 232

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Does not fulfill English major requirements.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Independent Study also.
Programs	Containing ENGL 232

Course Outcomes

Critical Reading Strategies

Demonstrate basic proficiency in reading and interpreting Shakespeare's plays.

Effective Writing and Communication

Demonstrate your understanding of Shakespeare through written and oral assignments , including papers and exams.

History, Context, Genres and Themes, and Ethics

Explain the historical and literary contexts, genres and themes, and ethical dimensions of Shakespeare’s representative works.

Top

Studies in American Literature

Selected readings in American literature.

ENGL
235

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department
Programs	Containing ENGL 235

Course Outcomes

Critical Reading Strategies

Demonstrate basic proficiency in reading and interpreting American literature.

Effective Writing and Communication

Demonstrate your understanding of American literature through written and oral assignments, including papers and exams.

History, Context, Genres and Themes, and Ethics

Explain the historical and literary contexts, genres and themes, and ethical dimensions of representative works of American literature.

↑Top

Studies in English Literature

Selected readings in English literature.

ENGL 236

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer Contact Department

Course Outcomes

Critical Reading Strategies

Demonstrate basic proficiency in reading and interpreting English literature.

Effective Writing and Communication

Demonstrate your understanding of English literature through written and oral assignments, including papers and exams.

History, Context, Genres and Themes, and Ethics

Explain the historical and literary contexts, genres and themes, and ethical dimensions of representative works of American literature.

↑Top

The Bible as Literature

Introduction to the literary forms and aesthetic strategies of the Bible.

ENGL
238

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Reading

We will discover together better ways to read the Bible with the sensitivity and awareness that its superb artistry and unparalleled insight warrant, reconstructing from the textual evidence more of what is expressed and implied in this book that is the seedbed of our literature and much of our language.

Genres

We will familiarize ourselves with biblical genres and conventions ranging from parable to proverb, from typology to type scene, from paradox to parallelism in order to enhance our ability to read ourselves into biblical statements.

Personal Application

We will apply the advantages of the reading practices we discover through our Bible reading-such techniques as reading between the lines, thinking against the grain, likening to ourselves-to texts beyond the Bible, ideally as far as into daily life. We will learn to apply biblical insights to ourselves through practice in likening scriptural narrative and poetry and *wisdom* to our own experience.

Critical and Historical Contexts

We will expand our perceptions of biblical texts by viewing them through a wide spectrum of critical approaches and by investigating their implications through the lens of their historical context.

Written Analysis

We will enhance our ability to express our hard-earned individual insights into biblical texts by writing research-intensive essays and answering probing literary questions about the Bible.

Life-long Learning

We will in all these ways make the Bible "a source of practical wisdom, spiritual insight, and aesthetic pleasure, a vital perspective upon history and the diversity of human experience, and a guide for making ethical choices in our daily lives" not just for this class but forever, initiating a process of study of the Bible that at its best is as long and as deep as life.

↑Top

Introduction to English Studies

Introduction to the discipline of English studies, including the fundamental concepts and practice of literary analysis and critical theory.

ENGL 251

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Engl 251 fulfills the GE Letters requirement only for English majors and minors. Other students will not receive GE Letters credit for this course.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 251

Course Outcomes

Reading Approaches

Students will learn foundational approaches to reading literary, critical, and theoretical texts.

Disciplinary Questions

Students will identify and classify fundamental issues and questions related to literary analysis.

Literary Analysis

Students will produce readings of literature that employ this lexicon, demonstrate these reading approaches, and engage these fundamental issues and questions.

Literary-critical Lexicon

Students will demonstrate mastery of a basic literary-critical lexicon.

Top

Literature of the Latter-Day Saints

Fiction, poetry, drama, folklore, essay, etc., emerging from and reflecting upon the LDS experience from Joseph Smith to the present.

ENGL 268

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Critical Reading Strategies

Demonstrate basic proficiency in reading and interpreting LDS literature

Effective Writing and Communication

Demonstrate your understanding of LDS literature through written and oral assignments, including papers and exams.

History, Context, Genres and Themes, and Ethics

Explain the historical and literary contexts, genres and themes, and ethical dimensions of representative works of LDS literature.

↑Top

Exploration of Teaching

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

ENGL 276R

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 291 & ENGL 295; or ENGL 251 & ENGL 292 & ENGL 295; or ENGL 251 & ENGL 293 & ENGL 295; Successful application into the program; FBI fingerprint and background clearance.
Taught	Fall, Winter
Programs	Containing ENGL 276R

Course Outcomes

Learning Styles

Evaluate a variety of learning styles.

Instructional Resource File

Create an instructional resource file.

Newletter, Bulletin Board, and Resource Aid

Create school newsletter, bulletin board display and an instructional resource aid.

Lesson Recording and Analysis

Video record one lesson to view and analyze and review with peers.

Moral Dimensions of Teaching

Analyze case study incidences regarding the moral dimensions of teaching.

Lesson Plans

Generate lesson plans in relation to observations, school cultures, district and state mandates, and contemporary educational theory.

Top

British Literary History 1

Development of ideas, movements, genres, and styles in early English literature as illustrated through representative texts.

ENGL 291

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251; or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Offered	Independent Study also.
Programs	Containing ENGL 291

Course Outcomes

Representative Authors, Genres, Works, and Movements

Identify and discuss representative authors, genres, works, and movements during the medieval and early modern periods.

Historical Development and Cultural Context

Through writing, exams, and other activities, demonstrate an understanding of the historical development and cultural context of literature written in English before 1789.

↑Top

British Literary History 2

Development of ideas, movements, genres, and styles in later English literature as illustrated through representative texts.

ENGL
292

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251; or concurrent enrollment.
Taught	Fall, Winter, Summer Contact Department
Offered	Independent Study also.
Programs	Containing ENGL 292

Course Outcomes

Historical Development and Cultural Context

Through writing, exams, and other activities, demonstrate an understanding of the historical development and cultural context of literature written in the British tradition after 1789.

Representative Authors, Genres, Works, and Movements

Identify and discuss representative authors, genres, works, and movements in the Romantic, Victorian, and modern periods.

↑Top

American Literary History

Development of ideas, movements, genres, and styles in American literature as illustrated through representative texts.

ENGL 293

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251; or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Offered	Independent Study also.
Programs	Containing ENGL 293

Course Outcomes

Representative Authors, Works, and Movements

Identify, contextualize, and explain representative authors, works, and movements in American literature.

Historical Development

Through writing, exams, and other activities, demonstrate an understanding of the historical development and cultural context of American literature.

Top

Transatlantic Literary History

This course explores British and American literary history from the eighteenth through the twenty-first centuries by studying key figures, movements, genres, events, themes, and ideas through the lens of transatlantic literary exchange.

ENGL
294

Hours	6.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251; or concurrent enrollment.
Taught	Winter
Programs	Containing ENGL 294

Course Outcomes

Representative Authors, Works, and Movements

Identify and discuss representative authors, works, and movements in the transatlantic literary tradition.

Historical Development and Cultural Context

Through writing, exams, and other activities, demonstrate an understanding of the historical development and cultural context of the transatlantic literary tradition.

Top

Writing Literary Criticism

How to address an academic audience, support arguments, and engage effectively in critical conversations about literature.

ENGL 295

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	English major status.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 295

Course Outcomes

Research

Students will:
1) find and interpret credible research sources
2) integrate them purposefully in support of their own literary analysis
3) document these sources correctly using MLA format.

Professionalization

Students will effectively employ the appropriate conventions of style, form, and tone in literary scholarship in written and oral communications.

Writing

Students will construct a conference length (8-10 page) paper employing purposeful rhetorical moves to develop a coherent and logical argument that makes a significant literary claim.

Process

Students will mature as writers as they devise productive and flexible individual and collaborative processes of writing, including methods for gathering evidence, organizing their argument, prewriting, drafting, revising, editings, proofreading, and peer reviewing.

Top

English Literature in a Cultural Setting

ENGL 300R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For Study Abroad students only.
Taught	Contact Department
Programs	Containing ENGL 300R

Course Outcomes

Writing in Geographical Context

Be able to write coherently and persuasively about the artistic works studied and visited during the course.

Literary History

Possess a sound understanding of British literary history, demonstrating a general awareness of major literary periods, authors, and sites.

Literary Analysis

Be able to analyze the principal texts from the course carefully and in some detail.

Contextual Understanding

Be capable of accurately and intelligently relating artistic works to the main historical, aesthetic, and philosophical trends of their times.

↑Top

Critical Reading

Multidisciplinary approaches to literacy. Strategies and contexts for critical reading and thinking.

ENGL
305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Course not offered

This course is not offered regularly.

Top

Travel Writing

Theory and practice of writing about travel experience.

ENGL 306

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Note	For Study Abroad or Travel Study students only.
Taught	Contact Department

Course Outcomes

Course not offered

This course is not offered regularly.

Top

Writing and Tutoring

Instruction in advanced writing and peer tutoring. Students will learn to design and present ideas to be successfully understood by specified audiences; write coherent and unified texts; use various methods of invention, organization, and style; utilize the library and electronic resources; evaluate and comment on the writing of others. Students will learn to understand not only their own writing process but help tutees do the same; communicate orally in class and in one-on-one conferences; master composition and peer tutoring theory and practice.

ENGL
310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WRTG 150
Taught	Fall, Winter
Programs	Containing ENGL 310

Course Outcomes

Theoretical Foundations

Understand theoretical foundations of peer tutoring and composition pedagogy.

Tutoring Skills

Develop skill and flexibility in employing a variety of methods and strategies to help students of varying abilities and personalities understand and apply principles of writing effectively and thereby improve as writers.

Professional Conversations

Engage in professional conversations about writing, tutoring writing, writing centers, and writing fellows programs, whether through research and writing, participating in local, regional, or national conferences, or publishing in relevant venues.

↑Top

Honors Writing About the Arts and Humanities

Writing for both academic and mass audiences about the functions, meanings, values, and qualities of art and the humanities. Library research paper.

ENGL 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ENGL 311

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including creating and/or finding ideas, evidence, and data to write about; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to a specific rhetorical situation.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Peer Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

Style

Write in a correct, clear, and graceful prose style.

Audience

Write and speak effectively about the arts to academic and general audiences and for a variety of purposes.

Critical Reading

Critically read and evaluate different artistic mediums as well as scholarship in the humanities.

↑Top

Writing About the Arts and Humanities

Writing for both academic and mass audiences about the functions, meanings, values, and qualities of art and the humanities. Library research paper.

ENGL
311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing ENGL 311

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including creating and/or finding ideas, evidence, and data to write about; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to a specific rhetorical situation.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Peer Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

Style

Write in a correct, clear, and graceful prose style.

Audience

Write and speak effectively about the arts to academic and general audiences and for a variety of purposes.

Critical Reading

Critically read and evaluate different artistic mediums as well as scholarship in the humanities.

Top

Honors Persuasive Writing

Expository and persuasive writing focusing on practical reasons for evaluating audiences, generating and structuring an argument, and making stylistic decisions. Library research paper.

ENGL 312

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ENGL 312

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including creating and/or finding ideas, evidence, and data to write about; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to a specific rhetorical situation.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Style

Write in a correct, clear, and graceful prose style.

Critical Reading

Effectively evaluate and comment on the writing of others to facilitate revision.

Ethos

Create an appropriate ethos in both writing and speaking.

Argument

Analyze the parts of an argument; evaluate them in terms of the intended audience; and generate a reasonable argument for a specific audience.Anticipate and effectively respond to audience objections and counterarguments.

↑Top

Persuasive Writing

Expository and persuasive writing focusing on practical reasons for evaluating audiences, generating and structuring an argument, and making stylistic decisions. Library research paper.

ENGL
312

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing ENGL 312

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including creating and/or finding ideas, evidence, and data to write about; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to a specific rhetorical situation.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Style

Write in a correct, clear, and graceful prose style.

Critical Reading

Effectively evaluate and comment on the writing of others to facilitate revision.

Ethos

Create an appropriate ethos in both writing and speaking.

Argument

Analyze the parts of an argument; evaluate them in terms of the intended audience; and generate a reasonable argument for a specific audience.Anticipate and effectively respond to audience objections and counterarguments.

Top

Expository Writing for Elementary Education Majors

Learning to write as professional educators and to teach writing to children. Best taken before the professional sequence. Library research paper.

ENGL 313

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 313

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including creating or finding ideas, evidence, and data; planning and drafting; revising ; editing; and designing and presenting a successful message for a specific rhetorical situation.

Structure

Write coherent and unified texts with a correct, clear, and graceful prose style, including effective introductions, clear thesis statements, support, smooth transitions, and strong conclusions.

Sources

Utilize library and electronic resources to locate relevant information, assess reliability and usefulness, and effectively and ethically incorporate it to your writing using APA documentation.

Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

Pedagogy

Identify and evaluate philosophies and methods of teaching writing to children.Distinguish between and explain different theories and methods of teaching writing to school-aged children.Effectively apply those theories and methods to the teaching of writing in an elementary school setting.

Writing Instruction Project

Write a well-argued, persuasive discussion on a focused, significant issue in writing instruction for children, including appropriate counter-arguments and evidence.

Social Change

Understand how strong writing abilities and integrated language arts skills will help children and adults meet the challenges of using writing and education to change society for the best.

↑Top

Writing About Literature

Writing about the functions, meanings, qualities, and contexts of literature for specialist and nonspecialist audiences using selected critical theories. Research paper.

ENGL 314

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Primarily for majors in literary studies. Carries GE Advanced Written and Oral Communication credit.
Taught	Contact Department
Programs	Containing ENGL 314

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including creating and/or finding ideas, evidence, and data to write about; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to a specific rhetorical situation.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Style

Write in a correct, clear, and graceful prose style.

Literary Understanding

Use writing to enhance their understanding of and appreciation for literature.

Literary Analysis

Analyze and discuss (in writing and speech) literary texts clearly and cogently, develop and defend literary interpretations, and relate individual texts to their historical and cultural contexts. Apply critical theories to produce distinctive readingsof literary texts.

Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

Top

Honors Writing in the Social Sciences

Writing characteristic of disciplines that inquire into human behavior and institutions; correspondence proposals, library paper, empirical research, and reviews.

ENGL 315

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ENGL 315

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including: creating and/or finding ideas about which to write; collecting evidence and data; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to specific rhetorical situations.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Style

Write in a correct, clear, and graceful prose style.

Library

Successfully complete the library tour, tutorial, and tests (if not completed as part of the first-year writing requirement). Successfully complete a library mini-course taught for their major area and demonstrate the ability to use the library effectively.

Tables and Figures

Demonstrate the ability to create, number, and label tables and figures.

Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

↑Top

Writing in the Social Sciences

Writing characteristic of disciplines that inquire into human behavior and institutions; correspondence, proposals, library paper, empirical research, and reviews.

ENGL 315

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing ENGL 315

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including: creating and/or finding ideas about which to write; collecting evidence and data; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to specific rhetorical situations.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Style

Write in a correct, clear, and graceful prose style.

Library

Successfully complete the library tour, tutorial, and tests (if not completed as part of the first-year writing requirement). Successfully complete a library mini-course taught for their major area and demonstrate the ability to use the library effectively.

Tables and Figures

Demonstrate the ability to create, number, and label tables and figures.

Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

↑Top

Honors Technical Communication

Effective processes of written, oral, and visual technical communication, including collaborative processes. Writing for academic and professional audiences.

ENGL
316

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ENGL 316

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including: creating and/or finding ideas about which to write; collecting evidence and data; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to a specific rhetorical situation.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Style

Write in a correct, clear, and graceful prose style.

Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

Rhetorical Purpose

Analyze rhetorical aspects of audience, purpose, and context to communicate technical information effectively in written, oral, and visual media.

Genre

Recognize structures or genres typically used in science and engineering, understand the processes that produce them, and the organizational and stylistic conventions characteristic of them, and apply this knowledge to their own writing tasks.

Top

Technical Communication

Effective processes of written, oral, and visual technical communication, including collaborative processes. Writing for academic and professional audiences.

ENGL
316

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-year writing, junior or senior status.
Note	Carries GE Advanced Written and Oral Communication credit.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing ENGL 316

Course Outcomes

Process

Employ informed and flexible processes for writing and speaking, including: creating and/or finding ideas about which to write; collecting evidence and data; planning and drafting; revising; editing; and designing or presenting a message so that it is successfully understood by a specified audience.

Structure

Write coherent and unified texts, including effective introductions, clear thesis statements, supporting details, transitions, and strong conclusions.

Rhetorical Situation

Use various methods of invention, organization, and style to adapt written and oral forms of communication to a specific rhetorical situation.

Sources

Utilize the library and electronic resources to locate relevant information, assess its reliability and usefulness, and effectively and ethically incorporate it into their own writing by following an appropriate style of documentation.

Style

Write in a correct, clear, and graceful prose style.

Revision

Effectively evaluate and comment on the writing of others to facilitate revision.

Rhetorical Purpose

Analyze rhetorical aspects of audience, purpose, and context to communicate technical information effectively in written, oral, and visual media.

Genre

Recognize structures or genres typically used in science and engineering, understand the processes that produce them, and the organizational and stylistic conventions characteristic of them, and apply this knowledge to their own writing tasks.

Top

Writing Creative Nonfiction

Creations of style and technique in prose nonfiction; discipline and practice of the writer.

ENGL
317R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 218; or instructor's consent.
Taught	Fall, Winter
Programs	Containing ENGL 317R

Course Outcomes

Effort, Discipline, and Knowledge

Demonstrate effort and discipline in crafting creative nonfiction and display a knowledge of its conventions.

Reading Literary Models Analytically

Read creative nonfiction models analytically, with an eye to authorial intention and technique and be able to articulate the same.

Grammar, Punctuation, and Style

Use correct grammar, punctuation, and an appropriate style in creative nonfiction.

Successful Writing using Literary Models

Write a variety of essays using literary models and following explicit instructions from the teacher.

Revising, Editing, and Sharing

Revise intelligently, edit carefully, and share one's work with others in the class.

↑Top

Writing Fiction

Creation of style and technique in prose fiction; discipline and practice of the writer.

ENGL
318R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 218; or instructor's consent.
Taught	Fall, Winter
Programs	Containing ENGL 318R

Course Outcomes

Effort, Discipline, and Knowledge

Demonstrate effort and discipline in crafting fiction and display a knowledge of its conventions.

Reading Literary Models Analytically

Read fiction models analytically, with an eye to authorial intention and technique and be able to articulate the same.

Grammar, Punctuation, and Style

Use correct grammar, punctuation, and an appropriate style in fiction.

Successful Writing using Literary Models

Write a variety of fiction using literary models and following explicit instructions from the teacher.

Revising, Editing, and Sharing

Revise intelligently, edit carefully, and share one's work with others in the class.

Top

Writing Poetry

Creation of style and technique in poetry; discipline and practice of the poet.

ENGL 319R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 218; or instructor's consent.
Taught	Fall, Winter
Offered	Independent Study also.
Programs	Containing ENGL 319R

Course Outcomes

Effort, Discipline, and Knowledge

Demonstrate effort and discipline in crafting poetry and display a knowledge of its conventions.

Reading Literary Models Analytically

Read poetry models analytically, with an eye to authorial intention and technique and be able to articulate the same.

Grammar, Punctuation, and Style

Use correct grammar, punctuation, and an appropriate style in poetry.

Successful Writing using Literary Models

Write a variety of poems using literary models and following explicit instructions from the teacher.

Revising, Editing, and Sharing

Revise intelligently, edit carefully, and share one's work with others in the class.

↑Top

Writing for Children and Adolescents

Theory and practice of writing prose and verse for youth readership. Specific attention to requirements of picture books, middle-grade novels, and young adult stories.

ENGL 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 218
Taught	Fall, Winter
Offered	Independent Study also.
Programs	Containing ENGL 320R

Course Outcomes

Effort, Discipline, and Knowledge

Demonstrate effort and discipline in crafting prose and verse for a young readership and display a knowledge of relevant conventions.

Reading Literary Models Analytically

Read models for picture books, middle-grade novels, and young adult stories analytically, with an eye to authorial intention and technique and be able to articulate the same.

Grammar, Punctuation, and Style

Use correct grammar, punctuation, and an appropriate style in genres for younger readers.

Successful Writing using Literary Models

Write a variety of pieces for younger readers using literary models and following explicit instructions from the teacher.

Revising, Editing, and Sharing

Revise intelligently, edit carefully, and share one's work with others in the class.

Top

English Department Reading Series

Weekly readings of poetry, essays, and fiction by distinguished creative writers.

ENGL 321R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ENGL 321R

Course Outcomes

Processing Literary Models Analytically

Analyze poetry, fiction, and creative nonfiction presented orally, with an eye to authorial intention and technique and be able to articulate the same.

↑Top

Fundamentals of Rhetoric

Historical study of rhetorical theory and criticism, emphasizing both fundamentals and key debates extending from classical to contemporary views and practices.

ENGL
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ENGL 322

Course Outcomes

History of Rhetoric

Identify issues debated in the history of rhetoric and trace how positions in the debates change among various theorists and time periods.

Rhetorical Theories

Explain and apply principles from rhetorical theories to explicate, evaluate, and create effective theories/ curricula and effective spoken and written texts.

Debates in the History of Rhetoric

Students will be able to identify issues debated in the history of rhetoric and trace how positions in the debates change among various theorists and time periods.

Analysis

Students will be able to explain and apply principles from rhetorical theories to explicate, evaluate, and create both effective theories/ curricula and effective spoken/ written texts.

↑Top

Introduction to Professional Writing

Transitioning students from writing for academic audiences to writing for readers of workplace documents. Assignments are modeled after common situations professional writers encounter in the workplace; learning to employ the writing process effectively, analyze audience, communicate technical information, implement document design, collaborate with a team, use technology to present information, and apply research within organizations.

ENGL 323

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ENGL 323

Course Outcomes

Document design and production

Students will produce a variety of effective professional/ technical documents.
Students will use digital tools effectively and appropriately to create professional documents.
Students will implement appropriately and effectively principles of document design.
Students will communicate and work effectively in a team.
Students will apply and design appropriate research methods for workplaces.

↑Top

Writing with Style

Developing stylistic competency and range in nonfiction writing, especially at the sentence and paragraph levels.

ENGL 324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ENGL 324

Course Outcomes

Writing

Students will use grammar, punctuation, figures, and various styles as appropriate to differing purposes, audiences, occasions, and genres.

Explication

Students will explicate the meanings and evaluate the quality of a text's style.

↑Top

Visual Rhetoric

Rhetorical perspectives on the theory, criticism, and production of images and other visual texts, including visual elements of literary texts.

ENGL 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department
Programs	Containing ENGL 325

Course Outcomes

Research and Theory

Discuss current research and theory regarding the presentation of visual information.

Rhetorical Discourse

Explain the purposes, modes, and persuasive effect that visual communication has in various forms of rhetorical discourse.

Design Vocabulary and Visual Conventions

Use current design vocabulary and demonstrate an understanding of accepted visual conventions.

Visual Texts in Multiple Media

Identify, analyze, create, and critique visual texts in multiple media, using the appropriate terminology and theories.

Content, Organization, and Style

Make decisions regarding content, organization, and style in a variety of visual genres.

Visual Discourse Considerations

Articulate ethical, cultural, technical, and legal considerations implicit in visual discourse.

↑Top

Applied Digital Communication

Rhetorically analyzing and creating digital texts, focusing on interactivity, social networking, and media convergence.

ENGL 326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ENGL 326

Course Outcomes

Digital Media

Students will understand the role of digital media within the context of English studies, Rhetorical Studies, and Professional Writing.

Rhetorical Participation

Students will be savvy participants in the digital realm by using sound rhetorical principles and practices for both critical analysis and composition of digital texts.

↑Top

Studies in Rhetoric

Special topics in rhetorical history, theory, and criticism.

ENGL
327R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter Contact Department
Programs	Containing ENGL 327R

Course Outcomes

Rhetorical Principles

From a more specialized focus on particular questions, theorists, practices, or genres in rhetoric, students will be able to explain and use rhetorical principles and practices to explicate, evaluate, and create a broad array of effective spoken and written texts.

Rhetorical Evaluation

From a more specialized focus on particular questions, theorists, practices, or genres in rhetoric, students will be able to evaluate the quality of rhetorical theories and practices.

Top

Studies in Composing

Special topics in composing in different media (visual, digital, aural) and genres for a range of purposes and audiences.

ENGL 328R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter Contact Department
Programs	Containing ENGL 328R

Course Outcomes

Principles and Practices

From a more specialized focus on particular questions, theorists, practices, or genres in the field of composition studies, students will be able to explain and use rhetorical principles and practices to explicate, evaluate, and create effective spoken and written texts in multiple genres and media.

Evaluation

From a more specialized focus on particular questions, theorists, practices, or genres in the field of composition studies, students will be able to evaluate the quality of composition theories and practices.

↑Top

Teaching Grammar and Usage in Secondary Schools

Language issues, particularly grammar, usage, and pedagogy, for students preparing to teach English at the secondary level.

ENGL
329

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 276R
Note	Required before student teaching.
Taught	Fall, Winter
Programs	Containing ENGL 329

Course Outcomes

Understanding Grammar

Students will be able to understand and explain the basic principles of English grammar and usage.

Teaching Grammar

Students will be able to design and implement effective instruction of English grammar and usage.

Top

Literary English: History and Style

Developing a framework of English linguistic history; characterizing a style of literary text through analysis of register, diction, and syntactical patterns; and developing an appreciation of how linguistic texture of texts creates meaning.

ENGL 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Contact Department
Programs	Containing ENGL 330

Course Outcomes

Language Change

Students will develop a framework of English linguistic history; they will be able to trace changes in morphological, syntactical, lexical stratification, and stylistic patterns from Old English to Present Day English.

Stylistic Analysis

Students will learn how to characterize a style of a literary text through analysis of register, diction, and syntactical patterns.

Meaning of Linguistic Textures

Students will develop an appreciation of how the linguistic texture of texts creates meaning.

Top

The English Novel

Novels selected according to time period or theme from the past three centuries.

ENGL 333

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 292 & ENGL 295; or ENGL 294 & ENGL 295; Engl 291. (Engl 293 may also be a prerequisite option.)
Taught	Fall
Programs	Containing ENGL 333

Course Outcomes

Critical Analysis

Analyze selected British novels in order to create a foundation for the further study of literature.

Resesarch Strategies

Form a research strategy appropriate to the study of British novels, independently locate relevant digital and print sources, and draw upon these sources to develop a focused and effective written argument about a British novel(s).

Development of the Novel

Explain the general formal and historical development of the British novel and define a coherent approach to the study of British novels.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

The American Novel

Representative novels of the American tradition from the late eighteenth century to the present.

ENGL 336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 293 & ENGL 295; or ENGL 294 & ENGL 295; Engl 291. (Engl 292 may also be a prerequisite option.)
Taught	Winter
Offered	Independent Study also.
Programs	Containing ENGL 336

Course Outcomes

Research Strategies

Form a research strategy appropriate to the study of American novels, independently locate relevant digital and print sources, and draw upon these sources to develop a focused and effective written argument about an American novel(s).

Historical Development

Provide an overview of the historical development of the American novel and name broadly defined thematic concerns of representative American novelists.

Literary Cultures

Demonstrate orally and in writing an understanding of the variety of cultures--including literary cultures--comprising American literary history.

Interpretive Skills

Demonstrate through writing assignments, in-class discussions, and exam performance sharpened aesthetic enjoyment, analytical and critical confidence, and research and writing capacity.

Top

Advanced Studies in Contemporary Creative Non-Fiction

ENGL 337R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 337R

Course Outcomes

Critical Analysis

Read critically and analyze selected literary texts selected with a specific genre focus.

Research Strategies

Form a research strategy appropriate to the texts and genre studied in the course, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Advanced Studies in Contemporary Drama

ENGL 337R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Critical Analysis

Read critically and analyze selected literary texts selected with a specific genre focus.

Research Strategies

Form a research strategy appropriate to the texts and genre studied in the course, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Advanced Studies in Contemporary Fiction

ENGL 337R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Critical Analysis

Read critically and analyze selected literary texts selected with a specific genre focus.

Research Strategies

Form a research strategy appropriate to the texts and genre studied in the course, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

Advanced Studies in Contemporary Poetry

ENGL 337R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Critical Analysis

Read critically and analyze selected literary texts selected with a specific genre focus.

Research Strategies

Form a research strategy appropriate to the texts and genre studied in the course, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

Advanced Studies in Genre

Advanced studies in fiction, drama, poetry, or creative nonfiction.

ENGL 337R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 337R

Course Outcomes

Critical Analysis

Read critically and analyze selected literary texts selected with a specific genre focus.

Research Strategies

Form a research strategy appropriate to the texts and genre studied in the course, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Literary Studies of the Bible

Scholarly engagement with the aesthetic forms and cultural context of Biblical texts.

ENGL 338

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 291 & ENGL 295
Taught	Winter Contact Department
Offered	Independent Study also.
Programs	Containing ENGL 338

Course Outcomes

Critical Analysis

Read critically and analyze Biblical texts using methods of analysis typically used in the study of literature.

Biblical Scholarship

Learn basic principles informing scholarly approaches to the Bible as literature, including questions of textual history, genre, and translation.

Interpretation

Gain familiarity and facility with a range of interpretive methods.

Research Strategies

Form an appropriate research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective and informed work of biblical criticism.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Studies in Nonfiction

Critical study of creative nonfiction including the essay, memoir, travel writing, nature writing, autobiography, and other sub-genres.

ENGL 339

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Fall
Programs	Containing ENGL 339

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

English Drama: Beginnings to 1800, Excluding Shakespeare

Selected plays from medieval, Tudor, Stuart, Restoration, and 18th-century drama.

ENGL 341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 291 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 341

Course Outcomes

Development of English Drama

Understand in general, and in several details, the development of drama in England, and, in your writing, intelligently discuss major developments, continuities, or turning points.

Interpretation

Demonstrate a sure knowledge of the plays we read, and be able to interpret those plays.

Textual Analysis

Explain the significance of specific passages and elements of each play.

Theoretical Application

Relate selected theoretical ideas to your understanding of the plays we read.

Top

Modern American Drama

ENGL 343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Critical Analysis

Read critically and analyze selected dramatic texts along with critical and/or interpretative texts.

Research Strategies

Form a research strategy appropriate to the study of drama, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Modern British Drama

ENGL 343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Critical Analysis

Read critically and analyze selected dramatic texts along with critical and/or interpretative texts.

Research Strategies

Form a research strategy appropriate to the study of drama, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Modern English and American Drama

ENGL
343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 343

Course Outcomes

Critical Analysis

Read critically and analyze selected dramatic texts along with critical and/or interpretative texts.

Research Strategies

Form a research strategy appropriate to the study of drama, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument about the texts studied.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Literature and Film

Emphasis on film as an interpretation of texts. Includes International Cinema.

ENGL 345

Hours	3.0 Credit, 3.0 Lecture, 0.5 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Fall
Programs	Containing ENGL 345

Course Outcomes

Research Paper

Write a research paper using proper MLA guidelines that is situated in the context of recent scholarship in the field.

Effective Research Strategy

Form a research strategy. Independently identify and locate relevant print and digital sources, and incorporate these sources into a well-formed argument.

Technical Contexts

Learn the vocabulary of cinematic technique and read films in terms of both technical and theoretical aspects.

Adaption Theory

Learn and apply adaptation theory, in terms of both literature and film and other media.

Top

(Engl-ClCv) Greek and Roman Classics and the English Tradition

Major works by such authors as Homer, the Greek and Roman tragedians, Thucydides, Vergil, and Petronius in English translation, emphasizing their influence on English and American literature.

ENGL
355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter Contact Department
Programs	Containing ENGL 355

Course Outcomes

Comprehension

Successful students will demonstrate, through essays, written examination, and class discussion, a sound incipient understanding of the themes, situations, characters, formal structures, and contexts of representative classical and English texts.

Criticism

Successful students will demonstrate, through essays and written examination, the ability to practice literary criticism in the field of classical reception.

Critical Reading

Read critically and analyze selected classical texts in translation in the context of English literature.

Produce Polished and Competent Formal Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Literary History

Successful students will demonstrate, through exams and essays, an incipient understanding of some of the ways that classical literature and culture has shaped, and continues to shape, the development of English literature.

Appreciation

Successful students will have developed an informed sense of the quality of the texts, of their beauty (or not), of their relevance (or not) to life as a whole, and similar range of experiences which may or may not be demonstrable through academic evaluation.

↑Top

Myth, Legend, and Folktales

Major mythic and legendary works that provide background for the literary tradition.

ENGL 356

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Fall
Programs	Containing ENGL 356

Course Outcomes

Critical Analysis

Students will be able to read critically and analyze major and selected minor texts and trends in myth, legend, and folktale over time and place.

Research and Writing Strategies

Students will be able to form research strategies and write critical and informational papers that reflect their use and application of these topics.

Comparative Method

Students will be able to critically identify the commonalities and difference in myth, legend, and folktale.

Top

African American Literature 1800-1900

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

African American Literature 1900-Present

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

African American Literature Before 1800

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Asian American Literature 1800-1900

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Asian American Literature 1900-Present

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Asian American Literature Before 1800

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Ethnic Literatures

Study of literary texts representative of a thoughtfully focused dimension of a given ethnic group.

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Literary Analysis

By reading a variety of examples of literature written both by and about a given ethnic group, students expand their familiarity with a distinctive subset of American literature and its links to other cultures and post-colonial literary traditions.

Interpretive Context

Through various classroom activities and assignments, students demonstrate understanding of the history, aesthetics, and thematic concerns of the ethnic literature in the broader contexts of American literature.

Research Strategy

Students form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective and polished written argument centered on an aspect of the ethnic literature.

Professional Writing and Stylistics

Students produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Ethnic Literatures 1800-1900

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Ethnic Literatures 1900-Present

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Ethnic Literatures Before 1800

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Jewish American Literature 1800-1900

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Jewish American Literature 1900-Present

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Jewish American Literature Before 1800

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Latino/a American Literature 1800-1900

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Latino/a American Literature 1900-Present

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Latino/a American Literature Before 1800

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Native American Literature

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 358R

Course Outcomes

Literary Analysis

By reading a variety of example of literature written both by and about Native Americans over the last four centuries, students will expand their familiarity with a disinctive subset of American literature and its links to other cultures and post-colonial literary traditions.

Professional Writing and Stylistics

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Effective Research Strategy

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective and polished written argument centered on an aspect of Native American literature.

Intertpretive Contexts

Students will, through classroom discussion, exams, and written assignments, demonstrate a sure knowledge of the history, aesthetics, and thematic concerns of Native American literatures in the broader contexts of American literature.

Top

Native American Literature 1800-1900

ENGL
358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Native American Literature 1900-Present

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Native American Literature Before 1800

ENGL 358R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

The Short Story

Critical study of American, English, and European short stories, emphasizing those of the twentieth century.

ENGL 359

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Fall
Programs	Containing ENGL 359

Course Outcomes

Critical analysis

Analyze selected short stories to develop the skills of literary criticism.

Genre analysis

Explain the conventions and historical development of the short story genre.

Research

Form a research strategy appropriate to the study of short stories by independently locating relevant print and digital sources and drawing upon these sources to develop a focused and effective written argument about selected short stories

Scholarly writing

Produce a polished research paper following MLA formatting and citation guidelines

↑Top

American Literature to 1800

Major and selected minor writers and literary trends from the colonial and early national periods.

ENGL
360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Fall
Programs	Containing ENGL 360

Course Outcomes

Developing an Effective Written Argument

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument.

Critical Reading and Analysis

Read critically and analyze major and selected minor texts and literary trends from the colonial and early national periods of American literature.

Produce Polished, Compentent, Formal Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

American Literature 1800 - 1865

Major and selected minor writers and literary trends from 1800 to 1865.

ENGL 361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Fall
Programs	Containing ENGL 361

Course Outcomes

Developing an Effective Written Argument

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument.

Critical Reading and Analysis

Read critically and analyze major and selected minor American texts and literary trends from the period of 1800 to 1865.

Produce Polished, Competent, Formal Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

American Literature 1865 - 1914

Major and selected minor writers and literary trends from 1865 to 1914.

ENGL
362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Winter
Offered	Independent Study also.
Programs	Containing ENGL 362

Course Outcomes

Developing an Effective Written Argument

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument.

Critical Reading and Analysis

Read critically and analyze major and selected minor texts and literary trends from the period of 1865 to 1914.

Produce Polished, Competent, Formal Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

American Literature 1914 - 1960

Major and selected minor writers and literary trends from 1914 to 1960.

ENGL
363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Fall
Offered	Independent Study also.
Programs	Containing ENGL 363

Course Outcomes

Critical Literary Analysis

Read critically and analyze major and selected minor texts and literary trends from the period of 1914 to 1960.

Effective Research Strategy

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument.

Professional Writing and Stylistics

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Literature and Cultures of the American West

Literature and cultural representations of the American West and the frontier.

ENGL 364

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Fall
Programs	Containing ENGL 364

Course Outcomes

One

Students will be able to cite major texts of western American literature and theory to support logical arguments about western literature and culture.

Two

Students will be able to place a variety of western literary texts within historical, religious, environmental, social, and literary contexts, considering the American West as a distinct US region and as an engine in the construction of broader American and international cultures.

Three

Students will be able to persuasively communicate their mastery of major historical and conceptual themes and issues that are distinctive to the study of the American West demonstrating competence with written conventions of the field.

Critical Reading and Theory

Read critically and analyze in the context of appropriate literary and cultural theories major and selected minor texts and associated with the American West.

Research and Writing

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the literature and cultures of the American West.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

American Literature 1960 to Present

Major and selected minor writers and literary trends from 1960 to the present.

ENGL
365

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Winter
Programs	Containing ENGL 365

Course Outcomes

Effective Research Strategy

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument.

Critical Literary Analysis

Read critically and analyze major and selected minor texts and literary trends from the period of 1960 to the present.

Professional Writing and Stylistics

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Studies in Poetry

Topics vary.

ENGL
366

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Winter
Offered	Independent Study also.
Programs	Containing ENGL 366

Course Outcomes

Read Critically

Read critically and analyze selected poetry written in English.

Research

Form a research strategy, independently locate relevant digital and print sources about poetry, and draw upon these to develop an effective written argument.

Writing

Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

American Regional Literature

Literature and cultural representations of a given American region.

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 367R

Course Outcomes

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Critical Analysis

Read critically and analyze selected literary texts representative of the general history or of a thoughtfully focused dimension of a given American region.

Literary History and Context

Demonstrate knowledge of the history, nature, aesthetics, and broadly defined thematic concerns of the literature at the center of this course.

Top

American Regional Literature 1800-1900

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

American Regional Literature 1900-Present

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

American Regional Literature Before 1800

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Southern American Literature 1800-1900

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Southern American Literature 1900-Present

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Southern American Literature Before 1800

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Urban Literature 1800-1900

ENGL 367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Urban Literature 1900-Present

ENGL
367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Urban Literature Before 1800

ENGL
367R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 293 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Literature of the Latter-day Saints

Fiction, poetry, drama, folklore, personal essay, and other literature emerging from the LDS experience and expressing various perspectives on it.

ENGL 368

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 368

Course Outcomes

Critical Literary Analysis

Identify, locate, read critically, and analyze major and selected minor texts and associated with the Latter-Day Saints.

Literary Periods and Genres

Accurately characterize historical periods of LDS literary expression and be able to identify and offer examples of a range of LDS literary genres. Articulate the relevance of LDS literature in the past and present, and connect LDS literary expression to the LDS church, its theology, and to the everyday lives of church members.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

British Literature to 1500: The Medieval Period

Principal works, mainly in translation, from Britain's medieval period.

ENGL
371

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 291 & ENGL 295
Taught	Winter
Programs	Containing ENGL 371

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature of Britain's medieval period to 1500.

Literary Contexts

Accurately characterize historical issues and genres of the medieval period.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

British Literature 1500 - 1603: The Early Renaissance

Drama, poetry, and prose of the early Renaissance.

ENGL
372

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 291 & ENGL 295
Taught	Fall Contact Department
Programs	Containing ENGL 372

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature of Britain's early Renaissance period (1500 to 1603).

Literary Contexts

Accurately characterize historical issues and genres of the early Renaissance period.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

British Literature 1660 - 1789: The Enlightenment

Poetry, prose, and drama of the Restoration and eighteenth century.

ENGL 373

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 291 & ENGL 295
Taught	Fall
Programs	Containing ENGL 373

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature of Britain's Restoration period and eighteenth century (1660 to 1789).

Literary Contexts

Accurately characterize the historical issues and genres of the Restoration period and eighteenth century.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

British Literature 1789 - 1832: The Romantic Period

Poetry, prose, and drama from Britain's Romantic period.

ENGL
374

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 292 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Fall
Offered	Independent Study also.
Programs	Containing ENGL 374

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature of Britain's Romantic period (1789 to 1832).

Literary Contexts

Accurately characterize historical issues and genres of the Romantic period.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

British Literature 1832-1900: The Victorian Period

Poetry, prose, and drama from Britain's Victorian period.

ENGL 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 292 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Winter
Programs	Containing ENGL 375

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature of Britain's Victorian period (1832 to 1900).

Literary Contexts

Accurately characterize historical issues and genres of the Victorian era.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

British Literature 1900 - 1950: The Modern Period

Poetry, prose, and drama from Britain's modernist period.

ENGL
376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 292 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Winter
Programs	Containing ENGL 376

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature of Britain's Modern period (1900 to 1950).

Literary Contexts

Accurately characterize historical issues and genres of the Modern period.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Teaching English in Secondary Schools

Theories and methods of teaching English and language arts to secondary school students.

ENGL
377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 276R; concurrent enrollment in Engl 379.
Note	To be taken immediately before student teaching or interning.
Taught	Fall, Winter
Programs	Containing ENGL 377

Course Outcomes

Lesson Planning

Students will be able to write effective lesson plans with clear objectives and appropriate activities and assessments that promote and measure the desired learning for a variety of learners in an English/language arts classroom.

Unit Planning

Students will be able to develop a unit plan that shows the ability to integrate all areas of language arts; to correlate unit goals, activities, and assessments; and to show understanding of current best practice.

Professionalism

Students will be able to establish patterns for future professional practices by accessing and evaluating ideas in professional journals and conference presentations.

Context and Assessment

Students will be able to show how context influences good instructional decisions and how a variety of assessments can foster student learning as well as measure it for diverse students.

Reflection

Students will be develop their ability to improve as teachers in the future by reflecting on their teaching experiences through both talk and writing.

Read Critically

Students will be able to analyze readings to extract main ideas, synthesize readings with their own ideas/experiences and those of others in the classroom, and reach well-supported conclusions.

Top

Teaching Literature and Reading in Secondary Schools

Theories and methods of teaching literature, reading, and related literacy skills in secondary English classes.

ENGL 378

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 276R
Recommended	Completion of all English major courses.
Note	Required before student teaching.
Taught	Fall, Winter
Programs	Containing ENGL 378

Course Outcomes

Principles of Reading and Literature

Students will be able to explain the basic principles of reading and literature.

Pedagogy and Diagnosis

Students will be able to design and implement effective reading strategies that reinforce basic principles of reading and that enhance the understanding and appreciation of literature.

↑Top

Practicum in Secondary English Teaching

Applying content and methods learned in Engl 377 in a school classroom.

ENGL
379

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	ENGL 276R; concurrent enrollment in Engl 377.
Taught	Fall, Winter
Programs	Containing ENGL 379

Course Outcomes

Contextual Factors in School Setting

Students will be able to analyze contextual factors in a school setting and discern instructional implications that arise from these factors.

Learning Objectives

Students will write appropriate and effective learning objectives that are correlated with state standards and that serve to facilitate learning.

Develop Assessments

Students will be able to develop assessments that measure the learning described in an objective.

Make Adjustments

Students will plan for and make adjustments in their teaching, objectives, and assessments based on students' needs and classroom context.

Establish Presence

Students will establish a teacher's presence in their teaching classrooms.

Reflect and Critique

Students will reflect on and critique their own planning and teaching performance.

↑Top

British Literature 1950 - Present: The Contemporary Period

Poetry, prose, and drama from Britain and the Commonwealth since 1950.

ENGL 380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 292 & ENGL 295; or ENGL 251 & ENGL 294 & ENGL 295
Taught	Winter
Programs	Containing ENGL 380

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature from Britain and the Commonwealth since 1950.

Literary Contexts

Accurately characterize historical issues and genres of the United Kingdom since 1950.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Chaucer

Intensive study of Chaucer's literature and language from medieval and modern perspectives.

ENGL
381

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 291 & ENGL 295; Either Engl 292 & 293, or Engl 294.
Taught	Winter Contact Department
Programs	Containing ENGL 381

Course Outcomes

Literary Contexts

Explain the historical and literary contexts, genres and themes, and ethical dimensions of Chaucer's representative works.

Critical Reading Strategies

Develop reading strategies that explore how texts are constructed to present a set of arguments (historical, aesthetic, etc) and use those critical reading skills to interpret the texts' concerns and to trace interrelationships among them.

Secondary Scholarship

Demonstrate familiarity with key secondary scholarship about and critical perspectives of Chaucer's works.

Scholarly Research

Perform scholarly research on Chaucer's works by identifying and evaluating relevant primary and secondary sources, by formulating arguments conversant with these sources, and by articulating those arguments in formal academic writing.

Top

Shakespeare

Intensive reading, discussion, and (in some sections) viewing of plays from the comedy, tragedy, romance, and history genres.

ENGL 382

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 291 & ENGL 295; Either Engl 292 & 293, or Engl 294.
Note	For English majors and minors.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Independent Study also.
Programs	Containing ENGL 382

Course Outcomes

Literary Contexts

Explain the historical and literary contexts, genres and themes, and ethical dimensions of Shakespeare's representative works.

Critical Reading Strategies

Develop reading strategies that explore how texts are constructed to present a set of arguments (historical, aesthetic, etc) and use those critical reading skills to interpret the texts' concerns and to trace interrelationships among them.

Secondary Scholarship

Develop familiarity with key secondary scholarship about and critical perspectives of Shakespeare's works.

Scholarly Research

Perform scholarly research on Shakespeare's works by identifying and evaluating primary and secondary sources, by formulating arguments conversant with these sources, and by articulating those arguments in formal academic writing.

↑Top

Milton

Analysis of poetry and selected prose, including detailed study of such work as Paradise Lost, Paradise Regained, and Samson Agonistes.

ENGL
383

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 291 & ENGL 295; Either Engl 292 & 293, or Engl 294.
Taught	Winter Contact Department
Programs	Containing ENGL 383

Course Outcomes

Literary Contexts

Explain the historical and literary contexts, genres and themes, and ethical dimensions of Milton's representative works.

Critical Reading Strategies

Develop reading strategies that explore how texts are constructed to present a set of arguments (historical, aesthetic, etc) and use those critical reading skills to interpret the texts' concerns and to trace interrelationships among them.

Secondary Scholarship

Demonstrate familiarity with key secondary scholarship about and critical perspectives of Milton's works.

Scholarly Research

Perform scholarly research on the major author's works by identifying and evaluating relevant primary and secondary sources, by formulating arguments conversant with these sources, and by articulating those arguments in formal academic writing.

Top

American Authors

ENGL 384R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ENGL 384R

Course Outcomes

Please contact the individual department for outcome information.

Top

Early British Authors

ENGL 384R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ENGL 384R

Course Outcomes

Critical Thinking

Develop reading strategies that explore how texts are constructed to present a set of argument (historical, aesthetic, etc.) and use those critical reading skills to interpret the texts' concerns and to trace interrelationships among them.

History, Context, Genres, Themes, and Ethics

Explain the historical and literary contexts, genres and themes, and ethical dimensions of the major author's life and representative works. (A section of the major exam on each author will ask you to discuss these dimensions.)

Critical Thinking

Explain the historical and literary contexts, genres and themes, and ethical dimensions of the major author's life and representative works. (A section of the major exam on each author will ask you to discuss these dimensions.)

Top

Later British Authors

ENGL 384R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ENGL 384R

Course Outcomes

Literary Contexts

Explain the historical and literary contexts, genres and themes, and ethical dimensions of the major author's life and representative works.

Secondary Scholarship

Demonstrate familiarity with significant secondary scholarship and critical perspectives on the major author's life and works.

Scholarly Research

Perform scholarly research on the major author's works by identifying and evaluating relevant primary and secondary sources, by formulating arguments conversant with these sources, and by articulating those argument in formal academic writing.

Top

Major Authors

Topics vary.

ENGL 384R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ENGL 384R

Course Outcomes

Critical Thinking

Develop reading strategies that explore how texts are constructed to present a set of argument (historical, aesthetic, etc.) and use those critical reading skills to interpret the texts' concerns and to trace interrelationships among them.

Top

British Literature 1603 - 1660: The Late Renaissance

Drama, poetry, and prose of the late Renaissance.

ENGL 385

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 291 & ENGL 295
Taught	Fall Contact Department
Programs	Containing ENGL 385

Course Outcomes

Critical Literary Analysis

Read critically and analyze literature written in Britain in the later Renaissance period between 1603 and 1660.

Literary Contexts

Accurately characterize historical issues and genres of the late Renaissance period.

Research and Writing Skills

Develop reading strategies that explore how texts are constructed to present a set of arguments (historical, aesthetic, etc) and use those critical reading skills to interpret the texts' concerns and to trace interrelationships among them.

↑Top

Transnational/Transatlantic Literature

Period-specific courses using transnational models for literary analysis.

ENGL 390R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Contact Department
Programs	Containing ENGL 390R

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Transnational/Transatlantic Literature Before 1800

Period-specific courses using transnational models for literary analysis. Read selected texts in a transatlantic context and in the light of applicable theoretical approaches. Identify and locate appropriate research sources for the study of transatlantic literatures. Incorporate these sources into a research paper and other possible assignments. Produce polished writing free from distracting errors and in accordance with MLA formatting and citation guidelines.

ENGL 390R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Contact Department
Programs	Containing ENGL 390R

Course Outcomes

Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Transnational/Transatlantic Literature from 1800-1900

Period-specific courses using transnational models for literary analysis. Read selected texts in a transatlantic context and in the light of applicable theoretical approaches. Identify and locate appropriate research sources for the study of transatlantic literatures. Incorporate these sources into a research paper and other possible assignments. Produce polished writing free from distracting errors and in accordance with MLA formatting and citation guidelines.

ENGL 390R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Contact Department

Course Outcomes

Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Transnational/Transatlantic Literature from 1900-Present

Period-specific courses using transnational models for literary analysis. Read selected texts in a transatlantic context and in the light of applicable theoretical approaches. Identify and locate appropriate research sources for the study of transatlantic literatures. Incorporate these sources into a research paper and other possible assignments. Produce polished writing free from distracting errors and in accordance with MLA formatting and citation guidelines.

ENGL 390R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Contact Department

Course Outcomes

Critical Reading

Read selected texts in a transatlantic context and in the light of applicable theoretical approaches.

Research

Identify and locate appropriate research sources for the study of transatlantic literatures. Incorporate these sources into a research paper and other possible assignments.

Effective Writing

Produce polished, competent, formal writing, including a research paper, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

Introduction to Folklore

Major types of folklore (e.g., myth, legend, folktale, folksong, custom, and belief); practical experience in collecting folklore.

ENGL
391

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ENGL 391

Course Outcomes

Persuasive Analysis of Folklore Texts

Create and share a persuasive analysis of folklore texts in context by using "logical reasoning and critical analysis."

Categories of Folklore, Folk Narrative, Folk Groups

Identify and remember three categories of folklore, four types of folk narrative, and eight folk groups.

Folkloristic Observations

Produce several brief folkloristic observations, and document those observations using established formats.

Recording and Achiving Local Traditions

Understand some methods of recording and archiving local traditions using "moral discrimination, creative imagination, and independent thought."

Prepetuating or Extinguishing Traditional Practices

Explain the choices and forces that help perpetuate or extinguish traditional practices, both locally and globally.

Theory of Folklore

Identify the shaping functions and theory of folklore.

Fieldwork Project

Produce a focused fieldwork project which includes, among other requirements, an essay, collection, and consent forms created according to the William A.Wilson Folklore Archive.

Top

American Folklore

American folk art and literature and the historical and cultural circumstances from which they developed.

ENGL
392

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251
Taught	Winter
Programs	Containing ENGL 392

Course Outcomes

Categories of Folklore, Folk Narrative, and Folk Groups

Identify and remember 3 categories of folklore; 4 types of folk narrative; 8 folk groups.

Documenting Folklore

Document folklore using established formats and understand some methods of recording and archiving local traditions in order to "analyze rigorously" American texts and artifacts in context and in terms of how "the American experience has been, and continues to be, constructed and transmitted."

Differing World views

Relate worldview with the performance of traditions, comparing similarities and differences of groups with differing worldviews and obtaining a wider view of American history and diversity.

Intelligent Reasoning

Reason intelligently in oral and written discourse while allowing that traditions are meaningful to participants in places and times different from your present circumstances.

Connecting Folklore Studies

Work independently to connect folklore studies with other course work and life experiences and goals.

Perpetuating or Extinguishing Traditional Practices

Get excited about personal, group, and aesthetic dynamics in the performance of traditions and "question ethically" the choices and forces that help perpetuate or extinguish traditional practices, both locally and globally.

↑Top

Studies in Folklore

Focused themes and topics in folklore. Topics may include regional or transnational folklore, folklore genres, folk groups, ethnographic research, cross-disciplinary issues, and history of folklore studies.

ENGL
393R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 391
Taught	Contact Department
Programs	Containing ENGL 393R

Course Outcomes

Analyze

Analyze the assigned texts and artifacts in the context of the course's theme and topic.

Identify

Identify basic elements of folklore, types of folk narrative, and folk groups.

Relate

Relate the worldviews of the folk groups being studied with the performance of their traditions by comparing similarities and differences of groups with differing worldviews and obtaining a wider view of their diverse histories.

Communicate

Reason intelligently in oral and written discourse about how traditions are meaningful to participants in places and times different from students' present circumstances. Celebrate personal, group, and aesthetic dynamics in the performance of traditions and "question ethically' the choices and forces that help perpetuate or extinguish traditional practices, both locally and globally.

Connect

Connect folklore studies with other course work and life experiences and goals.

↑Top

Applied English

Applying skills developed in the English major to a professional setting.

ENGL 394R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing ENGL 394R

Course Outcomes

Translate

Students will complete an internship, project, or other work-based experience that enables them to translate their communication, research, collaborative, and/or analytical skills to a professional (or simulated professional) environment.

Narrate

Students will engage in reading and writing assignments (including a culminating assignment) that allow them to reflect on and articulate the value of their English-major skills to an non-academic audience (prospective employers, community groups, etc.).

↑Top

Studies in Literature

Topics vary.

ENGL
395R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Either Engl 292 & 293, or Engl 294.
Taught	Contact Department
Offered	Independent Study also.
Programs	Containing ENGL 395R

Course Outcomes

Critical Literary Analysis

Identify, locate, read critically, and analyze major and selected minor texts and associated with the literature of the class theme.

Research and Writing Skills

Form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument pertinent to the material studied in the class. Produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Studies in Women's Literature

Female-authored literary texts and literary theory concerning women.

ENGL 396R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	An elective course for the women's studies minor.
Taught	Contact Department
Programs	Containing ENGL 396R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Studies in Women's Literature 1800-1900

Female-authored literary texts and literary theory concerning women.

ENGL
396R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	An elective course for the women's studies minor.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

🡅Top

Studies in Women's Literature 1900-Present

Female-authored literary texts and literary theory concerning women.

ENGL 396R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	An elective course for the women's studies minor.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Studies in Women's Literature Before 1800

Female-authored literary texts and literary theory concerning women.

ENGL 396R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	An elective course for the women's studies minor.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

African Literature 1800-1900

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

African Literature 1900-Present

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

African Literature Before 1800

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Caribbean Literature 1800-1900

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Caribbean Literature 1900-Present

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Caribbean Literature Before 1800

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Hemispheric Literatures 1800-1900

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Hemispheric Literatures 1900-Present

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Hemispheric Literatures Before 1800

ENGL 397R

◷ **Hours**	3.0 Credit, 3.0 Lecture, 0.0 Lab
☑ **Prerequisites**	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Irish Literature 1800-1900

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Irish Literature 1900-Present

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Irish Literature Before 1800

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Post-Colonial Literature 1800-1900

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Post-Colonial Literature 1900-Present

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Post-Colonial Literature Before 1800

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Scottish Literature 1800-1900

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Scottish Literature 1900-Present

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Scottish Literature Before 1800

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

South-Asian Literature 1800-1900

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

South-Asian Literature 1900-Present

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

South-Asian Literature Before 1800

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

World Literatures in English

Study of the literature of a given world region or culture.

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department
Programs	Containing ENGL 397R

Course Outcomes

Research and Writing Skills

Students form an appropriate research strategy, independently locate relevant digital and print sources, and draw upon these to develop a focused and effective written argument. They produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Literary Analysis

By reading a variety of examples of a particular world literature, students analyze representative world authors and texts, attune to regional and cultural uniqueness with what might broadly be defined as the region's character, cultures, themes, and issues.

Interpretive Contexts

Through classroom activities and assignments, students demonstrate maturing understanding of what differentiates representative world writers, texts, and cultures from one another; simultaneously, they suggest ways in which individual authors and texts have influenced broadly defined world culture and literature.

Ethical Relation

Through classroom activities and assignments, students articulate an increased appreciation for their own identities, a preparedness to read the world literature throughout their lives, and a deeper sense of their responsibilities to fellow Latter-day Saints around the world.

Top

World Literatures in English 1800-1900

ENGL 397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

World Literatures in English 1900-Present

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

World Literatures in English Before 1800

ENGL
397R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Career Preparation for English Majors

Overview of post-BA options for the English major: graduate and professional programs, career resources, internship opportunities, job acquisition preparation.

ENGL 398

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ENGL 198 & ENGL 295
Taught	Fall Term 2, Winter Term 2
Programs	Containing ENGL 398

Course Outcomes

Post-baccalaureate Plans

To assist you in selecting a possible career or graduate program.

Post-baccalaureate Applications

To introduce you to the process of applying to graduate and professional programs.

Employment Resources

To introduce you to department, college, and university resources in support of your search for employment.

Professional Skills

To teach you techniques and strategies for effective networking, resume/cover letter writing, and job interviewing.

Top

Academic Internship

On-the-job training.

ENGL
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Consent of cooperative education coordinator.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 399R

Course Outcomes

Skills

Students will track their progress as they develop the skills and expertise required by their internship.

Professionalization

Students will recognize the portability of the skills they have developed English majors and the value of these skills in the marketplace.

Career Consideration

Students will consider the positives and negatives of a career in the area of their internship.

↑Top

Portfolio Capstone for Writing and Rhetoric Minors

Producing a portfolio of writing projects by writing and rhetoric minors.

ENGL 400

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	ENGL 322 & ENGL 324; An advanced writing course.
Note	Engl 400 should be taken during the last semester of the minor.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing ENGL 400

Course Outcomes

Interpretation, Evaluation, and Composition

Students will demonstrate their degree of rhetorical competency by submitting the revision of three texts from multiple genres that represent their best use of interpretive, evaluative, and composing skills, texts they originally created during their minor course work, but have revised during this capstone course.

Reflective Essay

Students will demonstrate their degree of meta-cognitive understanding of rhetorical theories, principles and practices by submitting a critical reflective essay that: 1) describes how they define rhetoric as a theoretical concept and why, 2) briefly compares/ contrasts their definition with others that have been espoused throughout rhetoric's history, 3) define's rhetoric's relationship with ethics and explains how to determine "appropriateness," 4) identifies the skills, abilities, and critical judgment they have developed through their study and can now take with them into their future professional, civic and family life, 5) and explains how they have applied rhetorical principles in the personal, professional, (or academic), and public life and will do so in the future.

Top

Creative Writing Minor Capstone

Students produce a portfolio of writing projects from their work in the creative writing minor.

ENGL 401

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ENGL 317R; or ENGL 318R; or ENGL 319R
Note	Engl 320R is also a valid prerequisite choice. See instructor to obtain a permission-to-add code.
Taught	Fall, Winter
Programs	Containing ENGL 401

Course Outcomes

Demonstrate and Apply Major Concepts

Students will demonstrate the concepts they have learned throughout their program in a capstone project.

↑Top

Advanced Creative Writing Practice and Theory

Exploring advanced principles of creative writing craft and theory in poetry, fiction, or creative nonfiction.

ENGL
419R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Engl 317R or 318R or 319R, or Engl 320R.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Reading Literary Models Analytically

Read creative writing models analytically and synthetically, with an eye to authorial intention and technique as well as be able to articulate the same.

Reading Critical Theory Models Analytically

Read critical theory models analytically and synthetically and apply critical theories to literary texts.

Successful Writing using Literary and Critical Theory Models

Write creative and critical texts using literary and critical models and following explicit instructions from the teacher.

Revising, Editing, and Sharing

Revise intelligently, edit carefully, and share one's work with others in the class.

Top

Creative Writing Projects in Creative Nonfiction

Individual major creative writing projects: novel, novella, play, poetry collection, short stories, or essays.

ENGL 419R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 317R; or ENGL 318R; or ENGL 319R
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Production

Produce both the print and the on-line versions on schedule.

Community

Develop camaraderie with the other staff members.

Top

Creative Writing Projects in Fiction

Individual major creative writing projects: novel, novella, play, poetry collection, short stories, or essays.

ENGL 419R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 317R; or ENGL 318R; or ENGL 319R
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing ENGL 419R

Course Outcomes

Production

Produce both the print and the on-line versions on schedule.

Community

Develop camaraderie with the other staff members.

↑Top

Creative Writing Projects in Poetry

Individual major creative writing projects: novel, novella, play, poetry collection, short stories, or essays.

ENGL 419R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 317R; or ENGL 318R; or ENGL 319R
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Production

Produce both the print and the on-line versions on schedule.

Community

Develop camaraderie with the other staff members.

Top

Creative Writing Projects: Writing for Children and Adolescents

Individual major creative writing projects: novel, novella, play, poetry collection, short stories, or essays.

ENGL 419R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 317R; or ENGL 318R; or ENGL 319R
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

knowledge

Students will demonstrate an understanding of writing for children and adolescence.

↑Top

Young Adult Literature

Literature written for or read by teenagers.

ENGL
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; or instructor permission.
Note	Required before student teaching.
Taught	Fall, Winter
Programs	Containing ENGL 420

Course Outcomes

Learning the field

Students will become familiar with a broad range of Young Adult books, authors, and genre.

History and theory

Students will become familiar with a broad range of Young Adult books, authors, and genre.

Using YA literature

Students will learn how to select appropriate quality YA books for classroom, school, and personal use.

Scholarship in YA literature

Students will demonstrate an in-depth knowledge of YA literature and its scholarship.

Top

Teaching Composition in Secondary Schools

Theories and methods of teaching writing to secondary school students.

ENGL 423

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 276R
Note	Required before student teaching.
Taught	Fall, Winter
Programs	Containing ENGL 423

Course Outcomes

Effective Assessments

Students will be able to design effective assessments for a variety of writing tasks and articulate a philosophy for grading.

Reflective Practice

Students will develop their abilities to be reflective practitioners who evaluate their own writing, writing processes, and instructional practices.

↑Top

Literary Theory and Criticism 1: The Critical Tradition

Historical survey from Plato to the early twentieth century.

ENGL
451

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291; either Engl 292 & 293, or Engl 294.
Taught	Fall, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 451

Course Outcomes

Critical Reading

Students will analyze and demonstrate a sound knowledge of a selection of primary and secondary documents related to the historical development of literary theory.

Research and Writing Skills

Students will form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument, and they will produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

Top

Literary Theory and Criticism 2: Contemporary Criticism

Introduction to issues in twentieth-century literary criticism.

ENGL 452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 251 & ENGL 295; Engl 291, Engl 295; and either Engl 292 & 293 or Engl 294.
Taught	Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 452

Course Outcomes

Critical Reading

Students will analyze and demonstrate a sound knowledge of a selection of primary and secondary documents related to contemporary literary theory.

Research and Writing Skills

Students will form a research strategy, independently locate relevant digital and print sources, and draw upon these to develop an effective written argument, and they will produce polished, competent, formal writing, free from distracting errors in mechanics, syntax, and formatting, and in accordance with MLA formatting and citation guidelines.

↑Top

Secondary English Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards.

ENGL 476

Hours	12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Completion of all course work or departmental approval; requires a major GPA of 2.85; at least a C- in Engl 377. Concurrent enrollment in Engl 479.
Taught	Fall, Winter
Programs	Containing ENGL 476

Course Outcomes

Student Teaching

Student teachers will successfully complete his or her student teaching.

Core Guidelines

Student teachers will successfully demonstrate their ability to teach using state core guidelines and also their ability to plan and use effective units.

Classroom Management

Student teachers will learn and practice effective classroom management skills.

Professionalism

Student teachers will practice and demonstrate professional educational behavior.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

ENGL 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing ENGL 477R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Secondary Student Teaching Seminar

Issues experienced during secondary student teaching practicum.

ENGL
479

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ENGL 377 & ENGL 378; concurrent enrollment in Engl 476 or 496R.
Taught	Fall, Winter
Programs	Containing ENGL 479

Course Outcomes

Application

Students teachers and interns will be able to apply the topics presented in the seminar to their own teaching experience. University supervisors will observe the various applications such as classroom management, managing the paper load, using young adult literature, supporting English Language Learners, etc.

Teacher Work Sample

Student teachers and interns will be able to produce a full, 7-part reflective Teacher Work Sample to demonstrate their understanding and effectiveness as a classroom teacher.

Ability to Teach

Student teachers and interns will demonstrate their ability to teach using state core guidelines and also their ability to plan and use effective units.

Enter Material Evidence

Student teachers and interns will be able to correctly and in a timely manner enter the required material evidence of their semester's performance and teaching on the Education Department's LiveText (or whatever system is in place at the required time).

↑Top

Directed Research in English

Directed research for ORCA grant recipients, research assistants, and other undergraduate students pursuing research projects.

ENGL
480R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department chair's consent.
Taught	Fall, Winter

Course Outcomes

Directed Research

Complete directed research as designed by your faculty mentor.

↑Top

Individual Readings in English

Language and/or literature beyond what is offered in the curriculum.

ENGL 490R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department chair's consent.
Note	May not be substituted for another catalog course.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Individual Readings

Complete readings and assignments as designed by your faculty mentor.

↑Top

The Senior Course

In-depth study of a limited area of literature, language, or criticism. Content varies; requires research and writing.

ENGL 495

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ENGL 382; or ENGL 383; or ENGL 384R; senior status.
Note	Engl 381 is also a valid prerequisite choice. See the Humanities Advisement Center to obtain a permission-to-add code.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ENGL 495

Course Outcomes

Literary Criticism

Students will
(1) gain a broader and deeper understanding of a particular disciplinary topic or issue,
(2) become familiar with the critical conversation about this area,
(3) develop sufficient competency in research and writing to make a contribution to the critical conversation about this area.

Capstone Project

Students will develop an independent research project and craft an argument with the supervision of the instructor. Their projects will produce original and sophisticated pieces of literary criticism that situate their arguments in the context of the critical conversation about the disciplinary topic and issue and are suitable for submission to an undergraduate journal. Students should develop their project with a real audience in mind--a particular journal or graduate admission committee, and for the guidelines for length (generally between 15-20 pages) listed in their submission instructions. Students should substantially revise a complete draft of their paper in personal consultation with the instructor.

Top

Secondary English Teaching Internship

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards.

ENGL 496R

Hours	12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Completion of all course work or departmental approval; requires a major GPA of 2.85; at least a C- grade in Engl 377. Concurrent enrollment in Engl 479.
Taught	Fall, Winter
Programs	Containing ENGL 496R

Course Outcomes

Internship

Interns will successfully complete his or her assigned internship.

Core Guidelines

Interns will successfully demonstrate their ability to teach using state core guidelines and also their ability to plan and use effective units.

Classroom Management

Interns will learn and practice effective classroom management skills.

Professionalism

Interns will practice and demonstrate professional educational behavior.

Top

Honors Thesis

ENGL 499R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Honors Thesis

Complete your honors thesis with the aid of your thesis advisor.

Top

Advanced Scholarly Writing

Workshop for potential graduate students, graduate students, and professionals in all disciplines in preparing the thesis, dissertation, book chapter, and article.

ENGL
515R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Course not offered

This course is not offered regularly.

↑Top

Advanced Technical Writing

Advanced concepts, including literature of technical writing, liaison with technical staff, communication networks, rhetoric of graphics, and teaching and freelancing technical writing.

ENGL
516

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Engl 316 or instructor's consent.
Taught	Contact Department

Course Outcomes

Technical Conference Paper for Presentation

English 516 students will resourcefully incorporate major texts, issues, and debates in technical writing (including subjects like the literature of technical writing, communication networks, the rhetoric of graphics,technical writing pedagogy, and freelancing as a technical writer)into the formation of a conference-length conference paper suitable for professional presentation.

↑Top

Studies in Theme and Form

Topics vary: literature and film, myth and archetype, science fiction, etc.

ENGL
520R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Current Issues in Theme and Form

Students in English 520R will identify and critique major texts, issues, and debates from the study of various topics of theme and form (including topics like literature and film, myth and archetype, science fiction, etc.).

Conference-Length Paper

Students will produce a conference-length paper on these topics suitable for professional presentation.

↑Top

Directed Readings

Individual readings beyond what is offered in the curriculum.

ENGL 590R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Graduate advisory committee approval.
Note	Primarily available for English graduate students in Study Abroad programs.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Conference-Length Paper from Individualized Readings

Students in English 590R will, subject to the approval of a course contract by the department graduate studies committee,studyunder a faculty member's supervision individualized readings beyond what is offered in the curriculum. This study should help the study to resourcefully incorporate major texts, issues, and debates from these readings into the formation of a conference-length conference paper suitable for professional presentation.

Top

Academic Internship

On-the-job training.

ENGL 599R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department chair's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Skills

Students will track their progress as they develop the skills and expertise required by their internship.

Face Challenges

Students will meet the challenges of their internship.

Career Consideration

Students will consider the positives and negatives of a career in the area of their internship.

Recognize Skills

Students will recognize the portability of the skills they have developed English majors and the value of these skills in the marketplace.

Internship in Professional Community

ENGL 599R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Skills

Students will track their progress as they develop the skills and expertise required by their internship.

Face Challenges

Students will meet the challenges of their internship.

Career Consideration

Students will consider the positives and negatives of a career in the area of their internship.

Recognize Skills

Students will recognize the portability of the skills they have developed English majors and the value of these skills in the marketplace.

↑Top

Advanced Academic English for International Students

Integrated skills course for nonnative English speakers, primarily focused on academic listening, speaking, and the basic skills needed for success at an American university.

ESL
301

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	For bilingual foreign students.
Taught	Fall

Course Outcomes

Gain English listening/speaking skills critical to success

Gain English listening and speaking skills critical to success in American academic, university settings

Participate in English academic settings

Participate and communicate in English in academic settings clearly, confidently, and effectively.

Give effective oral presentations in English

Give oral presentations of various kinds in English effectively in academic settings.

Take effective notes in academic settings.

Listen to academic lectures and take effective notes

Understand cultural, academic differences

Explain cultural differences in academic settings

Top

Advanced English Pronunciation for International Students

Improving the speaking ability of nonnative English students, emphasizing rhetorical and communication strategies, pronunciation, stress, rhythm, intonation, and fluency.

ESL
302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For bilingual foreign students.
Taught	Winter

Course Outcomes

Increased awareness of English pronunciation patterns

Non-native English-speaking students will develop an increased awareness of English pronunciation patterns

Strategies to improve the ability to pronounce English corre

ESL students will improve their knowledge of strategies to learn to pronounce English and ability to pronounce English correctly in the following areas: a. Vowels and consonants, b. Syllables and word endings, c. Intonation, d. Stress, e. Rhythm, and f. Linking.

↑Top

College Reading and Study Skills for International Students

Learning strategies to improve reading speed and to understand materials used in university classes.

ESL 303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For bilingual foreign students.
Note	Should be taken during the first year (for nonnative English speakers).
Taught	Winter

Course Outcomes

University-level reading skills in English

Non-native English-speaking students will acquire or improve the skills they need to read and understand university-level materials.

Build vocabulary and other reading skills in English

Students will build increased English vocabulary, comprehension, inference, and critical thinking and evaluation, among other skillls

↑Top

Academic Writing for International Students

Learning how to write essays, reports, and research papers acceptable in an American university

ESL 304

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	For bilingual foreign students.
Note	Should be taken before ELang 105 or Engl 150.
Taught	Fall, Winter, Spring

Course Outcomes

Independence and awareness in English writing skills

Non-native English-speaking students will become more independent in their English writing and study skills and more aware of their writing ability

Critical and creative thinking

Students in this course will learn to think critically and creatively.

Critical and creative thinking

Students in this course will learn to think critically and creatively.

Writing processes

Students will demonstrate the ability to use various processes as they write

Documented research writing

Students will be able to locate information in a major university library and write a documented research paper based on that information.

Read/write in university genres

Students will gain the ability ro read and write in genres common in university coursework.

↑Top

Applied Grammar for International Students

Increasing correct grammar use in academic writing.

ESL 305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For international students.
Recommended	Concurrent enrollment in ESL 304 or ELang 105.
Taught	Fall, Winter

Course Outcomes

Academic writing tasks

Non-native English-speaking students will gain the ability to respond appropriately to a variety of academic writing tasks in English.

Appropriate, varied, and accurate vocabulary usage

Demostrate the ability to select appropriate and varied English vocabulary related to assigned topics with accuracy in word choice and form.

Independently correct English grammar errors

Demonstrate the ability to recognize and independently correct grammar errors.

Top

Language Study: Estonian

Survival-level conversation, reading, listening, and culture skills in the target language.

ESTON 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Estonian

Beginning speaking, listening, reading, and writing skills.

ESTON
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Estonian

Second-semester speaking, listening, reading, and writing skills.

ESTON 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ESTON 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Estonian

Intermediate speaking, listening, reading, and writing skills.

ESTON 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ESTON 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Estonian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

ESTON 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ESTON 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing ESTON 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Estonian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

ESTON
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Estonian

Systematic review of grammar and syntax of target language.

ESTON 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ESTON 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Estonian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

ESTON 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Eston 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing ESTON 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Estonian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

ESTON 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ESTON 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Estonian

Concentration on target-language and target-culture issues for specific careers.

ESTON 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ESTON 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Introduction to European Studies

Introduction to the major, the core disciplines involved and integrated in European studies, and European studies as a discipline.

EUROP
200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing EUROP 200

Course Outcomes

Understanding of Field

Students will gain a basic understanding of the definition, history, and purpose of European Studies.

Disciplinary Knowledge

Students will become familiar with the major disciplines involved with European Studies and be able to define -- and know when to engage -- various disciplinary methods.

General Knowledge

Students will gain an understanding of many of the major topics and issues of European Studies.

Major Orientation

Students will develop some ideas about how to orient their subsequent studies within the major.

Current Affairs

Students willdevelop the habit of reading international news in order to keep abreast of European affairs and to cross-check perspectives from country to country.

Research

Students willlearn how to locate, use, and cite high-quality and reliable resources from the library and online and use that research in the creation of a substantive research paper.

Top

European Literature, Art, and Culture

In-depth study of key themes, genres, and movements across Europe, emphasizing contemporary trends in the literary and visual arts and methods of critical reading and writing in the humanities. Topics and texts vary by instructor.

EUROP 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EUROP 200 & HIST 250.
Taught	Winter
Programs	Containing EUROP 320R

Course Outcomes

Knowledge of important European writers, artists, movements, and genres

Students will extend and deepen their understanding of a wide range of important European writers, thinkers, artists, movements, and genres. Besides learning to interrogate the potential strengths and limitations of generalized notions of "European culture," students will develop a comparative sense of regional or national departures from or variations upon literary and artistic norms. Assessment measures: course exams and research papers, graduation exit exams and focus groups.

Familiarity with analytic and interpretive modes from the humanities

Students will become conversant in many of the critical, descriptive, and interpretive modes characteristic of discourse in humanistic disciplines. They will learn to analyze works of European literature and visual art from formal, aesthetic, philosophical, and socio-political perspectives. Assessment measures: course exams and research papers, senior papers for capstone course (EUROP 490R), graduate focus groups.

Developing intellectual curiosity and aesthetic sensibilities

Students will come to understand what it means to be "cultured" in European society and will develop the intellectual curiosity, aesthetic sensibilities, habits, and tastes to fuel a life-long study of the best European literature, cinema, and art. Assessment measures: graduate focus groups, alumni surveys.

↑Top

European Studies

Social sciences core course approved for Study Abroad programs in London, Vienna, Paris, and other locations.

EUROP 336R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	
Programs	Containing EUROP 336R

Course Outcomes

Historical Knowledge

Students will demonstrate a general understanding of the historical development of modern Europe (or of the nation or region upon which the course focuses). While students should emerge with a basic sense of all major historical periods, not all eras need receive equal coverage. A course taught in Florence, for instance, would presumably focus more heavily on the Renaissance than the eighteenth century.

Analysis of Historical and Cultural Heritage Sites

Students should be able to accurately and intelligently discuss the historical sites the program visited and explain how the events that occurred there proved pivotal to the development of the nation or Europe as a whole. Site visits should directly correspond with class discussions and reading and writing assignments.

Application of Political and Historical Understanding to Other Disciplines

Students should demonstrate the ability to appropriately and constructively draw upon their knowledge of European history and politics when visiting churches or museums and interpreting the region's literature, art, music, and theater.

Comparative Political Understanding

Students should show a comparative understanding of European and American political systems (e.g., constitutional monarchy, written vs. unwritten constitutions, presidents vs. prime ministers, etc.).

Global Awareness 1: Participating in Current Global Debates

Students should demonstrate sufficient familiarity with today's most pressing European and/or national socio-political issues to offer informed views in class debates, conversations with locals, and discussions with associates in the U.S.

Global Awareness 2: Europe in a Globalized, Postcolonial Age

Students should reveal an informed understanding of historical and contemporary European contacts with and assimilation of non-Western cultures (e.g., imperialism, decolonization, immigration).

Top

Senior Seminar in European Studies

Interdisciplinary study of an issue central to European studies; topics vary.

EUROP 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EUROP 200; Senior status or program coordinator's consent.
Taught	Winter
Programs	Containing EUROP 490R

Course Outcomes

Knowledge and Analytic Understanding

Students will gain an in-depth understanding of an issue central to European Studies and be able to articulate that understanding using theories, concepts, research materials, and ideas from the perspectives of more than one European-Studies-related discipline.

research and writing

Students will identify a valid research topic and research that topic using appropriate disciplinary methods, and they will write a cogent, scholarly essay in which they report the results of their research.

targeted understanding

Students will understand the relationship of the course's central issue to their country or countries of interest.

Top

Science of Wellness

A comprehensive study of the science of wellness of the whole individual. The science of wellness draws principles from exercise sciences, biological sciences, behavioral and social sciences. The research from psychoneuroimmunology (PNI) supports specifically the holistic wellness paradigm whose focus is that every aspect of each human being, the body, mind and spirit, are involved in all wellness activities and all wellness activities affect the whole individual. Students will discover this new paradigm and experience the blending of the sciences to support the integrated nature of our being.

EXSC
221

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing EXSC 221

Course Outcomes

Discover New Paradigm

Discover the significance of the wellness paradigm shift from physical, mental, social, emotional and spiritual as dimensions of wellness to them being dimensions of human nature. Have a working comprehension of the science of wellness.

Harmonious Integration of Human Life

Demonstrate an understanding of the sacredness of the human body and the contribution wellness can make to the harmonious integration of the composite nature of human life-body, mind and spirit.

Behavior Change Models

Understand several behavior change models and the advantages of each.

Research on the Integrated Nature of Human Life

Give examples of wellness research demonstrating the integrated nature of human life and associated wellness principles.

Quality of Life

Recognize that understanding the science of wellness has the potential to improve the quality of your life and that of your family, friends and community.

Epigenetics and Wellness

Recognize the ramifications of epigenetics for your wellness now and in the future and also the future wellness of others.

Written Record of Wellness Experiences

Articulate your own comprehension of the science of wellness and the meaning it has to you through a written record of your wellness experiences throughout the course.

↑Top

Philosophical and Ethical Issues in Exercise Sciences

Philosophical and ethical issues common to exercise sciences majors. Concept of mind, body, spirit.

EXSC
302

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing EXSC 302

Course Outcomes

Tenets of Philosophy Concerning Multicultural Traditions

Learn contemporary tenets of philosophy that will serve as a basis for understanding important ideas in our own cultural tradition as well as that of others.

Philosophical Worldviews

Comprehend philosophical worldviews to facilitate respectful relationships with others.

Beliefs and Values

Pursue truth, think clearly and communicate effectively one’s own beliefs and values; deepen one’s understanding of the nature of being.

The Gospel of Jesus Christ

Comprehend and apply the truths of the gospel of Jesus Christ. Reflect devout love of God and a loving, genuine concern for the welfare of others in the learning environment.

Spirituality

Acquire/reinforce a profound respect for the divine nature of one's own life, a reverence for one's value, the purpose of one's life and a desire to live a healthy lifestyle.

Valuing the Entire Self

Articulate one's valuing of the entire self, bodymindspirit, with particular focus on the meaning and importance of the physical body.

Formulating Personal and Professional Philosophy

Strengthen the formulation of one's own personal and professional philosophy establishing clear standards of integrity. Improve the communication of one's beliefs, written and verbal.

Ethical Analysis and Behavior

Analyze contemporary issues from an ethical standpoint. Demonstrate one's own professional ethical behavior, think critically and take an informed position on an issue.

Top

Basic Athletic Training

Recognition, evaluation, and care of athletic injuries. Techniques in taping, preventing, and rehabilitating injuries.

EXSC 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBio 220; some majors require concurrent enrollment in ExSc 321. Check MAP requirements for major.
Taught	Fall, Winter, Spring
Programs	Containing EXSC 320

Course Outcomes

Responsibilities, Roles, and Tasks

Review general responsibilities, roles, and tasks of athletic trainers, physical therapists, and other allied health professionals involved in sports medicine.

Musculoskeletal Injuries

Learn assessment, first aid, and treatments for common musculoskeletal injuries.

Injury Prevention

Examine methods of injury prevention including conditioning principles, environmental hazards, and protective equipment.

Resources

Learn and utilize resources available to sports medicine professionals.

Application

Apply knowledge to practical situations.

Top

Basic Athletic Training Lab

Lab with techniques in preventing injuries through taping, wrapping, bracing and padding, and for treating and transporting injuries by splinting, wrapping, using ambulatory aids and spine boarding.

EXSC 321

Hours	0.5 Credit, 0.0 Lecture, 0.5 Lab
Prerequisites	Concurrent enrollment in ExSc 320.
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing EXSC 321

Course Outcomes

Taping

Demonstrate competency and proficiency in taping the ankle, foot, lower leg, knee, thigh/hip, shoulder, elbow, wrist, thumb, and finger joints.

Wrapping

Demonstrate competency and proficiency in wrapping the ankle, foot, lower leg, thigh/hip, shoulder, elbow, wrist, thumb, and finger joints.

Wound Care Management

Demonstrate competency and proficiency in wound care management.

Injury Evaluation

Demonstrate competency and proficiency in injury evaluation.

Injury Treatment Management

Demonstrate competency and proficiency in injury treatment management.

Spineboarding and Splinting

Demonstrate competency and proficiency in spineboarding and splinting.

↑Top

Body, Mind, Spirit

Sacredness of the body and its meaningfulness to the whole being. Comparative approach utilizing ideas from the restored gospel and Western and Eastern philosophy (nature of being).

EXSC
349

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Honors also.
Programs	Containing EXSC 349

Course Outcomes

Critical Thinking Regarding the Nature of Being

Enhance understanding of the divine nature of human life.

Body, Mind, Spirit Integration

Apply concepts from discussion and reading to live life as a fully integrated being, body mind and spirit.

Inherent Worth of Each Soul, Body and Spirit

Enhance reverence for the inherent worth of one's own life including body and spirit and for each other individual.

Philosophy Behind a Wellness Lifestyle

Identify attitudes and behaviors that contribute to your wellness and those that will assist others in living a healthy lifestyle.

↑Top

Honors Body, Mind, Spirit

Sacredness of the body and its meaningfulness to the whole being. Comparative approach utilizing ideas from the restored gospel and Western and Eastern philosophy (nature of being).

EXSC 349

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study only.

Course Outcomes

Critical Thinking Regarding the Nature of Being

Enhance understanding of the divine nature of human life.

Body, Mind, Spirit Integration

Apply concepts from discussion and reading to live life as a fully integrated being, body mind and spirit.

Inherent Worth of Each Soul, Body and Spirit

Enhance reverence for the inherent worth of one's own life including body and spirit and for each other individual.

Philosophy Behind a Wellness Lifestyle

Identify attitudes and behaviors that contribute to your wellness and those that will assist others in living a healthy lifestyle.

Top

Kinesiology and Biomechanics

The influence of physical laws on human movement. Physical laws that will be discussed include linear and angular motion, force and torque, center of mass, fluid mechanics, and tissue mechanics.

EXSC 362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 110
Recommended	Phscs 105 or 121; PDBio 220.
Taught	Fall, Winter, Spring
Programs	Containing EXSC 362

Course Outcomes

Course Purpose

Students will be able to analyze human movement mechanics and generate recommendations for improvement or intervention.

Physical Laws and Human Movement

Demonstrate understanding of physical concepts (linear and angular motion, and forces), and corresponding equations, related to human movement.

Application

Apply the aforementioned physical concepts to human movement mechanics.

Observation

Deconstruct movement mechanics via direct observation and video.

Literature

Evaluate biomechanical scientific literature.

Communicate

Communicate effectively regarding human movement mechanics.

Recommendations

Generate recommendations (as individuals and small teams) for human mechanics improvement or intervention.

Top

Scientific Bases of Sport: Kinesiology

Kinesiology and biomechanics for physical education/coaching minor.

EXSC 365

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing EXSC 365

Course Outcomes

Physical Laws and Human Performance

Students will demonstrate how to apply physical laws to human performance. Included physical laws deal with: Linear motion, projectile motion, forces, impulse and momentum, fluid mechanics, and tissue mechanics.

↑Top

Personal Training Strategies

The art and science of personal fitness training for healthy adults, utilizing safe and effective techniques to develop and maintain optimal functional fitness (proper posture, balance, joint mobility, and stability), and optimal physical fitness (cardiorespiratory endurance, flexibility, muscular strength, and power).

EXSC 385

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	PDBio 220.
Taught	Fall, Winter
Programs	Containing EXSC 385

Course Outcomes

Essential Concepts and Principles of Functional Fitness

Explain and apply the essential concepts and principles of human movement science, anatomy, exercise physiology; biomechanics, motor learning; functional fitness assessment; stability training, mobility training, core training, balance training, reactive training, resistance training, cardiorespiratory training; exercise programming; nutrition and weight management; safety and injury prevention in an understandable and accurate way

Preparing to Certify as a CPT

Prepare to certify as a Certified Personal Trainer (CPT) through the National Academy of Sports Medicine (NASM)

Top

Lifestyle and Chronic Disease Prevention

Current scientific evidence demonstrating how lifestyle affects disease processes. Healthy lifestyle concepts specifically needed by wellness professionals, health educators, and health promotion practitioners; influence of unhealthy lifestyle as basis for chronic diseases, i.e., cardiovascular disease, cancer, and diabetes.

EXSC
387

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing EXSC 387

Course Outcomes

Healthy Lifestyles

Develop an awareness of what constitutes a healthy lifestyle

Interpretation of Statistical Techniques

Understand the use and interpretation of statistical techniques used in scientific papers on health and lifestyle

Scientific Literature

Become familiar with the scientific literature that supports healthy living

Gaining Knowledge to Help Others

Gain knowledge needed to help others adopt and maintain a healthy lifestyle

Top

Athletic Training Clinical Education 1

Classroom and field experience. Orientation to athletic training program and clinical expectations. Modules include emergency care, taping skills, and basic modalities.

EXSC 394

Hours	2.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	Athletic training major status.
Taught	Fall, Winter
Programs	Containing EXSC 394

Course Outcomes

Administrative Roles and Policies of Various Health Care Organizations

After completing this course, the student will be able to understand the administrative roles and policies of various health care organizations including: CAATE, NATA, BOC

Accurate Record Keeping Skills

Demonstrate the skills necessary for accurate record keeping including SOAP notes and correct documentation of HOPS

Purchasing Policies

Understand purchasing policies for supplies

Emergency Action Plans

Correctly devise and implement emergency action plans

Emergency Conditions

Demonstrate the necessary skills for care of emergency conditions

Treating Open Wounds

Demonstrate care and necessary skills for treating open wounds

Therapeutic Modalities

Demonstrate correct use, including indications and contraindications for therapeutic modalities including: Hot Packs, Ultrasound, Cryotherapy, Electrical stimulation

Evaluating Lower Extremities

Demonstrate correct evaluation techniques of lower extremities including: Foot, Ankle, Lower Leg, Knee, Hip

Top

Athletic Training Clinical Education 2

Classroom and field experience. Modules include taping skills, assessment, and modalities.

EXSC 395

Hours	2.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	EXSC 394
Taught	Fall, Winter
Programs	Containing EXSC 395

Course Outcomes

Rehabilitation Skills

Demonstrate rehabilitation skills, including aquatic therapy, joint mobilizations, proprioception, neuromuscular control, and agility exercises.

Taping and Bracing

Demonstrate competency and clinical proficiency in taping and bracing.

Evaluation Skills of Caring for Upper Extremity Injuries

Demonstrate the skills necessary to properly evaluate and care for upper extremity injuries including shoulder, elbow, forearm, wrist, hand, head and face, and thorax and abdomen.

Alter G Machine and Rebounder

Demonstrate the use of the following rehabilitation tools: Alter G machine and Rebounder

↑Top

Exercise and Wellness Internship

On-the-job experience for exercise and wellness majors.

EXSC 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Internship coordinator's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing EXSC 399R

Course Outcomes

Work-Related Experience

Gain work-related experience through one or more internship experiences

↑Top

Stress Management

Teaches students the basic principles, theories, and relaxation techniques to effectively manage personal stress. Students gain a greater understanding of the mind-body relationship, learn to employ a holistic approach to stress, and adopt effective cognitive, coping, and relaxation techniques. Ultimately, students experience a more effective approach to optimal lifelong health.

EXSC
410

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing EXSC 410

Course Outcomes

Physiological Mechanisms

Master the basic understanding of the physiological mechanisms responsible for the fight-or-flight response and subsequent manifestations of various symptoms of target organ dysfunctions. Be able to apply this understanding to stress management and disease prevention.

Mind, Body, and Spirit

Understand and discuss the holistic nature (mind-body-spirit) of stress management and comprehend the mind-body connection of the stress and disease process.

Recognizing Potential Stressors

Be able to recognize potential stressors and develop strategies to prevent (or reduce the magnitude of) these stressors from eliciting a stress response.

Strategies

Be able to develop strategies to reduce daily stressors.

Relaxation Techniques

Understand the principles behind the various relaxation techniques and be able to apply these techniques to managing stress.

↑Top

Advanced Athletic Training Lab

Advanced athletic training skills, including taping, bracing and splinting, custom-fitted equipment, massage and stretching techniques, and emergency splinting and transport.

EXSC
414

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Athletic training major status.
Taught	Fall, Winter
Programs	Containing EXSC 414

Course Outcomes

CAATE Competencies

At the end of this course, the student will demonstrate competency in each of the following CAATE competencies:
Select and fit appropriate standard protective equipment on the patient for safe participation in sport and/or physical activity. This includes but is not limited to: Shoulder Pads, Helmet/Headgear, Footwear, Mouthguard, Prophylactic Knee Brace, Prophylactic Ankle Brace, Other Equipment (as appropriate)

Special Protective Procedures and Devices

Select, fabricate, and apply appropriate preventive taping and wrapping procedures, splints, braces, and other special protective devices. Procedures and devices should be consistent with sound anatomical and biomechanical principles.

Environmental Data

Obtain, interpret, and make decisions regarding environmental data. This includes, but is not limited to, the ability to formulate and implement a comprehensive, proactive emergency action plan specific to lightning safety

Apply and Document Special Tests and Instruments

Apply commonly used special tests and instruments (e.g., otoscope, stethoscope, ophthalmoscope, peak flowmeter, chemical "dipsticks" [or similar devices]) and document the results for the assessment of: Vital signs including respiration (including asthma), pulse and circulation, and blood pressure.

Emergency Treatment Strategies

Implement appropriate emergency treatment strategies including, but not limited to, establishing and maintaining an airway in a patient wearing shoulder pads, headgear or other protective equipment and/or with a suspected spine injury.

Techniques for Therapeutic Exercises

Instruct the patient in proper techniques of commonly prescribed therapeutic exercises.

Risk Management Plans for Safe and Efficient Health Care Facilities

Develop risk management plans, including facility design, for safe and efficient health care facilities.

Risk Management Plan for Security and Protection

Develop a risk management plan that addresses issues of liability reduction; security, fire, and facility hazards; electrical and equipment safety; and emergency preparedness.

AT Policies and Procedures within a Health Care Facility

Develop policy and write procedures to guide the intended operation of athletic training services within a health care facility.

↑Top

Therapeutic Modalities

Hydrotherapy, massage, traction, radiant energy, heat, cold, and electrotherapy.

EXSC
415

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Athletic training major status.
Taught	Fall, Winter
Programs	Containing EXSC 415

Course Outcomes

Cryotherapy

The student will demonstrate the ability to properly select the appropriate parameters, prepare, and apply a(n): cold whirlpool treatment, controlled cold therapy unit, ice bag, vapo-coolant spray, ice immersion, ice massage, contrast bath, cryokinetics

Thermotherapy

The student will demonstrate the ability to properly select appropriate parameters, prepare, and apply a(n): moist heat pack, paraffin treatment, warm whirlpool treatment, fluidotherapy, diathermy, infrared

Electrotherapy

The student will demonstrate the ability to properly select appropriate parameters, prepare, and apply a(n): sensory-level pain control treatment, noxious-level pain control treatment, motor-level pain control treatment, muscle re-education treatment, muscle pumping treatment, acute edema treatment, chronic edema treatment, muscle spasm treatment, muscle splinting treatment, muscle atrophy retardation treatment, iontophoresis treatment, MENS treatment

Electrical Stimulation Units

The student will demonstrate proficiency in the setup and application of the following types of electrical stimulation units: Monophasic stimulator (e.g., high volt stimulation), Biphasic stimulator (e.g., TENS, NMES), Direct current (e.g., iontophoresis), Alternating current (e.g., interferential, NMES)

Ultrasound

The student will demonstrate the ability to properly select appropriate parameters, prepare, and apply a: thermal direct/indirect ultrasound treatment, nonthermal direct/indirect ultrasound, treatment, combination electric-stimulation/ultrasound, treatment, phonophoresis treatment

Traction

The student will demonstrate the ability to properly select appropriate parameters, prepare, and apply: mechanical traction, manual traction, positional traction

Intermittent Compression

The student will demonstrate the ability to properly select appropriate parameters, prepare, and apply intermittent compression.

Massage

The student will demonstrate the ability to prepare and apply a massage treatment. The student will demonstrate the ability to properly perform massage strokes: effleurage, petrissage, friction, tapotement, vibration

↑Top

Injury Evaluation: Lower Extremities

Basic principles of injury evaluation; evaluation techniques specific to lower-extremity injuries.

EXSC 416

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Athletic training major status.
Taught	Fall, Winter
Programs	Containing EXSC 416

Course Outcomes

Instructing and Interpreting Fitness Tests

Instruct the patient how to properly perform fitness tests to assess his or her physical status and readiness for physical activity. Interpret the results of these tests according to requirements established by appropriate governing agencies and/or a physician. These tests should assess: Muscular Endurance, Agility, Speed.

Appropriate Fitness Programs for Patients

Develop a fitness program appropriate to the patient's needs and selected activity or activities that meet the requirements established by the appropriate governing agency and/or physician for enhancing: Cardiovascular Endurance, Speed

Inspection/Observation of Clinical Signs Associated w/ Common Injuries

Perform inspection/observation of the clinical signs associated with common injuries including deformity, posturing and guarding, edema/swelling, hemarthrosis, and discoloration.
Palpate the bones and soft tissues to determine normal or pathological characteristics.
Measure the active and passive joint range of motion using commonly accepted techniques, including the use of a goniometer and inclinometer.
Grade the resisted joint range of motion/manual muscle testing and break tests.
Apply appropriate stress tests for ligamentous or capsular stability, soft tissue and muscle, and fractures.
Apply appropriate special tests for injuries to the specific areas of the body as listed above.
Assess neurological status, including cranial nerve function, myotomes, dermatomes and reflexes, and circulatory status.
Document the results of the assessment including the diagnosis.

Patient's Prior and Present Medical History

Obtain a medical history of the patient that includes a previous history and a history of the present

condition.
Perform a visual observation of the clinical signs associated with common injuries and/or illnesses including deformity, edema/swelling, discoloration, and skin abnormalities.
Palpate the bones and soft tissues, including the abdomen, to determine normal or pathological characteristics.

Top

Injury Evaluation: Upper Extremities and Trunk

Injury evaluation techniques specific to the upper extremities and trunk.

EXSC 417

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EXSC 416
Taught	Fall, Winter
Programs	Containing EXSC 417

Course Outcomes

Mechanisms of Common Injuries in Various Sports

Upon completion of this course, the student will understand and be able to explain and/or demonstrate by performance on an exam: Mechanisms of common injuries in various sports.

Evaluation and Diagnostic Terminology

Basic principles of evaluation and diagnostic terminology.

Upper Extremity Injuries

Signs and symptoms of upper extremity injuries.

Injury Evaluation

Specific steps in injury evaluation.

Evaluation Techniques for Upper Extremity Injuries

Evaluation techniques, including special tests, used to identify and assess degree of disability of the upper extremity.

Manual Muscle Testing

Proficiency in performing manual muscle testing of the upper extremity.

Girth and Goniometric Measurements

Proficiency in performing girth and goniometric measurements of the upper extremity.

On-the-Field/Off-the-Field Injury Management

Basic on-the-field/off-the-field injury management.

Top

Rehabilitation of Orthopedic Injuries

Basic principles, techniques, and progression of orthopedic/musculoskeletal rehabilitation.

EXSC 418

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EXSC 415
Taught	Fall, Winter
Programs	Containing EXSC 418

Course Outcomes

Tissue Healing

Understand tissue healing and how therapeutic exercise affects tissue healing.

Functional Progression

Understand the concept of functional progression and how it guides individual rehabilitation protocols. Rehabilitation is not a recipe that fits all people.

Therapeutic Exercise, ROM, and Manual Therapy Techniques

Apply and understand therapeutic exercise, range of motion, and manual therapy techniques to enhance the goals within a rehabilitation plan for athletic injury.

Goals of Rehabilitation

Synthesize the different goals of rehabilitation to be combined for any injury and condition to return the patient to full activity.

Top

Medical Issues in Athletic Training

Discussion of current medical issues in athletic training with guest lectures by medical specialists.

EXSC 419

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ExSc 417 or concurrent enrollment.
Taught	Winter
Programs	Containing EXSC 419

Course Outcomes

Exposure to a Variety of Medical Conditions

Advanced seminar type class for exposure to a variety of medical conditions, given from MD's point of view.

Common Athlete Illnesses

Learn a medical doctor's approach to illnesses which athletes commonly experience.

Athletic Trainer's Responsibility

Integrate the athletic trainer's responsibility as it pertains to a team approach with the physician.

Top

Administration of Athletic Training Programs

Management and administration of athletic training facilities and staff members.

EXSC 423

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	EXSC 415
Taught	Fall, Winter
Programs	Containing EXSC 423

Course Outcomes

Planning, Coordinating, and Supervising

Explain the importance of planning, coordinating, and supervising in the administration of an athletic training room/program.

Budgeting Systems

Explain various budgeting systems and develop budgets for high school and collegiate athletic training programs

Athletic Training Facilities

Design athletic training facilities to meet specific needs.

State Regulation and 3rd Party Reimbursement

Explain the significance of state regulation for the athletic training profession and its relationship to third party reimbursement.

The Impact of Insurance and 3rd Party Reimbursement

Explain the impact that insurance and third party reimbursement has on athletic training.

Emergency Plans

Be able to develop emergency plans for athletic training settings.

Negligence

Explain the elements of negligence and understand legal issues facing athletic trainers, as well as the role of risk management.

Preparticipation Exams

Explain how to efficiently and effectively organize preparticipation exams.

Personnel Management

Explain key concepts in personnel management, including communication, motivation, evaluations, etc.

Technology and Information Management

Explain the role of technology and information management in athletic training settings.

Leadership Skills

Develop and incorporate individual leadership skills; as well as increase personal awareness, gain self-confidence, and foster cohesive and caring relationships.

Top

Advanced Musculoskeletal Human Anatomy (includes lab)

Advanced examination of structure and function of skeletal, articular, muscular, and peripheral nervous systems with clinical applications; cadaver lab included.

EXSC 440

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	PDBIO 220; Majors Only
Recommended	ExSc 362 or equivalent.
Taught	Fall, Winter, Spring
Programs	Containing EXSC 440

Course Outcomes

Anatomical Terms

Upon completion of this class students will be able to accomplish the following:

Be familiar with the anatomical terms and their meanings for the human skeletal, peripheral nervous, articular, and muscular systems in relation to movement and orthopaedics.

Movement

Identify and discuss the structures, functions and inter-relationships of the human skeletal, peripheral nervous, articular, and muscular systems with respect to movement.

Top

Worksite Health Promotion

Managing, designing, marketing, implementing, assessing, and administering health promotion programs in a worksite setting.

EXSC 455

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EXSC 387 & EXSC 463
Taught	Fall, Winter
Programs	Containing EXSC 455

Course Outcomes

Health Promotion Concept

Be able to demonstrate an understanding of the health promotion concept, historical background of worksite health promotion programs, and the rationale for companies to provide a health promotion program. This objective will be accomplished through class lecture/discussion and students will be evaluated through quizzes and exams.

Components of Worksite Health Promotion Programs

Better understand each of the following components in the design and execution of a worksite health promotion program: determining needs and interests of employers and employees, writing vision/mission/goal statements, best practices, creating a company culture of wellness, launching a program, incentives/rewards, and company wellness policies. This will be accomplished through lectures and a semester project.

Health Assessments

Increase understanding of effective health assessments and how to interpret the assessments. This will be accomplished through lectures and evaluated through quizzes and exams.

Evaluating Programs

Increase understanding of how to effectively evaluate programs. This will be accomplished through lectures and evaluated through quizzes and exams.

Essential Elements

Be able to demonstrate the essential elements of common worksite health promotion programs, such as, physical activity, nutrition, weight management, medical self-care, stress management, substance abuse/tobacco control, and back care programs. This will be accomplished through lectures and class presentations.

Practical Experience

Gain practical experience and learn from experts in the field. This will be accomplished through the following: 1) each student will critique an existing worksite wellness program and present the findings to the class, 2) approximately 5 class periods will be devoted to studying transcripts of various interviews with experts in the field, and 3) 5 class periods will include visiting lecturers who are currently working in the field.

Worksite Health Promotion Program

Develop a worksite health promotion program through a semester class project.

Health Displays

Have the opportunity to work in conjunction with a team to develop a health display to be presented to the class.

Top

Orthopaedic Impairments and Therapeutic Exercise

Fundamentals of body mechanics and therapeutic exercise, coupled with kinesiological principles for detection and correction of basic neuromusculoskeletal anomalies.

EXSC
460

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	PDBIO 220 & EXSC 440
Taught	Fall, Winter, Spring
Programs	Containing EXSC 460

Course Outcomes

Basic Orthopedic Terminology

Upon completion of this class students will be able to accomplish the following: Demonstrate an understanding of basic orthopedic terminology dealing with posture, movement and pathology.

Osteokinematic and Arthrokinematic Movement

Demonstrate an understanding of traditional, osteokinematic and arthrokinematic movement

Therapeutic Exercise

Demonstrate an understanding of therapeutic exercise particularly active-resistive exercise and manual muscle testing and manual passive exercise and stretching.

Postural Evaluation

Be able to perform a postural evaluation, both grossly and at individual joints

Etiology

Demonstrate an understanding of the etiology, clinical significance and treatment of congenital and acquired orthopedic impairments of the upper and lower extremities and trunk.

Writing Therapeutic Exercise Programs

Where applicable, be able to write a therapeutic exercise program for the orthopedic impairments discussed in class.

Normal and Pathologic Gait

Demonstrate an understanding of normal and pathologic gait

↑Top

Exercise Physiology

The function of the physiological systems and their responses to acute and chronic exercise.

EXSC
463

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 305; or PDBIO 362
Recommended	Concurrent enrollment in ExSc 464.
Taught	Fall, Winter, Spring
Programs	Containing EXSC 463

Course Outcomes

Appreciation for How the Human Body Functions

Describe how the human body functions and maintain homeostasis during the increased metabolic demands of exercise.

Nervous System

Describe the function of sympathetic, parasympathetic, and somatic motor neurons, including differences in structure, neurotransmitters, receptors and efferent organs.

Depolarization of Skeletal Muscle

Describe the depolarization of skeletal muscle beginning at the spinal cord and ending with the contraction of the muscle fiber.

Skeletal Muscle Fiber Types

Describe the anatomical, physiological, and functional differences between the three types of human skeletal muscle fibers.

Cardiovascular System

Describe the normal anatomy and physiology of the heart, blood, and blood vessels; describe the normal function of the cardiovascular system at rest and during exercise.

Transportation and Diffusion of O2 and CO2

Describe the transportation and diffusion of O2 and CO2 through the pulmonary and systemic circuits at rest and during exercise.

Anaerobic and Aerobic Metabolic Pathways

Describe the substrates used, amount and rate of ATP resynthesized, metabolic end products, and control of anaerobic and aerobic metabolic pathways.

System Interaction

Describe the interaction of the nervous, muscle, cardiovascular, pulmonary, and metabolic systems at rest and during exercise.

Adaptation to Physical Conditioning

Describe the responses to acute bouts of exercise and the mechanisms of the observed response, and the physiological adaptations which occur as a result of physical conditioning.

Principles of Physical Conditioning

Describe the physiological rationale for applying the eight principles of physical conditioning to improve health, fitness, and performance.

Top

Exercise Physiology Lab

Introduction of laboratory and field methods; applying principles of exercise physiology to assessing physical fitness and physiological responses to exercise.

EXSC 464

Hours	0.5 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	ExSc 463 or concurrent enrollment.
Note	The class will be divided into two groups of students, and each group will meet for two hours, every other week.
Taught	Fall, Winter, Spring
Programs	Containing EXSC 464

Course Outcomes

Applying Knowledge of Exercise Physiology

The purpose of this class is to apply knowledge of exercise physiology to the assessment of the five components of health related physical fitness. The labs are the means to review and apply the physiology of exercise and to develop and practice fundamental skills related to the assessment of physical fitness.

↑Top

Problems in Exercise Prescription

Applying knowledge of human physiology in developing appropriate exercise programs for individuals with a variety of needs and fitness levels; using the powerful effects of exercise to improve health, enhance enjoyment of life, and achieve the winning edge.

EXSC
468

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	EXSC 463
Taught	Fall, Winter
Programs	Containing EXSC 468

Course Outcomes

Preparticipation Screening

Conduct preparticipation screening to minimize the risk in exercise prescription.

Assessments

Select appropriate cardiorespiratory fitness, muscular strength/endurance, and flexibility assessments to tailor exercise prescription and provide personal feedback during goal attainment.

Programs for Healthy Adults

Create a personalized activity or exercise program that will enable an apparently healthy individual to accomplish a specific physical, health, or performance goal.

Adapted Programs

Tailor exercise programs to individuals with controlled chronic disease or musculoskeletal limitations.

Programs for All Ages

Prescribe life-stage-appropriate exercise programs for individuals across the lifespan.

Motivation

Motivate successful behavior change in others and promote continued progress toward their personal goals.

Top

Functional Neuroanatomy

Function, assessment, and rehabilitation of sensory and motor systems.

EXSC
470

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EXSC 440; or PDBIO 220; or NEURO 205
Taught	Winter
Programs	Containing EXSC 470

Course Outcomes

Neuroanatomy

Describe the functional unit of the nervous system.
Describe the pathways of three different messenger neurons.
Explain glia.
List the 4 regions of the nervous system.
List the structures that make up the brain stem.
Identify and label the circle of Willis and associated arterial supply
Explain the composition of white vs. gray matter.
Describe and identify spinal cord anatomy and explain the DRG (dorsal root ganglion) and ventral rami
Describe and draw the gray and white matter in the spinal cord.
List and identify the cranial nerves attached to the Pons
List and identify all cranial nerves and explain which are sensory, motor or mixed.
Describe the function of the cerebellum.

Neuroanatomical Terms

Upon completion of this class students will be able to accomplish the following:
Be familiar with the neuroanatomical terms and their meanings for the central nervous system and peripheral nervous system in relation to systems and function.
Be familiar with terminology of specific diseases and dysfunctions in relation to signs/symptoms and classic descriptions
Be familiar with the terminology of electrophysiologic testing of the peripheral nervous system as it relates to normal and abnormal function.

Somatosensory & Motor Microanatomy

Students will be able to identify and discuss the structures, pathways and functions of independent somatosensory and motor tracts as they relate to motor function, coordination, movement and sensory integration.

↑Top

Obesity and Weight Management

Review of the scientific literature surrounding obesity and weight management, primarily the causes and consequences of this growing epidemic.

EXSC
480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EXSC 463
Taught	Fall, Winter
Programs	Containing EXSC 480

Course Outcomes

Historical Framework

Demonstrate an understanding of the historical framework and prevalence of overweight/obesity in adults and children.

Etiology and Health Risks

Understand the etiology and health risks related to overweight/obesity.

Economic Costs and Social Consequences

Describe the economic costs and social consequences associated with overweight/obesity.

Energy Balance

Demonstrate an understanding of the principles of energy balance.

Methods of Assessment

Understand methods of assessing overweight/obesity, body composition, diet, and physical activity.

Methods of Treatment

Demonstrate an understanding of various methods of treating overweight/obesity including: diet, physical activity, behavioral, pharmacological, and surgical interventions.

Interventions

Demonstrate an understanding of pediatric, family and public interventions to prevent or attenuate the rise in obesity.

Applying Weight Management Strategies

Have a personal experience applying weight management strategies.

How Learning Objectives Will Be Achieved

These learning objectives will be achieved through class lectures, student projects, scientific readings, and in-class activities. Students will be evaluated through written exams, quizzes and projects.

Top

Exercise and Wellness Certification Preparation

Review of exercise and wellness certification competencies and curriculum with preparation for professional certification.

EXSC 485

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Senior status.
Taught	

Course Outcomes

Essential Concepts and Principles of Pathophysiology

Explain and apply the essential concepts and principles of pathophysiology; exercise physiology; health appraisal and fitness testing; exercise programming; nutrition and weight management; anatomy and biomechanics; human behavior and psychology; human development and aging; and safety and injury prevention in an understandable and accurate way

Preparing to Certify as an HFS

Prepare to certify as a Health and Fitness Specialist (HFS) through the American College of Sports Medicine (ACSM)

Top

Athletic Training Clinical Education 3

Classroom and field experience. Modules include injury assessment and management, rehabilitation skills, and knowledge of general medical conditions.

EXSC 494

Hours	2.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	EXSC 395
Taught	Fall, Winter
Programs	Containing EXSC 494

Course Outcomes

Administrative Policies and Procedures

After completing this course, the student will be able to: Understand and apply administrative policies and procedures.

General Medical Assessment Skills

Demonstrate general medical assessment skills.

Care and Prevention

Understand how to care for and prevent various general medical (respiratory, cardiac, gastric, genitourinary) pathologies.

Top

Athletic Training Clinical Education 4

Classroom and field experience. Modules include injury assessment and management, rehabilitation skills, nutrition, and dermatology.

EXSC 495

Hours	2.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	EXSC 494
Taught	Fall, Winter
Programs	Containing EXSC 495

Course Outcomes

Pharmacology

After completing this course, the student will: Demonstrate understanding of pharmacology, pharmacological processes, and the university's medication policies and procedures.

Basic Nutrition Guidelines

Demonstrate knowledge of basic nutrition guidelines for athletes.

Eating Disorders

Demonstrate knowledge of eating disorders and disordered eating and possess the ability to intervene with athletes who suffer from such disorders.

Upper and Lower Extremity Injuries

Demonstrate the skills necessary to properly evaluate, care for, rehabilitate, and prevent upper and lower extremity injuries.

General Medical Pathologies

Demonstrate the skills necessary to properly evaluate, care for, and prevent various general medical (common syndromes and diseases, dermatology) pathologies. Full evaluation and treatment from on-the-field to return-to-play.

Top

Athletic Training Internship

Academic and practical application of skills for athletic trainers.

EXSC 496R

Hours	0.5 - 8.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	EXSC 320
Note	Usually taken under special circumstances or when a fifth semester is needed for clinical experience (after taking ExSc 394, 395, 494, and 495).
Taught	Fall, Winter, Spring

Course Outcomes

Clinical Education

The internship is clinical education beyond the four required semesters in the athletic training program. Students will gain additional experience through clinical training in order to prepare as a practitioner in medicine.

BOC Exam Preparation

Students will learn skills that further prepare them for successful completion of the BOC examination.

Goal Setting

Through goal setting, students will prepare for a lifetime of learning in the profession. Students will set skill acquisition goals and plans for continued education.

Graduate School

Students will use the internship course to explore options for graduate schools and seek information relative to additional educational goals.

Top

Undergraduate Research and Study

Individual research and study in any area of exercise science.

EXSC 497R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing EXSC 497R

Course Outcomes

Mentored Student Learning

To provide the undergraduate student with a mentored learning experience specifically in exercise science related research

Top

Capstone Experience in Athletic Training

Synthesizing and integrating student classroom and clinical experiences in preparation for BOC examination resulting in certification of allied health professionals.

EXSC 498

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Senior standing in athletic training education program.
Note	Course should be taken last semester prior to graduation.
Taught	Fall, Winter
Programs	Containing EXSC 498

Course Outcomes

BOC Exam Registration Process

Explain, describe and complete the BOC exam registration process.

Exam Preparation Schedule

Design and follow athletic training content exam preparation schedule.

Possibilities of Practice in AT

Understand the possibilities of practice in Athletic Training.

Significance of BOC Certification

Explain the significance of BOC certification and state regulation for the athletic training profession.

Deficiencies in Knowledge and Skills

Define deficiencies in your athletic training education knowledge and skills.

Emergency Plans

Develop and implement emergency plans in the practice of athletic training.

Legal Issues

Explain legal issues facing athletic trainers.

Technology and Information Management

Explain the role of technology and information management in athletic training settings.

Requirements to Maintain BOC Certification

Understand the requirements to maintain BOC certification.

Motto

BOC Exam Preparation = Professional Practice Preparation

NATA Education Council Competencies

Have completed all NATA Education Council competencies.

Top

Sports Medicine Pathology and Pharmacology

Sports medicine pathologies and related pharmacology for a variety of sports medicine/allied health care professions.

EXSC
501

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ExSc 320, PDBio 305; or equivalents.
Note	Meets required NATA athletic training educational competencies.
Taught	Fall, Winter
Programs	Containing EXSC 501

Course Outcomes

Basic Knowledge of Human Anatomy and Physiology

After completing this course, the student will: Synthesize basic knowledge of human anatomy and physiology to develop knowledge of the causes, pathophysiology, and clinical features of the various conditions affecting the body. Considering you have completed a physiology course you will be required to recall that information.

Pharmacokinetics and Pharmacodynamics Principles

Understand basic pharmacokinetics and pharmacodynamics principles.

Administration of Prescription and Nonprescription Drugs

Describe proper maintenance and documentation of records for the administration of prescription and nonprescription drugs.

Routes Used to Administer Medications

Understand advantages and disadvantages of common routes used to administer medications.

Pharmacological Intervention

Analyze relationships between inflammation, repair, regeneration, and healing as they relate to pharmacological intervention.

Reference Sources for Pharmacological Information

Utilize reference sources for pharmacological information.

Patient Info for Prescription and Nonprescription Agents

Synthesize patient information for prescription and nonprescription agents associated with the treatment and relief of symptoms from illnesses and injuries.

Clinical Use of Various Prescription and Nonprescription Agents

Understand clinical use of various prescription and nonprescription agents associated with the treatment and relief of symptoms from illnesses and injuries.

Clinico-Pathological Signs and Symptoms

Evaluate clinico-pathological signs and symptoms for specific medical conditions that assist the sport medicine/allied health care clinician in correlating findings in determining the course of action for illness and disease.

Current Banned-Drug Lists

Identify sources of current banned-drug lists published by various associations.

Drug Testing and Screening Program

Describe basic concepts of organizing and coordinating a drug testing and screening program.

↑Top

Orthopaedic Pathomechanics

Advanced analysis of neuromusculoskeletal deformities and/or injuries. Therapeutic exercise and the use of orthoses.

EXSC 560

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	ExSc 460 or equivalent.
Taught	

Course Outcomes

Joint Anatomy

Students will be able to describe the anatomy and movement mechanics of selected joints for class

Orthopedic Evaluations

Students will be able to demonstrate orthopedic evaluative techniques to evaluate dysfunctional mechanics

Joint Evaluations

Students will be able to evaluate each selected joint for pathologic mechanics and movement dysfunction

Dysfunction Structures

Students will be able to differentiate the anatomical structures relating to joint dysfunction through use of specialized manual tests

↑Top

Introduction to Civic Engagement Leadership

Introduction to community involvement, public service, and leadership through lectures from external speakers and discussion of civic engagement.

FHSS
200

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing FHSS 200

Course Outcomes

Service

Educate students on the value of public engagement and service.

Leadership

Train students to become leaders in public service and positive "change agents" in their nations and communities.

Top

Leadership Projects

This course analyzes the most effective means for being a change agent in the community. The course also teaches students critical skills of analysis, evaluation, leadership, innovation, and teamwork by requiring the design and completion of a group project involving some form of civic improvement and incorporating interaction with an external community partner.

FHSS
300

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	FHSS 200.
Taught	Fall
Programs	Containing FHSS 300

Course Outcomes

Please contact the individual department for outcome information.

Top

Civic Engagement Leadership

Promote leadership in civic engagement through discussion of community involvement and public service, lectures from external speakers, and development of a hands-on project involving some form of public service.

FHSS 400

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FHSS 300; or instructor's consent.
Taught	Winter
Programs	Containing FHSS 400

Course Outcomes

Service

Educate students on the value of public engagement and service.

Leadership

Train students to become leaders in public service and positive "change agents" in their nations and communities.

Knowledge

Help students understand how academic research on civic engagement helps explain why people become engaged, how civic engagement organizations have adapted to changing conditions, the role of various social factors in civic engagement (income, education, religion, race, gender, etc.), and the effects of civic engagement on individuals and organizations.

Experience

Provide models for public engagement and service among faculty, fellow students, and campus visitors with experience and expertise in various facets of civic engagement.

Top

Language Study: Fijian

Survival-level conversation, reading, listening, and culture skills in the target language.

FIJI
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Fijian

Beginning speaking, listening, reading, and writing skills.

FIJI 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Fijian

Second-semester speaking, listening, reading, and writing skills.

FIJI
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	FIJI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Fijian

Intermediate speaking, listening, reading, and writing skills.

FIJI
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	FIJI 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Fijian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

FIJI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	FIJI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing FIJI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Fijian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

FIJI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Fijian

Systematic review of grammar and syntax of target language.

FIJI
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIJI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Fijian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

FIJI 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fiji 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing FIJI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Fijian

Advanced study of literature of target language. Continued emphasis on communication skills and culture

FIJI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIJI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Fijian

Concentration on target-language and target-culture issues for specific careers.

FIJI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIJI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Personal Finance

Practical course in money management and utilizing savings.

FIN
200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Financial Perspective

Understand a point-of-choice orientation to retirement planning and financial storehouse accumulation and maximum sharing opportunities.

Planning Strategies

Utilize personal planning strategies that are behaviorally, spiritually, and financially efficient.

Wealth Accumulation

Focus on wealth accumulation potential of personal resource management.

Technologies

Use state-of-the art financial technology and information sources.

Analysis

Learn investment tools, theory, and techniques that maximize potential return while minimizing downside risk.

Application

Be able to protect financial assets from creditors and taxes.

Estate Plan

Develop an estate plan that produces legacy that thrives as assets are passed to future generations.

↑Top

Principles of Finance

Financial management from the viewpoint of the business manager emphasizing profitability, liquidity, and long-range financial planning.

FIN
201

Hours	3.0 Credit, 3.0 Lecture, 1.5 Lab
Prerequisites	None
Recommended	Acc 200.
Taught	Fall, Winter, Spring
Programs	Containing FIN 201

Course Outcomes

Understand Finance

Be proficient in the Finance

Basic Financial Tools

Apply basic financial tools to evaluate the results of current operations and potential investment projects.

Financial Analysis

Articulate how financial analysis can be used to influence decision making in a business environnment.

Financial Analysis Limitations

Identify the limitations of financial analysis.

↑Top

Finance Career Orientation and Planning

Student orientation and preparation for careers in finance.

FIN 320

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into the Finance major.
Note	Must be taken first semester in Marriott School.
Taught	Fall
Programs	Containing FIN 320

Course Outcomes

Resources Available

Introduce students to the resources, services, and opportunities available in the Marriott School and provide skills that will help them in their job search

Career Plan Development

Create a Career Plan that will direct students to their “first job” and “future career” and research sources to help narrow down their interests into a future career

Academic Alternatives

Explain the various emphases and programs in the Marriott School and the opportunities that each one offers

Job Search

Direct students in creating a resume, refining interviewing skills, and understanding the importance of networking.

↑Top

Finance Mentor Program

Discussions with outside finance mentors about career opportunities.

FIN
321

Hours	0.5 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into the Finance major.
Note	Must be taken first semester in Marriott School.
Taught	Winter
Programs	Containing FIN 321

Course Outcomes

Networking Importance

Understand the importance of networking as they interact with professionals in the student's area of interest as well as learn from the perspective of a business professional.

Networking Skills

Develop the skill of networking and learn the value of mentoring as they interact with the mentor in an interview experience and discuss various topics with the mentor.

↑Top

Advanced Financial Management

Capital budgeting, cost of capital, capital structure/dividends, mergers and acquisitions, and current financial problems.

FIN 401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall
Programs	Containing FIN 401

Course Outcomes

Financing for a Corporation

Students will understand how to provide financing for a corporation. This includes being able to forecast the company's needs for funds and being able to choose effectively from among many different sources of funds.

Effective Usage of Corporate Funds

Students will understand how to select the best use for funds that the corporation has. This includes being able to assess how much cash is generated from a project, being able to assess the risk involved with different investments, and being able to determine when funds should be returned to shareholders.

Spreadsheet Models

Students will be able to use spreadsheet models effectively to help make financing and investment decisions.

Communication Abilities

Students will improve their ability to communicate ideas orally and in writing.

↑Top

Managerial Finance for Non-Finance Majors

Overview of financial management issues including capital budgeting, cost of capital, capital structure/dividends, and long-term financial planning.

FIN
402

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 201; or BUS M 201; or ACC 401; Major status.
Note	For non-finance majors.
Taught	Fall, Winter
Programs	Containing FIN 402

Course Outcomes

Performance Evaluation of a Firm

Use fundamental analysis to conduct a firm performance evaluation.

Financial Forecasting

Construct a financial forecast for a firm.

Solving Financial Problems

Employ time value of money to solve complex finance problems.

Bonds and Stocks

Value bonds and stocks.

Capital Budgeting

Make corporate investment decisions using capital budgeting.

Cost of Capital

Compute the cost of capital for a firm.

Firm Valuation

Know how to value a firm.

Excel Proficiency

Effectively use Excel in all previous learning outcomes.

↑Top

Risk Management

Management of risk exposures in a business setting. The process of identifying, measuring, and dealing with risk. Coverage includes both traditional insurable risks and financial risks.

FIN 407

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	

Course Outcomes

Risk Quantification

Students will be abel to quantify risk in terms of statistical measures.

Risk Management Tools

Students will be able to apply project finance tools to risk management decisions.

Top

Equity Financial Modeling and Valuation

Hands-on opportunity to work with security markets and perform security analysis. Builds on theory of investment development in Fin 410.

FIN 409

Hours	3.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	FIN 410
Taught	Fall, Winter

Course Outcomes

Presenting Findings

Present financial analysis and recommendations to the Asset Management team members and GFA Portfolio Managers.

Types of Financial Analysis

Demonstrate an understanding of the types of analysis most prevalent in the finance industry (including industry analysis and company analysis).

Real-world Application

Apply financial concepts and theories to real-world companies.

Financial Research

Conduct company financial research, analysis, reporting, and valuation.

Security Analysis

Demonstrate a grasp of key areas of security analysis.

Top

Investments

Security markets, security analysis, and portfolio management.

FIN 410

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 201; or BUS M 201; Finance major status.
Taught	Fall
Programs	Containing FIN 410

Course Outcomes

Equity and Debt Securities

Learn about equity and debt securities and the markets in which they trade.

Measuring Risk and Returns

Be able to use quantitative approaches to measure risk and returns in a portfolio setting.

Portfolio Creation

Be able to create an "efficient" portfolio with optimal risk-return characteristics.

Calculating Expected Returns

Be able to calculate the expected returns using the CAPM and to describe other common asset pricing models.

Calculating Value

Be able to calculate an estimate of firm or share value using both discounted cash flow techniques and relative valuation.

Top

Financial Derivatives

Current investment literature, efficient markets, modern portfolio theory, capital assets pricing, options pricing theory with a focus on derivatives and fixed income strategies.

FIN
411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 410
Taught	Winter
Programs	Containing FIN 411

Course Outcomes

Global Macro Analysis

Understand and be capable of discussing global macro analysis.

Industry Analysis

Be capable of analyzing an industry/company.

Company-Level Financial Analysis

Analyze and present the financial needs of a company.

Top

Investments Academy

Applying financial principles to practical investment problems; insights into the investment banking profession.

FIN
412

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Finance major status.
Recommended	Fin 410.
Taught	Fall, Winter
Programs	Containing FIN 412

Course Outcomes

Communication Skills

Improve analytic communication skills both orally and written.

Follow Markets

Learn to follow and evaluate markets like professional investors.

↑Top

Real Estate Finance and Investment

Terminology, concepts, principles, and analytical techniques related to financing of and investment in real estate.

FIN
413

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 401; Finance junior core.
Taught	Fall, Winter
Programs	Containing FIN 413

Course Outcomes

Real Estate Concepts

Identify, describe, and understand important property rights, legal descriptions, and real estate contracts.

Alternative Mortgage Finance Products

Become acquainted with and understand the characteristics and attributes of alternative mortgage finance products and calculate effective interest rates.

Real Estate Analytical Skills

Become proficient in the analytical skills required in the real estate industry, including: investment analysis, and valuation techniques.

Ethical Dilemmas

Evaluate ethical dilemmas in real estate.

↑Top

Real Estate Development

Applying financial and real estate principles to practical property investments; insights into the real estate profession.

FIN
414

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Recommended	Fin 413.
Taught	Fall, Winter

Course Outcomes

Development Process

Students will be able to identify, describe, and understand the development process.

Development Potential

Students will be able to correctly evaluate the development potential of alternative property types.

Development Proposals

Students will be able to present a real estate development proposal in both written and oral form.

Top

Portfolio Management

Team management of actual investment portfolio. Responsibility for economic forecasts, security selection, and portfolio strategy.

FIN
415R

Hours	1.5 Credit, 1.0 Lecture, 0.5 Lab
Prerequisites	FIN 409
Taught	Fall, Winter
Programs	Containing FIN 415R

Course Outcomes

Please contact the individual department for outcome information.

Top

Advanced Financial and Strategic Analysis

Exploring skills used in corporate finance, consulting, and investment banking, including: financial statement analysis, firm valuation, industry analysis, mergers and acquisitions, cross border valuation and analysis, and analysis of security characteristics in capital raises.

FIN 417

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 401
Taught	Winter
Programs	Containing FIN 417

Course Outcomes

Features, Risks and Uses of Banking Instruments

Be conversant with the features, risks and use of bank instruments, money market securities, bonds, equities, debentures, loan covenants and agreements, equity-linked debt, and asset securitization notes.

Cash Flow Analysis

Perform cash flow forecast and discounted cash flow analysis.

Business Appraisal

Complete a basic business appraisal.

Banking Topics

Be conversant on a variety of topics: pension funds, financial engineering, various new financial innovations, mergers, acquisitions, and current topics from the Wall Street Journal.

Top

Financial Planning

Applying financial principles to household decision making, stressing integration between areas. Income tax and estate planning, retirement, investments, portfolio management, and risk management.

FIN 418

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 201; or FIN 201; Any business major status.
Taught	Fall, Winter
Offered	Independent Study also.
Programs	Containing FIN 418

Course Outcomes

1. Students develop and use a framework for financial planning

In this class we develop a framework to help students not only make wise financial decisions and maintain control of their finances, but also give them a framework as they teach others. It's not what they earn, but what they save after taxes and inflation that makes them wealthy. This framework examines important areas that affect household wealth such as:

1. Measuring financial health
2. Informed budgeting and debt reduction strategies
3. Income tax planning
4. Managing consumer credit
5. Acquisition of big-ticket items (home, automobiles, and education)
6. Insurance and risk management
7. Investment planning, strategies and asset allocation (stocks, bonds, annuities, and mutual funds)
8. Retirement planning, and
9. Estate planning.

2. Students then use this Framework to create their own Personal Financial Plan (PFP)

Students use this knowledge and information to create their own Personal Financial Plans. Their Personal Financial Plan is their financial roadmap for life. The better and more thoughtful their Financial Plan and the more willing they are to follow it, the more likely they will be to achieve their personal and financial goals once they leave this class. This Plan, if done carefully and thoughtfully, will likely be one of the most important projects they will complete here at BYU. It includes 16 of the most critical financial areas and decision points of their life and career.

3. Students calculate and interpret key metrics for their finances

Students calculate specific liquidity, debt, and savings ratios in the process of analyzing their own lives, spending, and vision, goals and plans. These use these ratios as they come to understand where they are compared to where they want and should be. Finally, students hand in their budgets, financial statements, and financial ratios at the end of each semester and discuss where they are, where they want to be, and how they will get there.

4. Students learn the risks of not planning life well

In the process of creating their Personal Financial Plans, students develop a vision of where they want to be, set goals to keep them focused on their vision, develop short-, intermediate-, and long-term tactical plans to get them from where they are now to their goals, determine their constraints which will keep them from their goals, and then develop a communcation plan on who they will share these plans to achieve their vision.
Students will learn the skills to help them not fall for the risks of going into debt, buying too big a home, buying too expensive of car, not living on a budget, not saving for retirement and other long-term goals, not investing wisely, and not taking responsibility for their personal and other choices.

Top

Fixed Income Analysis

Introduction to bonds as the fundamental institutions and instruments of the markets where interest rates are determined. The wide array of instruments that are derivatives of bonds, rates, currencies, and credit. Risk measures and analytical tools.

FIN 420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 410
Taught	Winter
Programs	Containing FIN 420

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Private Equity and Venture Capital

Introduction to the private equity (PE) and venture capital markets, focusing almost exclusively on the American setting for these markets. Students will learn how PE and VC markets function, how PE and VC companies source their deals, and the valuation and forecasting models they use to make decisions. Exposure to examples of real-life transactions executed by PE and VC firms.

FIN
425

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 401
Taught	Winter
Programs	Containing FIN 425

Course Outcomes

Please contact the individual department for outcome information.

↑Top

International Corporate Finance

Financial aspects of multinational corporations operating within an international environment; direct foreign investment, foreign exchange regulations, capital markets, etc.

FIN
432

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FIN 401; Finance junior core.
Taught	Fall, Winter
Programs	Containing FIN 432

Course Outcomes

Foreign Exchange

Determine how foreign exchange impacts a company and develop alternatives for dealing with it.

Entering the International Arena

Analyze the added levels of complexity when a company enters the international arena regarding: risks, culture, currencies, laws, markets, etc.

Evaluating Available Financing

Evaluate various sources of financing available to the global firm.

International Investment Decisions

Determine appropriate cash flows and decision criteria used in making international investment decisions.

Government Actions

Understand how government actions influence FX rates and how to gain information from balance of payment data.

Top

Money, Banking, and Business

Economic analysis of effects of money, banking, and financial institutions on business decisions and aggregate economic activity.

FIN 453

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall
Programs	Containing FIN 453

Course Outcomes

Understanding Banking Concepts

Understand interest rates, rate determination and discounted present value.

Stocks and US Treasuries

Understand differential spot, forward & derivatives, futures and options markets, with specific application to stocks and US Treasuries.

Financial Intermediaries

Understand the function and management of financial intermediaries.

Aggregate Economics

Understand basic aggregate economics: actual and potential supply and actual demand and their implication for growth, employment and inflation.

Trade and Exchange Rates

Understand trade and exchange rates.

↑Top

Pre-PhD Finance Seminar

Introduction to asset pricing theory using both analytical and numerical methods. Coverage includes the Capital Asset Pricing Model and Stochastic Discount Factor models. The empirical method of Generalized Method of Moments (GMM) is also introduced.

FIN
485

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Asset Pricing

Students will be able to understand the fundamental theorem of asset pricing and the consumption-based asset pricing model.

Empirical Identification

Students will be able to understand the issues surrounding identification in empirical research.

Simple Stochastic Processes

Students will be able to specify a simple stochastic process for dividends and solve the corresponding PDE for price.

Black-Scholes

Students will be abel to derive the Black-Scholes PDE.

Market Efficiency

Understand basic principles of market efficiency.

Portfolio Optimization

Understand the mean-variance mathematics as it relates to portfolio optimization.

Asset Pricing

Understand factor models and be able to implement time series and cross-sectional tests of asset pricing models used in financial research.

Top

Capital Markets Academy

Teams work on live, market-sensitive projects for financial services, including private equity, private wealth, insurance companies, and asset management.

FIN 487R

Hours	3.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Application

Students will participate in the Capital Markets Academy.

Top

Topics in Finance

Current finance-related topics varying by semester and section.

FIN 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Knowledge

Students will deepen their understanding of topics in finance.

↑Top

Business Finance

Short-term financing of a business operation. Developing techniques for financial planning, such as analysis of ratios, profitability, and liquidity.

FIN
520

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAcc or MISM major status.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

First-Year Finnish

Basic language skills.

FINN 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall even years

Course Outcomes

Comprehension

Students will comprehend Finnish as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Finnish well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, obtain food and lodging, carry out simple transactions, and talk about a variety of topics of common interest primarily in the present, with limited use of other time frames.)

Writing

Students will be able to write short messages and well-articulated sentences in Finnish on familiar topics.

Language Learning Strategies

Students will develop comprehension and learning strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Finnish-speaking countries.

↑Top

First-Year Finnish

Basic language skills.

FINN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Winter odd years

Course Outcomes

Comprehension

Students will be able to comprehend Finnish as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Finnish well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, carry out simple transactions, and talk about a variety of topics of common interest in present, past, and future times.)

Writing

Students will be able to write short messages and well-articulated sentences in Finnish on familiar topics.

Language Learning Strategies

Students will develop strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Finnish-speaking countries.

Top

Second-Year Finnish

Conversation, vocabulary building, and reading and writing skills, emphasizing reading.

FINN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Finn 102 or equivalent experience.
Taught	Fall odd years

Course Outcomes

Comprehension

Students will be able to comprehend Finnish as they hear and read authentic language relating to familiar topics with strategies to even derive meaning out of less familiar topics.

Speaking and Writing

Students will be able to speak and write Finnish well enough to satisfy immediate needs. (Students will learn to communicate in social situations asking and answering questions, carrying out transactions, and talking about a variety of topics of common interest in present, past, and future times.)

Conversation

Students will be able to participate actively in conversations about Finnish-speaking countries, concrete topics, and current events.

Opinions

Students will be able to begin expressing and supporting opinions about familiar topics.

Top

Second Year Finnish

Emphasis on literature and culture with continued writing, grammar, listening, and speaking.

FINN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Culminating course for GE Foreign Language requirement (except for returned missionaries or those with equivalent experience).
Taught	Winter even years
Programs	Containing FINN 202

Course Outcomes

Literature and Cultural History

Students will be able to identify and define key characteristics of the important moments in Finnish cultural history and place significant works in a meaningful cultural and historical context using the basic tools of literary analysis.

Comprehension

Students will be able to comprehend Finnish as they hear and read authentic language relating to familiar and less familiar topics.

Speaking and Writing

Students will improve their reading and writing skills in Finnish by beginning to communicate in connected and extended discourse, expressing and supporting opinion, and navigating less-familiar topics and situations.

Finnish Culture

Students will broaden and deepen their perception and appreciation of Finnish culture.

↑Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

FIN
211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Finn 102 or equivalent experience.
Taught	

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to speak about autobiographical and concrete topics, initiate and maintain conversations by asking and responding to questions, and cope with gaps in knowledge.

Fluency

Students will be able to use an appropriate variety of vocabulary related to autobiographical and concrete topics.

Vocabulary

Students will speak in a way so as to be understood most of the time without difficulty by native speakers unaccustomed to dealing with non-native speakers.

Top

Third-Year Conversation

Advanced conversational skills.

FINN 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Finn 211R or equivalent experience.
Taught	Contact Department

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to relate current events, plots of books or movies, and state opinion.

Fluency

Students will be able to initiate and maintain fluent conversations and cope with gaps in knowledge in contexts related to concrete topics.

Vocabulary

Students will be able to speak using an appropriate variety of vocabulary related to autobiographical and concrete topics as well as to current and other events.

Pronunciation

Students will speak in a way so as to be understood without difficulty by speakers unaccustomed to dealing with non-native speakers.

Top

Third-Year Finnish

Third-year course in Finnish. Developing intermediate language skills in speaking, reading, listening, and writing as defined by ACTFL standards.

FINN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Finn 202 or equivalent experience.
Note	Entry course for returned missionaries or others with equivalent Finnish language experience. Required course for obtaining language credit by examination (Finn 101, 102, 201, 211R).
Taught	Fall even years
Programs	Containing FINN 321

Course Outcomes

Intermediate Functions in Writing and Speech

Students will develop their ability to narrate and describe in the present, begin using connected discourse, and learn to manage complications in the language through communicative strategies, all with only slight gaps in communication.

Critical Thinking

Students employ proper grammatical, lexical, phonological, and stylistic features of intermediate-level Finnish in descriptive and narrative texts as well as in producing basic analyses.

Advanced Functions in Speech and Writing

Students will develop partial control of their ability to narrate and describe in the past and future with connected discourse.

↑Top

Finnish Literature

Readings in Finnish literature; introduction to basic literary concepts. Includes International Cinema.

FINN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Finn 321 or equivalent experience.
Note	Culminating course for GE Foreign Language requirement.
Taught	Winter odd years
Programs	Containing FINN 340

Course Outcomes

Cultural Literacy

Students should understand key trends and works from Finnish culture, recognize connections between these works, and be able to relate them to the development of contemporary Finnish culture and other cultural traditions.

Cultural Awareness and Self-Reflection

Students should be able to relate the ideas and issues raised by the works we study in class to the students' own socio-historical moment as well as to their experiences with contemporary Finnish culture and even value the expression of perspectives and opinions they do not necessarily share.

Writing in Finnish

Students should begin to understand how to write and present well-organized, focused analyses interpreting literary texts and other cultural artifacts in Finnish.

Future Learning

Students should better know how to understand, interpret, and thoughtfully reflect upon the literature and art they will encounter in later life.

↑Top

Academic Internship

On-the-job experience in Finnish.

FINN
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department's consent.
Taught	
Programs	Containing FINN 399R

Course Outcomes

Professional Experience

Improve professional experience and appreciation of cultural practices in an international context.

Top

Language Study

Survival-level conversation, reading, listening, and culture skills in the target language.

FLANG 100R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study

Beginning speaking, listening, reading, and writing skills.

FLANG 101R

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study

Second-semester speaking, listening, reading, and writing skills.

FLANG 102R

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	FLANG 101R
Note	Teacher may waive prerequisite based on prior experience.
Taught	Contact Department

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study

Intermediate speaking, listening, reading, and writing skills.

FLANG 201R

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	Contact Department

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

FLANG
202R

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	FLANG 201R; Teacher may waive prerequisite based on prior experience.
Note	Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	Contact Department

Course Outcomes

Communication skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.Meet all program-level outcomes.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete language and cultural aspects of General Education "Languages of Learning" and "Global & Cultural Awareness" requirements.

↑Top

Exploration of Teaching Foreign Languages

Field-based exposure to practices, demands, and issues associated with teaching foreign languages in public secondary schools.

FLANG 276

Hours	4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	FBI fingerprint and background clearance.
Taught	Fall, Winter
Programs	Containing FLANG 276

Course Outcomes

Decision

Determine if pursuing a personal career in foreign language teaching in public secondary schools is the correct decision.

Awareness

Have a developing awareness of what foreign-language students should know and be able to do and of good foreign-language teaching practice.

Purposes

Discuss the public purposes of education, related social and political issues, and the benefits of speaking a foreign language.

Motivations

Articulate personal motivations for becoming a teacher, as well as recognize potential strengths and weaknesses as a teacher.

Top

Foundations of Dual Language and Immersion Education

Historical overview, theoretical and research foundations for dual language and immersion education; practical application of theory and research in immersion programs.

FLANG 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Be admitted to a teaching major and pass an Oral Proficiency Interview at the Advanced Mid level or better.
Taught	Fall
Programs	Containing FLANG 300

Course Outcomes

Discuss theory and research

Discuss theoretical principles and research findings that underlie dual language and immersion education

Explain program models

Explain differences and similarities between one-way, two-way, developmental bilingual and indigenous language immersion programs

Summarize language learning principles

Summarize key principles of first and second language learning in dual language and immersion classrooms

Discuss social and political contexts

Discuss the social and political contexts for dual language education and their implications for classrooms and programs

Synthesize lessons from different programs

Synthesize lessons that can be learned from dual language and immersion programs around the world

Top

Content-Based Curriculum, Instruction, and Assessment in Dual Language Immersion Classrooms

Planning for integration of academic content, language, and culture in K-12 dual language immersion classrooms. Managing immersion classrooms, selecting and modifying materials, differentiating instruction, and assessing learning.

FLANG 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FLANG 300; Be admitted to a teaching major and pass an Oral Proficiency Interview with a rating of Advanced Mid or better.
Taught	Winter
Programs	Containing FLANG 301

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Biliteracy Development in Dual Language Immersion Classrooms

Integration of theory, research-based best practices, and instructional strategies to support teachers in developing, scaffolding, differentiating, and assessing literacy learning for language majority and minority students in dual language immersion contexts.

FLANG
302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FLANG 300; Be admitted to a teaching major and pass an Oral Proficiency Interview at the Advanced Mid level or better.
Taught	Winter
Programs	Containing FLANG 302

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Language Skills Development

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

FLANG
305R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication Skills

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar

Systematic review of grammar and syntax of target language.

FLANG 321R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FLANG 202R; Teacher may waive prerequisite based on prior experience.
Taught	Contact Department

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

FLANG 330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FLang 202R or equivalent in same language.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	Contact Department
Programs	Containing FLANG 330R

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education

Complete language and cultural aspects of General Education "Languages of Learning" and "Global & Cultural Awareness" requirements.

Top

Introduction to Literature

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

FLANG 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FLang 330R in same language.
Note	Teacher may waive prerequisite based on prior experience.
Taught	Contact Department

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes

Concentration on target-language and target-culture issues for specific careers.

FLANG 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FLang 330R in same language.
Taught	Contact Department

Course Outcomes

Defined Career Purposes.

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge.

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence.

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence.

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence.

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Foreign Language Teaching Methods

Teaching methods specific to teaching less commonly taught language courses. Lectures, demonstrations, and microteaching. Topics include curriculum/lesson planning, reflective teaching, and communicative language teaching.

FLANG 377R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Native- or advanced-level proficiency in the target language.
Note	Prospective teachers and TAs shoiuld take this course before or while teaching the target language course.
Taught	Contact Department

Course Outcomes

Teaching

Design and deliver effective target-language instruction appropriate to learners’ needs.

Principles

Discuss and apply basic principles of second-language acquisition.

Assessment

Discuss and apply basic principles of formal and informal assessment.

Reflection

Reflect on and justify instructional choices and actions.

Top

Dual Language Immersion K-12 Student Teaching

Supervised full-day experience to develop and demonstrate competence in teaching in an approved dual language immersion school setting. Includes planning, implementing, and assessing a unit of instruction taught in the immersion language.

FLANG 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	FLANG 300 & FLANG 301 & FLANG 302
Taught	Fall, Winter odd years, Spring even years
Programs	Containing FLANG 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Studies in Second Language Applications

Faculty-supervised instruction for advanced students. Individual or group study. Course work established by contract and director's approval.

FLANG 490R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Specified Application

Meet learning outcomes specified by the Center for Language Studies relative to a specific language application.

Top

European Fine Arts

Art, design, music, and theatre of host countries and other European cultures.

FNART 270R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing FNART 270R

Course Outcomes

Identify and Analyze

Students will identify and analyze art, design, music, and theatre of host countries and other European cultures.

↑Top

Creativity and Collaboration in the Arts and Communications

Explore theories of creativity, collaboration, and innovation in a modern, arts-based mediated world; engage in principles of team-building and communication; practice skills of ideation, research, and execution of interdisciplinary projects from conception to completion. Classes are project-based and vary from semester to semester. Please contact the College of Fine Arts and Communications (A-501 HFAC, 801-422-2819).

FNART
301R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Principles of collaboration

- analyze principles and theories of group dynamics, innovation, creativity, and collaboration

Skills of collaboration

- practice and develop skills in group dynamics, innovation, and creative and collaborative processes

New knowledge

- assimilate and apply new knowledge and skills in disciplines outside their major expertise

Reflection

- self-assess and reflect upon their strengths, weaknesses, and contributions in group dynamics, innovation, and creative and collaborative processes

Top

First-Year French, Part 1

Development of the four language skills: understanding, speaking, reading, and writing.

FREN 101

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 101

Course Outcomes

Comprehension

Comprehend French as you hear and read authentic language relating to familiar topics.

Speaking

Speak French well enough to satisfy immediate needs. (You will learn to communicate in basic social situations, meet routine travel needs, obtain food and lodging, carry out simple transactions, and talk about a variety of topics of common interest primarily in the present, with limited use of other time frames.)

Writing

Write short messages and well-articulated sentences in French on familiar topics.

Top

First-Year French, Part 2

Continuation of French 101.

FREN 102

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	Fren 101 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 102

Course Outcomes

Write

Write well-articulated sentences and loosely connected texts related to personal experiences and common events.

Comprehend

Comprehend French as you hear and read authentic language relating to familiar topics.

Speak

Speak French well enough to handle a variety of simple communicative tasks in basic social situations. You will be able to meet routine travel needs, carry out simple transactions, and talk about a variety of topics of common interest in present, past, and future times.

↑Top

Intensive Reading in French

Reading for research purposes, including reading skills in area of student's specialization or interest. Conducted in English.

FREN
121

Hours	0.5 - 4.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Note	For students with little or no French. Graduate students will be graded pass/fail. Undergraduates will receive letter grades.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Reading

Evaluate authentic written French from different eras and in different discourse types.

Vocabulary

Acquire basic (5000-7000 lexemes) and discipline-specific vocabulary for the purposes of reading.

↑Top

Intermediate French, Part 1

Reading, writing, conversation, vocabulary building, and review of grammar.

FREN 201

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	Fren 102 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 201

Course Outcomes

Real-Life Use

Improve your ability to use French in real-life situations and for real-life purposes.

Elaboration

Create elaborated utterances and group them into paragraphs and narratives.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Language Structures

Review and increase understanding of basic language structures.

Culture

Discuss in French selected current events and various francophone regions of the world and some of their cultural practices.

↑Top

Honors Intermediate French, Part 2

Final course for GE Foreign Language requirement (except for returned missionaries); extensive reading in French literature and culture.

FREN 202

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Fren 201 or equivalent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Literary Analysis

Read beyond basic plot and learn to apply tools of literary analysis.

French Literature

Recognize and analyze key genres in French literature.

Literary Movements

Identify and define key characteristics of the important French literary movements.

Cultural and Historical Context

Place literature in a meaningful cultural and historical context.

French Culture

Broaden and deepen your perception and appreciation of French culture.

Reading and Writing

Improve your reading and writing skills in French.

Top

Intermediate French, Part 2

Final course for GE Languages of Learning requirement (except for full-time French speaking returned missionaries); extensive reading in French literature and culture.

FREN
202

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Fren 201 or equivalent.
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing FREN 202

Course Outcomes

Literary Analysis

Read beyond basic plot and learn to apply tools of literary analysis.

French Literature

Recognize and analyze key genres in French literature.

Literary Movements

Identify and define key characteristics of the important French literary movements.

Cultural and Historical Context

Place literature in a meaningful cultural and historical context.

French Culture

Broaden and deepen your perception and appreciation of French culture.

Reading and Writing

Improve your reading and writing skills in French.

Top

Second-Year Conversation

Intermediate conversation skills. Can be fulfilled through language residency program.

FREN
211R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Fren 102 or equivalent. May be taken concurrently with Fren 201.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Narration and Description

Describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Speaking in Context

Speak in contexts related to autobiographical and concrete topics, initiate and maintain conversations by asking and responding to questions and coping with gaps in knowledge.

Vocabulary

Speak using an apporopriate variety of vocabulary related to autobiographical and concrete topics.

Understood by Native Speakers

Be understood most of the time without difficulty by native speakers unaccustomed to dealing with non-native speakers.

Top

Third-Year Conversation

Advanced conversation skills. Can be fulfilled through language residency program.

FREN
311R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Fren 211R or instructor's consent.
Note	May be taken concurrently with Fren 340.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Narration and Description

Describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Speaking in Context

Relate current events, plots of books or movies and state opinion.

Skills for coping with communication problems

Initiate and maintain fluent conversations, and cope with gaps in knowledge in contexts related to concrete topics.

Lexical mastery

Speak using an apporopriate variety of vocabulary related to autobiographical and concrete topics as well as to current and other events.

Fluency

Be understood without difficulty by speakers unaccustomed to dealing with non-native speakers.

Top

(Fren-Ital) French and Italian Cinema

Background for understanding and appreciating the best of motion picture art in France and Italy. Includes components of critical theory essential for analyzing film. Language of instruction is English; no knowledge of French or Italian required.

FREN
317

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing FREN 317

Course Outcomes

History of French & Italian Cinema

Identify major filmmakers, cinematic movements and questions that shaped the history of French and Italian cinema, with particular attention to their respective socio-historical contexts.

Film as technical art

Explore the essential aspects of cinema as an artistic medium and master the technical and critical terminology necessary to intelligently discuss the creative process.

Aesthetic Judgment

Develop critical skills for aesthetic judgment in applying acquired technical knowledge to the films of individual filmmakers from these two traditions.

↑Top

Advanced French Part 1

Grammar and composition, listening and speaking skills.

FREN
321

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	Fren 202 or equivalent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 321

Course Outcomes

Advanced Functions in Speech and Writing

Students will narrate and describe in the present and past time frames, use connected discourse, and acquire strategies for managing communicative complications in French.

Composition strategies

Students will develop strategies for writing a variety of descriptive and narrative texts.

Language Accuracy

Students will demonstrate proper use of grammatical, lexical, phonological and stylistic features of the French language.

Top

Advanced French Part 2

Grammar and composition, listening and speaking skills.

FREN
322

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	FREN 321
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 322

Course Outcomes

Advanced Functions in Speech and Writing

Students will be able to narrate and describe in the present, past and future time frames, use connected discourse, and acquire strategies for managing complications in the French language.

Superior Functions in Speech and Writing

Students will be able to support their opinions and hypothesize about abstract topics in the context of extended discourse.

Communicative Genres

Students will acquire techniques to produce a variety of text types, such as summaries, detailed descriptions and narrations, analyses and argumentative essays.

Critical Thinking, Accuracy, Text Types

Students will analyze grammatical, lexical, phonological and stylistic features of Advanced-level French language in summaries, detailed descriptions and narrations, analyses and argumentative essays.

Top

Individual French Language Review

Guided individual online language practice.

FREN 325R

Hours	1.0 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	FREN 202
Recommended	Fren 211.
Note	May be taken as supplemental bridge between Fren 202 and Fren 321 or for extra practice while taking any 300- or 400-level French course.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Improved language ability

Students will demonstrate improvement in their French language ability through performance on tests.

↑Top

Introduction to Literary Analysis

How to read French prose, drama, and poetry and apply methods of literary criticism.

FREN
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Fren 321 or concurrent enrollment.
Note	Fulfills GE Letters elective; also capstone course for GE Languages of Learning requirement for returned missionaries.
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 340

Course Outcomes

Contextualization and Analysis

Contextualize and analyze French literature of various periods and genres.

Analytical Writing

Write analytically about the literature in well-formatted essays.

Basics Terms

Identify basic terms of literary analysis. (The specific list is available on the syllabus.)

↑Top

Francophone Culture

Advanced studies in French or Francophone culture to be taken in country.

FREN 345

Hours	3.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	Fren 102 or equivalent.
Note	Study Abroad only.
Taught	

Course Outcomes

Paris Walks

The purpose of this course is to provide an organized, meaningful, and memorable overview of Paris as well as sites visited during organized excursions.

Top

French Choir

French choir practice.

FREN 346R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Culture and Language

Improve language skills and enhance cultural appreciation through choral singing.

Top

French Civilization from the Beginning to 1715

Historical survey of institutions, fine arts, and social conditions to the death of Louis XIV.

FREN
361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 321.
Recommended	Fren 322.
Note	Fulfills GE Arts elective.
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing FREN 361

Course Outcomes

Locating and Evaluating Resources

Locate and evaluate resources relevant to course assignments.

Chronology of French Civilization

Demonstrate knowledge of the chronology of French civilization and identify the major intellectual and artistic movements, their defining characteristics and contexts.

Methods of Investigation

Apply appropriate methods of investigation (e.g., formulate hypotheses, make valid arguments, use evidence, cope with ambiguity, evaluate competing interpretations of a given event or topic and communicate findings coherently).

Time Period Connections

Establish connections between events, movements, and ideas for the time period covered in this course.

Cultural Topics

Articulate and defend clear, orderly thought on cultural topics.

↑Top

French Civilization from 1715 to the Present

Historical survey of institutions, fine arts, and social conditions.

FREN 362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 321.
Recommended	Fren 322.
Note	Fulfills GE Arts elective.
Taught	Fall, Winter, Spring Contact Department, Summer
Programs	Containing FREN 362

Course Outcomes

Chronology of French Civilization

Demonstrate knowledge of the chronology of French civilization and identify the major intellectual and artistic movements, their defining characteristics and contexts.

Locating and Evaluating Resources

Locate and evaluate resources relevant to course assignments.

Methods of Investigation

Apply appropriate methods of investigation (e.g., formulate hypotheses, make valid arguments, use evidence, cope with ambiguity, evaluate competing interpretations of a given event or topic and communicate findings coherently).

Time Period Connections

Establish connections between events, movements, and ideas for the time period covered in this course.

Cultural Topics

Articulate and defend clear, orderly thought on cultural topics.

Top

Contemporary France and the Francophone World

Current cultural, political, and social trends and issues in France as well as in the francophone world.

FREN 363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 321.
Recommended	Fren 322.
Note	Fulfills GE Global and Cultural Awareness requirement.
Taught	Fall, Winter
Programs	Containing FREN 363

Course Outcomes

Methods of Investigation

Apply appropriate methods of investigation (e.g., formulate hypotheses, make valid arguments, use evidence, cope with ambiguity, evaluate competing interpretations of a given event or topic and communicate findings coherently).

Time Period Connections

Establish connections between events, movements, and ideas for the time period covered in this course.

Cultural Topics

Articulate and defend clear, orderly thought on cultural topics.

Top

Introduction to French Language Teaching

Language acquisition theories and instructional practices specific to French language classrooms. Includes teaching phonological features and pronunciation. Lectures, demonstrations, and microteaching.

FREN 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 321; FLang 276 (if a French teaching major)
Note	Taught in French and English.
Taught	Fall
Programs	Containing FREN 377

Course Outcomes

Teaching

Design and deliver effective French instruction appropriate to learners' needs.

Assessment

Discuss and apply basic principles of formal and informal assessment.

Principles

Discuss and apply basic principles of language acquisition.

Reflection

Reflect on and justify instructional choices and actions.

Phonology

Describe the phonological features of French and diagnose your own pronunciation problems.

Top

French Language Teaching Procedures and Practicum

Designing and practicing instruction for French classes in secondary schools. Developing teaching, critical thinking, and assessment skills.

FREN 378

Hours	2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Fren 377; 491 with minimum rating of advanced--low on the French oral proficiency exam; fingerprinting and FBI clearance for students planning to do an internship or student teach in the public schools.
Note	Taught in French and English.
Taught	Fall, Winter
Programs	Containing FREN 378

Course Outcomes

Application of Principles

Begin to apply principles of second language teaching and acquisition in public-secondary school settings.

Teaching

Design and teach basic culture, vocabulary, comprehension, grammar and oral communication lessons in a secondary school.

Assessment and Reflection

Begin to apply formal and informal assessment principles. Document and reflect on teaching and learning.

↑Top

Academic Internship: French Language Field Experience

On-the-job experience in French.

FREN 399R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Program coordinator's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Conduct in culturally diverse settings

Students learn to navigate cultural difference in professional settings. They communicate appropriately with attention to social register.

Effective workplace communication

Students will acquire habits of effective communication in their target language for their place of work.

Improved language proficiency

Students will demonstrate improved speaking proficiency based on pre- and post-testing. This usually consists of an OPIc administered by the Center for Language Studies. The standing goal is to improve by one ACTFL sub-level (though the move from Intermediate High to Advanced Low is understandably difficult).

Top

Fourth-Year Conversation

Advanced and Superior conversation skills.

FREN 411R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Fren 311R or equivalent.
Taught	Winter

Course Outcomes

Linguistic Fluency

Initiate and maintain fluent conversations, and cope with gaps in knowledge in contexts related to concrete topics.

Top

Introduction to French Linguistics

Subfields (phonetics, morphology, syntax, lexicology, semantics) and approaches (socio-linguistics, semiology, and pragmatics).

FREN 431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 321.
Recommended	Fren 322, 340, 361, 362.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 431

Course Outcomes

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Linguistics Research

Conduct independent research (finding examples of the linguistic phenomena examined in the course, applying analytical diagrams, comparing linguistic phenomena in various languages, using various instruments of linguistic analysis) and identify the most significant databases of francophone linguistic research.

Linguistics

Identify the fundamental elements of French linguistics (basic terms and concepts of phonetics, phonology, morphology, syntax, lexicology, and semantics)

Linguistic Diversity

Evaluate and appreciate francophone diversity.

↑Top

History of French

Introduction to the diachronic study of French beginning with its roots in Latin.

FREN
432

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Fren 431 or concurrent enrollment.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 432

Course Outcomes

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Language

Demonstrate improved language ability

↑Top

Studies in French Linguistics

Advanced study of linguistic features such as phonetics and phonology, semantization, lexical development, morphology, and contrastive syntax.

FREN 433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Fren 431 or concurrent enrollment.
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 433

Course Outcomes

French Linguistics

Demonstrate mastery of the elements of advanced French linguistics.

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Data Analysis

Codify and draw conclusions from the data analyzed.

Top

Advanced Francophone Culture

Advanced study of Francophone culture requiring significant research paper. Taken as part of a program abroad.

FREN 445

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 321.
Note	Research paper required.
Taught	Spring, Summer
Offered	Study Abroad only.
Programs	Containing FREN 445

Course Outcomes

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Language

Demonstrate improved language ability

Top

Studies in Period, Movement, and Theme

Various periods and movements (e.g., medieval, classicism, romanticism) or themes (e.g., Arthur, Faust). Topics vary.

FREN 452R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 340.
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 452R

Course Outcomes

Period, Movement, Theme

Evaluate and contextualize a particular period, movement, or theme in French or Francophone studies and justify the limitations of its definitions.

Language

Demonstrate improved language ability

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

↑Top

Studies in Genre

In-depth study of various genres (e.g., epic, novel, lyric, film) and problems of genre in French.

FREN 453R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 340.
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 453R

Course Outcomes

Genre

Evaluate basic concepts of a particular genre and explain the limitations of generic categorizations.

Language

Demonstrate improved language ability

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Top

Studies in Author

In-depth study of major French or Francophone authors (e.g., Rabelais, Moliere, Diderot, Balzac).

FREN 454R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 340.
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 454R

Course Outcomes

Author

Evaluate and contextualize the unique contributions of a particular author.

Language

Demonstrate improved language ability

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Top

Studies in Literary Theory

In-depth study of primary texts by contemporary literary theorists (e.g., Barthes, Genette, structuralism, etc.). Language of instruction is English.

FREN 455R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 340.
Taught	Winter, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 455R

Course Outcomes

Application of Theory

Apply theoretical models to various cultural artifacts and practices

Theory

Investigate a variety of theoretical models for the analysis of literature and cultural phenomena.

Language

Demonstrate improved language ability

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Top

Francophone Studies

Readings from major French-speaking writers from countries outside France, such as Canada, Africa, and the Caribbean.

FREN 456R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 340.
Taught	Contact Department
Programs	Containing FREN 456R

Course Outcomes

Francophone identities

Accurately characterize culture, history and practices of the Francophone world.

Critical Literary Analysis

Read and critically analyze literature from the Francophone world.

↑Top

Studies in French Culture

In-depth study of French historical, political, and social issues or artistic trends.

FREN 457R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Fren 361, 362, or 363.
Taught	Contact Department
Programs	Containing FREN 457R

Course Outcomes

French Culture

Evaluate and contextualize a significant component of French or Francophone culture.

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Top

Direct Enrollment in French University

Register for this course in consultation with department internship coordinator. To be taken only when enrolled directly in French university as part of BYU professional program in France. Only enroll when curriculum of other BYU courses do not correspond to the course enrolled in French university.

FREN 470R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	FREN 321 & FREN 322
Recommended	Fren 340.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing FREN 470R

Course Outcomes

French University

Students will fulfill learning outcomes of the French university course in which they are enrolled.

Culture

Students will write analytically about the course content and about cultural differences in the educational system.

Connections

Students will articulate connections between their course experience and their future goals.

Top

Secondary Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards.

FREN
476R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing FREN 476R

Course Outcomes

Student Teaching Experience

Students will put into practice the theories they have learned in content and pedagogy courses including planning lessons, assessing students of all abilities and cultural backgrounds, using a variety of instructional strategies, and collaborating with other teachers and with the community.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

FREN 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing FREN 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Individual Study in French

Faculty-supervised instruction/research to fit the individual needs of the advanced student. Terms must be established by contract and approved by chair.

FREN
490R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 490R

Course Outcomes

Research and Critical Thinking

Formulate and express in writing critical arguments on a specialized topic reflecting an understanding of primary and secondary sources.

Top

Senior Oral Proficiency Evaluation

Evaluation required of all French majors during the senior year and all French-teaching majors and minors before enrolling in Fren 378.

FREN 491R

Hours	0.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 491R

Course Outcomes

Linguistic Proficiency

Establish an oral proficiency rating by taking the Oral Proficiency Interview.

↑Top

Senior Portfolio Seminar

Capstone experience for French studies majors, including revision and assessment of writing.

FREN 495

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Recommended	Fren 321, 322, 340.
Taught	Fall, Winter, Spring, Summer
Programs	Containing FREN 495

Course Outcomes

French Degree and Future Plans

Identify connections between French degree and future plans.

ACTFL Assessments

Pass OPI and WPT at Advanced Low or higher.

Resume

Compose a professional resume with feedback from the advisement center.

Revising Best Papers

Identify and revise your best papers from French courses.

↑Top

Academic Internship: Secondary Education

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards.

FREN 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall
Programs	Containing FREN 496R

Course Outcomes

Please contact the individual department for outcome information.

Top

Honors Thesis

Research and composition of honors thesis.

FREN 499R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Research

Develop advanced skills in research techniques and academic writing and produce an acceptable Honors thesis.

Top

MA Practicum 1

Critical strategies and interpretative skills necessary for MA examinations.

FREN 510

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate status.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department

Course Outcomes

Reading List 1 (up to XVIIIth century)

Discuss significant works of French and Francophone literature, explain their historical context, importance, influence, and distinctive features.

Top

MA Practicum 2

Critical strategies and interpretative skills necessary for MA examinations.

FREN
511

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate status.
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Reading List II (XVIIIth century to present)

Discuss significant works of French and Francophone literature, explain their historical context, importance, influence, and distinctive features.

↑Top

MA Practicum 3

Research tools and methods, the process of selecting a thesis topic, compiling a bibliography, and writing a prospectus.

FREN 512

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate status.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department

Course Outcomes

Bibliography

Generate a preparatory bibliography that will establish a scholarly foundation for the thesis.

Prospectus

Generate a well-conceived, clearly-articulated, and well-documented prospectus for the MA thesis.

↑Top

Advanced Studies in French Linguistics

Advanced study of linguistic features such as phonetics and phonology, semantization, lexical development, morphology, and contrastive syntax.

FREN 533

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Linguistics

Demonstrate mastery the elements of advanced French linguistics.

Research

Write at least one substantive research paper that effectively incorporates secondary sources.

Analysis

Codify and draw conclusions from the data analyzed.

↑Top

Academic Internship: French Language Field Experience

On-the-job experience in French; research paper analyzing the experience and other requirements as graduate coordinator sees fit.

FREN 599R

Hours	3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Program coordinator's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional and Cultural

Improve professional experience and appreciation of cultural practices in an international context.

Top

Language Study: Ga

Survival-level conversation, reading, listening, and culture skills in the target language.

GA
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Ga

Beginning speaking, listening, reading, and writing skills.

GA 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Ga

Second-semester speaking, listening, reading, and writing skills.

GA
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Ga

Intermediate speaking, listening, reading, and writing skills.

GA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GA 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Ga

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

GA 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing GA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Ga

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

GA 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Ga

Systematic review of grammar and syntax of target language.

GA
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Ga

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

GA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ga 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing GA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Ga

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

GA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Ga

Concentration on target-language and target-culture issues for specific careers.

GA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

The Geographic Approach

Overview of the discipline of geography and the faculty and geography major at BYU.

GEOG 100

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GEOG 100

Course Outcomes

Conceptualize Geography

Develop your own personal conceptual framework for the idea and disciplinary development of geography.

Explain Your Major

Be able to explain to your parents, spouse, children, neighbor, a complete stranger why you are a geography major.

Know Your Faculty

Be able to identify all of the faculty members in the department by name and area of interest.

Careers and Graduate school

Be able to identify possible careers related to your program emphasis and/or potential graduate schools.

Top

Global Environment: Understanding Physical Geography

Physical environment, distribution and interrelationships of climates, landforms, ecosystems and their human significance.

GEOG 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing GEOG 101

Course Outcomes

Outcome 1

To be conversant in the language and vocabulary of physical geography.

Outcome 2

Appreciate the extraordinary powers and delicate balances involved in the dynamic biophysical world in which you live.

Outcome 3

Make rational decisions with respect to current and future environmental challenges.

Outcome 4

Understand why biophysical phenomena occur where they do.

Top

Landscapes of Disaster: An Introduction to Natural Hazards

Exploring natural and social science of disturbances by analyzing causes, consequences, and role of human behavior in causing and mitigating natural disasters.

GEOG 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GEOG 110

Course Outcomes

Dimensions of disasters

Define and categorize environmental hazards along several dimensions, and situate disasters within their physical and societal contexts

Application of scientific principles and reasoning

Use scientific principles and reasoning to evaluate environmental hazards, investigate the causes and consequences of disasters, and suggest appropriate mitigation and disaster reduction strategies

Interactions of Physical and Human Factors

Evaluate the physical, cultural, and socioeconomic factors influencing human vulnerability to disasters in a global context

Top

Geography and World Affairs

Survey of the world, stressing geography of major political regions.

GEOG
120

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also. Independent Study also.
Programs	Containing GEOG 120

Course Outcomes

World knowledge

Identify where all the countries of the world are located and, more importantly, learn about these "countries and kingdoms" that you might "be prepared in all things" (Doctrine and Covenants 88:78-79).

Interconnections

Better understand the interconnectedness of the world so we will appreciate those who contribute to making our life so abundant and easy and so we will be more willing to help those who have less.

Stewardship

Become better stewards of the earth through an increased understanding of how human behavior impacts the environment and affects the lives of others.

World development

Understand what factors have led some regions of the world to be more developed that others.

Current affairs

Gain enough familiarity with the world to be a more informed reader of the daily news.

Basic knowledge

Develop an understanding of basic geographic terms.

Travel

Learn to enjoy the journey by being a more observant, interested, adventuresome, and curious traveler.

↑Top

Honors Geography and World Affairs

Survey of the world, stressing geography of major political regions.

GEOG
120

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

World knowledge

Identify where all the countries of the world are located and, more importantly, learn about these "countries and kingdoms" that you might "be prepared in all things" (Doctrine and Covenants 88:78-79).

Interconnections

Better understand the interconnectedness of the world so we will appreciate those who contribute to making our life so abundant and easy and so we will be more willing to help those who have less.

Stewardship

Become better stewards of the earth through an increased understanding of how human behavior impacts the environment and affects the lives of others.

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Gain enough familiarity with the world to be a more informed reader of the daily news.

Basic knowledge

Develop an understanding of basic geographic terms.

Travel

Learn to enjoy the journey by being a more observant, interested, adventuresome, and curious traveler.

Top

Introduction to Human Geography

Culture distributions and their relationship to existing geographic phenomena.

GEOG 130

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing GEOG 130

Course Outcomes

Learning Outcome #1

acquire informed awareness of the great diversity of global cultures by examining cultural elements such as language, religion, politics, and demographics at an international scale using a geographic approaches, principles, and methodologies.

Learning Outcome #2

learn and understand fundamental geographic concepts and be able to apply them to global situtations and experiences (e.g. culture region, cultural landscape, cultural ecology, and cultural interaction).

Learning Outcome #3

gain empathy and charity towards diverse cultures and peoples.

Top

Map Use and Interpretation

Maps as tools for spatial analysis of problems in physical and cultural geography.

GEOG 211

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing GEOG 211

Course Outcomes

The Big Three

Identify each component of the "Big Three" when using or observing geographic technologies. The Big Three includes 1) Geographic Information Systems, 2) Global Positioning Systems, and 3) Remote Sensing.

Map Scale

Complete all typical map scale calculations related to land distance and area including unit conversions.

Datum and Coordinate Systems

Give and take coordinate references in UTM and lat / long and convert between the two.
select a datum and coordinate system appropriate for a given job-related task. Explain the logic of and give / take a reference in the PLSS

GPS

Configure a GPS receiver properly to use both with and without a map.
Lay-in and follow the course in a GPS receiver.

Topographic Maps

Measure elevation, distance, direction, slope, and aspect from digital or paper topographic maps.
Perform a simple statistical analysis of data on a USGS topographic map.

Thematic maps

When presented with a typical specimen, perform a simple interpretation of a thematic map (e.g. Choropleth, Isoline)

Top

Introduction to Geographic Information Systems

Concepts in the use of small- and large-scale digital map data, emphasizing landscape interpretation and feature description.

GEOG
212

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing GEOG 212

Course Outcomes

Data Management

Acquire geospatial data from common sources and manipuate them for a specific application.

GIS Analysis

Analyze data using GIS to solve real world problems.

GIS Applications

Describe several applications in which GIS is used to solve geographic problems.

GIScience

Understand basic spatial concepts and data models that form the foundation of GIS.

Cartography & Visualization

Design and use maps to explore and communicate geospatial information.

↑Top

Earth Observation and Image Interpretation

Principles of earth observation: primarily air photo/large-scale satellite imagery interpretation, basic field methods, photogrammetry.

GEOG 213

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GEOG 213

Course Outcomes

Measurements

Students will be able to complete simple measurements from historical air photos including height, distance, area, scale, and coordinate-related problems.

Electromagnetic radiation

Students wil be able to complete simple problems related to electromagnetic radiation and atmospheric effects.

Interpretation

Students will be able to perform a simple cultural / physical interpretation of simple monoscopic imagery.

Top

Programming for Geographers

Object-oriented analysis of geographic information using Visual Basic.

GEOG
217

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOG 217

Course Outcomes

Language Familiarity

To introduce Visual C# 2010 specifically

Programming

To introduce basic and intermediate programming approaches and constructs within a GIS / GPS / remote sensing context

Thinking

To help build critical thinking skills related to computer programming in Geography

↑Top

Statistics for Geographers 1

Methodology of spatial analysis. Theory and techniques in geographic data description and population inference.

GEOG 222

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing GEOG 222

Course Outcomes

LO1

Determine appropriate methods for identifying, collecting, and analyzing primary and secondary data and develop an understanding of the nature and limitations of data used in geographical analysis

LO2

Explain basic descriptive and inferential statistical techniques (both spatial and aspatial) and identify what kind of methods would be appropriate for the solution of geographic questions/problems/issues

LO3

Conduct moderately complex data analysis using appropriate computer software (e.g. SPSS, Excel, SpaceStat)

LO4

Demonstrate the practice of statistical thinking by taking a real-life problem and a potential statistical procedure, describe whether the procedure can be safely applied, accurately describe the implications of statistical outcomes on the practical problem at-hand (i.e. inference → practical conclusion), and cast judgment in short reports citing appropriate statistical components reflecting an engagement in self-learning and critical contemplation.

↑Top

Geography of Utah

Exploring geography of Utah. Topics include land forms, climate, agricultural and recreational economics, historical migration, Mormon cultural landscape, ethnic patterns, and rural-urban contrasts.

GEOG 245

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 101,120, 130.
Taught	Spring, Summer
Programs	Containing GEOG 245

Course Outcomes

Fundamental Principles of the Physical Environment

Understand the fundamental principles of the physical environment, the ongoing changes therein, and the interactions between the physical environment and human activity

Understanding of current world societies

Explain the development and current activities of human societies at world, national and local scales

Practical and theoretical issues in Geography

Study practical and theoretical issues in geography, using a variety of methods such as quantitative and qualitative analysis, documentary research, map analysis, geospatial technologies, and written communication

Evaluate and Recommend Solutions

Evaluate the core human and environmental processes which create the context for global issues. Recommend viable solutions to current world problems.

Top

United States and Canada

Analysis of the natural environment, historical development, cultural patterns, economic systems, and political structures of geographic regions.

GEOG 250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GEOG 250

Course Outcomes

Learning Outcome #1

Become familiar with the physical, cultural, and economic geography of the United States and Canada.

Learning Outcome #2

Recognize and understand the unique aspects of the North American landscape.

Learning Outcome #3

Appreciate the cultural complexities of the United States and Canada.

Learning Outcome #4

Be informed about current events happening within the regions under study.

Top

Middle and South America

Environmental, cultural, economic, and political parameters of Latin American societies.

GEOG 255

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing GEOG 255

Course Outcomes

Latin American Impact

To discover the significance of Latin America's increasing impact on the world's economy, as well as the growing Hispanization of the United States and the Church of Jesus Christ of Latter-day Saints

Writing

To develop geographic writing and research skills that result in papers that are fluent, relevant, and creative.

Collaboration

To use other students’ input to effectively enhance Latin American geographic understanding through group work and discussions

Empathy

To develop greater empathy and charity, and begin to gain a global perspective by learning to see ourselves from another's point of view.

Thoughtful Reflection

To translate our gained awareness of Latin America as outlined above into valid cross-cultural comparisons and nuanced understanding that will be shared with the instructor and fellow class members.

Informed Awareness of Latin American Geography

To acquire informed awareness of Middle and South America with the interplay of cultures, languages, and/or nations at an international level for both its physical and cultural components.

- Physical Geography
  To gain a working knowledge of the connection of the underlying physical "stage" of Latin America to the distributions of people and their activities.
- Cultural Geography

To gain an understanding of the geographic structure of Latin America's cultural components including languages, ethnic groups, settlement patterns, and religious beliefs.

Top

Europe

Systematic approach to physical base, social and political problems, economic issues, and regional summary.

GEOG 260

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOG 260

Course Outcomes

Collaboration

To use other students input to effectively enhance European geographic understanding.

Physical Geography

To demonstrate the connection of the underlying physical "stage" of Europe to the distributions of people and their activities. This includes studying the locations and distributions of climates, mountains, rivers, and natural barriers of the region.

Cultural Geography

To comprehend the regional geographic structure of Europe's cultural components including languages, demographics, ethnic groups, and religious beliefs.

Geographic Interconnections

To explicate and define the important historical and contemporary geographic linkages in Europe including settlement structure and major industries (e.g., agriculture, manufacturing, tourism, and transportation).

Economic and Political Change

To become knowledgeable concerning the ongoing geographical manifestations of political and economic restructuring in the modern era. Emphasis will be given to the formation and spread of the European Union.

Geographic Themes

To grasp how the “5 Themes of Geography” [Location, Place, Human Environment Interaction, Region, and Movement] relate to our overall studies of the European realm.

Writing

To write geographic research that is fluent, relevant, and creative.

↑Top

Russia and the Former Soviet Union

Physical features, resources, political issues, economy and industries, population concerns, and role in world affairs.

GEOG 265

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing GEOG 265

Course Outcomes

Collaboration

To use other students input to effectively enhance geographic understanding of the region.

Cultural Geography

To comprehend the regional geographic structure of the region's cultural components including languages, demographics, ethnic groups, and religious beliefs.

Geographic Interconnections

To explicate and define the important historical and contemporary geographic linkages in the region including settlement structure and major industries (e.g., agriculture, manufacturing, tourism, and transportation).

Economic and Political Change

To become knowledgeable concerning the ongoing geographical manifestations of political and economic restructuring in the modern era, including relationship to the European Union and other political entities.

Geographic Themes

To grasp how the “5 Themes of Geography” [Location, Place, Human Environment Interaction, Region, and Movement] relate to our overall studies of this region.

Physical Geography

To demonstrate the connection of the underlying physical "stage" of the region to the distributions of people and their activities. This includes studying the locations and distributions of climates, mountains, rivers, and natural barriers of the region.

Writing

To write geographic research that is fluent, relevant, and creative.

Top

Middle East

Physical and cultural geography of Southwest Asia and North Africa, emphasizing the cultural mosaic, geopolitics, environment, and resources of the region.

GEOG 271

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing GEOG 271

Course Outcomes

Geographic Literacy

Identify where all of the countries, important cities and regions of the Middle East are located along with significant physical features like mountains, rivers and seas.

Geographic Linkages

Understand the linkages between geography (territory, location, climate, resources etc) and human activity

Peaceful Partitioning

Apply geographic principles to better understand and perhaps modify the territorial divisions of the Middle East region.

Conflict Resolution

Use written communication to describe, evaluate and resolve resource and territorial disputes between states and nations.

Global Awareness

Develop a greater appreciation and understanding for the peoples and cultures of the region.

↑Top

East Asia

Region of monsoon Asia and its basic human (demographics, nations and ethnic groups, settlement patterns, religious beliefs, transportation and communication systems, political structures), and physical geographic characteristics (land forms, physiography, climatic characteristics, and natural resources).

GEOG 272

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing GEOG 272

Course Outcomes

Learning Outcome #1

Gain an understanding of the geographic foundation of the East Asia region (China, Japan, South Korea, North Korea, and Taiwan) including demographics, social issues, settlement patterns, cultural attributes, agriculture systems, economics, and politics.

Learning Outcome #2

Gain an understanding of the natural geographic base of East Asia. This includes physiography, climates, natural resources, and natural hazards.

Learning Outcome #3

Learn the locations of countries, major cities, and physical features (e.g. rivers, mountains ranges, seas) of East Asia.

Learning Outcome #4

Obtain a framework of geographical concepts and approaches useful in analyzing events in East Asia and other parts of the world

Top

Southeast Asia

Fundamental issues of geography relating to Southeast Asia, including the extraction and marketing of natural resources, economic development, neighborly relations, and how diffusion has influenced the unique cultural, religious, and linguistic characteristics of the region.

GEOG
273

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOG 273

Course Outcomes

LO1

Gain an understanding of the geographic foundation of the Southeast Asia region including demographics, social issues, settlement patterns, cultural attributes, agriculture systems, economics, and politics.

LO2

Gain an understanding of the natural geographic base of Southeast Asia. This includes physiography, climates, natural resources, and natural hazards.

LO3

Learn the locations of countries, major cities, and physical features (e.g. rivers, mountains ranges, seas) of Southeast Asia.

LO4

Obtain a framework of geographical concepts and approaches useful in analyzing events in Southeast Asia and other parts of the world.

Top

Africa South of the Sahara

Geographical analysis focusing on resource management, political issues, development, environmental problems, economic development, and urban-rural change; case studies from selected countries.

GEOG 285

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOG 285

Course Outcomes

Outcome 1

At the end of the course the student should be able to apply to the realm and sub-regions of Africa a variety of geographic terms, concepts, and ideas.

Outcome 2

At the end of the course the student should be able to identify and analyze key global human and biophysical patterns and how Africa fits into, and is impacted by, these patterns.

Outcome 3

At the end of the course the student should be able to read and discuss Africa's current events with greater insight resulting from enhanced familiarity with the realm's human and biophysical geography.

↑Top

Biogeography

Broad-scale distribution of plants and animals. Theoretical and practical applications to conservation and effects of global environmental change.

GEOG 303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 101.
Taught	Fall
Programs	Containing GEOG 303

Course Outcomes

Basic concepts

Demonstrate an understanding of basic concepts and processes in biogeography

Patterns of distribution

Recognize and be able to explain patterns of plant and animal life at many different scales

Human impacts

Explain how humans have affected the distribution and diversity of plants and animals, and apply concepts to decisions regarding human use of the environment

Current research themes

Demonstrate a knowledge of prominent professional biogeographers and ecologists and their current research themes

Future changes

Plan for future changes in species distributions and diversity as a result of environmental and human-induced pressures

Top

Geography of Climates

Elements, controls, distribution, and classification of the earth's climates.

GEOG 304

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 101.
Taught	Winter
Programs	Containing GEOG 304

Course Outcomes

World Climates

Gain an understanding of the key determinants of the world’s main climates

Human Climate Change

Gain an appreciation of the complex nature and implications of human climate change.

Impact of Weather Events

Understand how extreme weather events occur and their potential impacts on humans.

Methods of Collecting Data

Understand the methods climatologists use to collect data about past and present climate.

Critical Thinking

Improve writing, critical thinking and your ability to apply knowledge to solve geographic problems.

Top

Geography of Landforms

Elements of landforms: distributions and cultural significance.

GEOG 305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 101.
Taught	Fall Contact Department
Programs	Containing GEOG 305

Course Outcomes

History of Geomorphology

Examine the history of landform study and the key individuals in the history of geomorphology.

Landforms

Explain the physical processes that produce landforms.

Physical Landscape

Examine a physical landscape and describe why it looks the way it does.

Human Impact

Describe how human settlement and recreation patterns are influenced by landforms.

Dating Techniques

Understand dating techniques geomorphologists use to understand earth's history.

Top

Global Conservation Designations

Environmental and social geography of global protective land use designations: National Parks, Wilderness, Conservation areas, etc.

GEOG 306

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing GEOG 306

Course Outcomes

LO1

Following this course the student should be able to discuss in-depth the Spatial and Historical nature of federal public lands--where, when, why?

LO2

Following this course the student should be able to discuss in-depth the policies of historical federal public land use and how they interface with modern uses and issues.

LO3

Following this course the student should understand why and how protective designations have blossomed on federal public lands during the past fifty years.

LO4

Following this course the student should understand and be able to discuss a wide variety of interest groups--their issues, institutional efforts, and ideological underpinnings.

LO5

During this course the student should develop an initial set of conflict resolution skills as pertaining to land use conflicts.

↑Top

Landscape Ecology

Interaction between spatial patterns and spatial processes in an ecological context. Methods, theories, and practical applications of landscapes at various scales.

GEOG 307

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 101, 212, 213.
Taught	Winter
Programs	Containing GEOG 307

Course Outcomes

basic concepts

Demonstrate an understanding of the basic concepts of landscape ecology

pattern and process

Understand the relation between pattern and process in landscapes across multiple spatial and temporal scales

Literature

Read, understand, and critique research articles in scholarly journals related to landscape ecology

Landscape metrics

Understand and be able to use landscape metrics and associated methodologies and technologies to quantitatively analyze landscapes

Research communication

Identify and address a research question in landscape ecology, and effectively communicate the results orally and in writing

Application

Apply landscape ecology concepts to environmental planning and conservation biology

Introduction to Urban and Regional Planning

Introduction to the profession and practice of urban and regional planning.

GEOG 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOG 310

Course Outcomes

Understanding the History and Theory of Urban Planning

- Explain the purpose and meaning of planning and its ethical, visionary, and normative imperatives. (PAB 4.2.2a)

Understanding the History and Theory of Urban Planning

- Explain the history of urban planning practice and the development of urban planning profession in the United States. (PAB 4.2.2b)

Understanding the History and Theory of Urban Planning

- Explain the creation, use, and knowledge of comprehensive and other types of plans. (PAB 4.2.2e)

Understanding the History and Theory of Urban Planning

- Explain the adoption, administration and implementation of plans and related policy including knowledge of the relevant regulations (zoning, review processes), incentives, techniques (public finance and capital budgeting) and technologies, and agencies conducting planning or employing planners. (PAB 4.2.2f)

Understanding the History and Theory of Urban Planning

- Demonstrate knowledge of the ways in which planners and planning practice have succeeded in altering the policies, institutions, and decisions that oppose the needs of disadvantaged persons. (PAB 4.2.2g)

↑Top

Intermediate Geographic Information Systems

Collecting, managing, and analyzing spatial data to solve common geographic tasks.

GEOG
311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 212
Taught	Winter
Programs	Containing GEOG 311

Course Outcomes

Geographic Information Theory

Understand the fundamental concepts of geographic information, and use those concepts to explain the core data models and procedures of GIS.

Data Management

Obtain existing GIS data and create new data that are appropriate for a given need, and transform data sets to make them appropriate for a given project, using tools such as format conversion, reprojection, and reclassification.

Spatial Analysis

Perform common and novel GIS analysis procedures to solve practical geographic tasks.

Lifelong Learning

Learn new concepts and technologies as needed to solve novel GIS management problems, with minimal supervision, using a variety of information resources.

↑Top

Cartographic Design

Graphic perception, layout, typography, color, statistical methods, and symbolization of thematic maps through computer-aided techniques.

GEOG 312

Hours	4.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	GEOG 211 & GEOG 212
Taught	Fall
Programs	Containing GEOG 312

Course Outcomes

Map planning

Develop a map-based solution to a need, focusing on purpose and audience.

Cartographic data

Gather and process data needed for a map.

Design techniques

Design maps to be clear, useful, and attractive, employing appropriate techniques such as thematic map types, composition, symbology, color, and text.

Learning from Critique

Continue to learn design skills through map critique and self-training

Quality Design

Appreciate quality work and put forth the effort necessary to produce quality results

Top

Remote Sensing 1

Introduction to airborne and spaceborne sensors, including characteristics and image acquisition. Emphasizes land cover mapping applications appropriate for environment monitoring.

GEOG 313

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 213
Taught	Fall
Programs	Containing GEOG 313

Course Outcomes

Basic remote sensing concepts

Have a functional understanding of basic remote sensing concepts and applications.

Remote sensing data and techniques

Be familiar with remotely sensed data characteristics and methods of data acquisition, storage, and manipulation.

Remote sensing in geography and other geosciences

Understand the role of remote sensing in geography and its relation to other geosciences.

Electromagnetic spectrum

Know the general characteristics of the electromagnetic spectrum and electromagnetic energy.

Image interpretation

Develop basic image interpretation skills.

↑Top

Analytical Cartography

Geocoding, spatial data representation, spatial algorithms, and map based transformations.

GEOG 317

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 217
Taught	Winter
Programs	Containing GEOG 317

Course Outcomes

Data structures and algorithms

Students will be able to express simple data structures and algorithms in computer code. These data structures and algorithms will be illustrative of either raster or vector GIS.

Object oriented methods

When given a simple geographic problem specification, students will be able to create computer methods and classes that address the problem or meet the specification.

Problem solving

When presented with a problem amenable to the application of geographic computer programming (intermediate level difficulty), students will design and implement a software system including computer program(s) to solve the problem.

↑Top

Statistics for Geographers 2

Advanced techniques in geospatial analysis.

GEOG 322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 222
Taught	Fall, Winter
Programs	Containing GEOG 322

Course Outcomes

Statistical Competence

To master an advanced set of quantitative methods that are particularly appropriate for geographers, becoming especially skilled in one statistical area.

Determination

To determine what quantitative methods are appropriate for answering different research questions.

Application

To apply statistical analysis to geographic problems in a competent and worthwhile way

Knowledge

To understand and appreciate published academic geographic research that uses a variety of quantitative methods.

Research

To develop and carry out an excellent research project complete with collaborative work and a crisp oral and professional visual presentation.

↑Top

Economic Geography

Introduction to economic processes and spatial patterns, emphasizing theoretical approaches, locational strategies, and changing economic land-use patterns.

GEOG 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Geog 100 or instructor's consent.
Taught	Fall
Programs	Containing GEOG 331

Course Outcomes

Conceptualizing EconGeog

Identify and discuss the basic concepts and theoretical frameworks in Economic Geography

Patterns and Trends

Recognize and explain spatial patterns and trends of economic activities

Data and Methods

Data: Locate, acquire, clean-up and use secondary economic data
Methods: Use various geographic tools of analysis to understand and visualize geographic trends and patters

Spatial Reasoning

Use spatial quantitative reasoning to identify (and possible suggest viable solutions to) global problems/issues

↑Top

Urban Geography

History and theory of urban development, including why cities exist and how cities function.

GEOG 336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOG 336

Course Outcomes

Understanding Human Settlement as it Relates to Planning

Demonstrate knowledge of the social sciences (history, economics, sociology, political science, anthropology, psychology, and geography) as they relate to human settlements including knowledge of the social and spatial structure of urban and regional systems, local public finance, economics of development, infrastructure provision, and effects of globalization.

↑Top

Political Geography

Spatial analysis of global politics; focus on geopolitics, territory and conflict, nationalism, and the politics of resources.

GEOG 341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GEOG 341

Course Outcomes

Geographic Literacy

Identify where all of the countries of the earth are located along with other important political entities, cities and capitals

Global Awareness

Become an informed reader of a daily international newspaper

Geographic and Political Linkages

Understand the linkages between geography (territory, location, resources etc) and political actions and processes.

Nationalism

Define and assess the relative importance of forces of conflict and cooperation among peoples, societies and states as they influence the division and control of the Earth's surface

Establish World Peace

Use written and oral communication to describe, evaluate and resolve territorial disputes between states and nations (people/minority groups).

↑Top

Population Geography

Spatial perspective on wide field of population studies, focusing on distribution, development, structure, and movement of populations, emphasizing basic demographic measures.

GEOG
346

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Geog 100 or instructor's consent.
Taught	Winter
Programs	Containing GEOG 346

Course Outcomes

Conceptualize

Distinguish and critically evaluate basic concepts and ideas in population geography

Demographic Data

Obtain, evaluate, and use demographic data

Methods

Learn about and use various demographic methods

Analyze

Analyze demographic data in order to answer important geographic questions

Context

Situate your own life within the context of larger demographic patterns and trends

↑Top

Tourism: A Conceptual Framework

Introduction to tourism as a field of study; four elements of tourism: dynamic, service, functional, and consequential.

GEOG 347

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOG 347

Course Outcomes

Learning Outcome #1

gain an understanding of how geographers approach the study of travel and tourism using basic geographic concepts (e.g. location, place, diffusion, etc.)

Learning Outcome #2

acquire an understanding of the geographical issues in the theory and practice of tourism.

Learning Outcome #3

idenify and explain the historical "tourism benchmarks" that influenced the geography and nature of travel and tourism.

Top

Tourism: Patterns and Analysis

Patterns in domestic and international tourism; interrelationship between geography and tourism in understanding the patterns and their impact.

GEOG 348

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing GEOG 348

Course Outcomes

Learning Outcome #1

Gain an overview of global travel patterns.

Learning Outcome #2

Use a conceptual framework to explain and understand global travel patterns.

Learning Outcome #3

Understand why some people travel and others do not.

Learning Outcome #4

Understand the interrelationships between geography and tourism.

Learning Outcome #5

Understand the impact of tourism on various regions / areas of the world.

↑Top

Global Adventure Travel

Historical and emerging trends in global adventure travel and tourism. Detailed case studies selected from across world regions.

GEOG 349

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall odd years, Winter Contact Department
Programs	Containing GEOG 349

Course Outcomes

LO1

Following this course the student should be able to discuss the spatial and historical origins of adventure travel including connections early geographical exploration.

LO2

Following this course the student should be able to discuss and outline current geographic patterns in adventure travel--where, when, by whom, and why?

LO3

Following this course the student should be able to apply core geographic principles to case studies involving the evolution of adventure travel in specific places.

LO4

Following this course the student should be able to give specific examples of the impacts on places that have undergone transformations resulting from their emergence as popular adventure travel destinations.

↑Top

Tourism Planning

Applying regional development and planning concepts, principles, and approaches to tourism destinations to enhance sustainable economic, ecological, and social development.

GEOG 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 347.
Taught	Fall
Programs	Containing GEOG 350

Course Outcomes

Learning Outcome #1

Define and explain key concepts and issues concerning tourism planning and tourism public policy.

Learning Outcome #2

Critically evaluate several important tourism planning approaches and models.

Learning Outcome #3

Identify key elements of demand and supply in tourism planning.

Learning Outcome #4

Identify key stakeholders involved in tourism planning and policy-making.

Learning Outcome #5

Understand the economic, environmental, social, and political aspects of tourism planning and assess government and industry roles and responsibilities in tourism planning and policy-making.

Learning Outcome #6

Critically analyse and evaluate tourism planning and policy issues.

↑Top

Heritage and Cultural Tourism

Heritage and culture (places, people, relics, and traditions) as tourism resources examined within the context of supply and demand, conservation, interpretation, management, planning, and politics.

GEOG
353

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 120, 130, 347, 348.
Taught	Winter
Programs	Containing GEOG 353

Course Outcomes

Learning Outcome #1

Identify the concepts, theories and approaches geographers use in the study of heritage and cultural tourism. Expalin the role geography plays in this sub-discipline.

Learning Outcome #2

Explain why heritage attractions exist using geographic principles and concepts, including the factors of supply, demand and the reasons for conservation. Identify the various reasons why heritage sites are created and what this tells us about society.

Top

Academic Internship

On-the-job experience.

GEOG 399R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	GEOG 100
Note	3 hours required. No more than 3 hours total in cooperative education may be counted in major.
Taught	Fall, Winter, Spring, Summer
Programs	Containing GEOG 399R

Course Outcomes

Internship

Complete a supervised internship in an employment setting or agency related to geography.
Link academic learning with these professional experiences.
Complete a minimum of 45 hands-on hours per credit.

Top

Urban Planning Methods

Applications of methods and techniques commonly used in the urban planning process, emphasizing data collection and analysis, fieldwork, and writing skills.

GEOG 410

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 310.
Taught	Winter
Programs	Containing GEOG 410

Course Outcomes

Understanding the History and Theory of Urban Planning

Demonstrate planning methods that anticipate and envision future changes to society and the built environment, such as knowledge of forecasts, risk assessment, futures scenarios and other tools for creating plan alternatives. (PAB 4.2.2d)

Possess the Skills Needed to Practice Planning

Use numerical reasoning and computation skills to conduct quantitative analysis of social and geographic information for basic professional planning purposes, problems and projects. (PAB 4.2.3d.
Use forecasts and scenarios to anticipate and describe future changes in society and the built environment. (PAB 4.2.3g)

Top

Issues in Computer Cartography

Current techniques for compilation, integration, and display of digital map data.

GEOG 411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 312
Taught	Winter Contact Department
Programs	Containing GEOG 411

Course Outcomes

Application Development

Use programming to develop a geospatial application that integrates GIS, Remote Sensing, and Cartography.

Web Map Design

Design effective maps and interactive web interfaces to serve a particular audience and purpose.

Lifelong Learning

Learn new skills, technologies, and techniques on your own, using a variety of learning resources.

↑Top

Advanced Geographic Information Systems

Performing geographic tasks in resource management decision support and scientific research using spatial data management and analysis tools and techniques.

GEOG 412

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	GEOG 212 & GEOG 311
Recommended	Geog 222.
Taught	Fall Contact Department
Programs	Containing GEOG 412

Course Outcomes

Geographic Data Management

Obtain or create geographic data that is appropriate for a particular GIS need, and manage that data using technologies that are appropriate for that need.

Analysis Procedures

Evaluate geographic tasks (both scientific and managerial), and develop and implement analysis procedures to solve them.

Continued Learning

Independently learn and implement new tools and procedures.

Top

Remote Sensing 2

Computer processing of low-altitude and satellite images for geographic analysis of physical and cultural phenomena on earth.

GEOG 413

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 313
Taught	Winter
Programs	Containing GEOG 413

Course Outcomes

Outcome 1

Understand and implement remote sensing pre-processing techniques.

Outcome 2

Perform image classification and evaluate classification accuracy.

Outcome 3

Understand and perform change detection.

Outcome 4

Complete an entire remote sensing project from beginning to end.

Top

Applied Urban Environmental Modeling

Complexities of urban environment through use of geographic techniques, including remote sensing, GIS, GPS, aerial photo and map interpretation, and fieldwork. Modeling human impact on the physical environment by examining local case studies and completing group projects. Developing and building technical skills as tools in understanding the urban environment.

GEOG 414

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 212, 213, 313.
Taught	Fall
Programs	Containing GEOG 414

Course Outcomes

Complex urban environments

Understand the complexity and heterogeneity of the urban environment.

Geospatial technologies

Use Geographic Information Systems and remote sensing to map the biotic and abiotic components of the urban environment.

Model urban processes

Use geospatial technologies to map and model complex urban processes.

Top

Geographic Field Methods

Learning different methods used by geographers in the field through hands-on involvement in real faculty research.

GEOG 415R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	GEOG 101
Taught	Spring Contact Department, Summer Contact Department
Programs	Containing GEOG 415R

Course Outcomes

Field Work and the Scientific Method

Practice the scientific method, including developing research questions, conceptual framework, research design, sample collection, and data analysis

Communication skills

Communicate scientific research by developing a professional-quality poster and presentation

Top

Urban Planning Law

The political and legal context within which urban planning takes place.

GEOG 421

Hours	2.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 310.
Taught	Fall
Programs	Containing GEOG 421

Course Outcomes

Understanding Human Settlements

Demonstrate knowledge of constitutional rights and principles, state and local government law, administrative rules and regulations, especially those focusing on the use and taxation of land. (PAB 4.2.1d)

Understanding the History and Theory of Urban Planning

Explain the laws and policies relating to environmental planning and the principles and scientific support for assessing the capacity of natural and built resources. (PAB 4.2.2h)

Understand the different values and ethical standards affecting the practice of planning

Demonstrate ability to comprehend and discriminate among the goals that an individual, group, community and organization holds when considering the future including the values of justice, equity, fairness, efficiency, order and beauty. (PAB 4.2.4a)
Demonstrate ability to assess and choose among different forms of democratic decision making that support and improve the quality of plans and planning related activity including the values of fair representation, equal opportunity and non-discrimination. (PAB 4.2.4b)
Demonstrate ability to compare and respect the complex social, historical and ecological legacies that accompanies urban settlement across the globe including the values of social equity, cultural and historical preservation and environmental conservation and sustainability. (PAB 4.2.4c)

↑Top

Principles of Urban Design

Theories and principles of urban design emphasizing specific design criteria. Planning and design tools used within the U.S. by local government. Basic principles of architecture and landscape architecture. Field trips.

GEOG
422

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 310.
Taught	Fall
Programs	Containing GEOG 422

Course Outcomes

Possess the Skills Needed to Practice Planning

Use written, oral and graphic skills to compose clear, accurate and compelling text, images and maps in documents and oral presentations.

Understanding Human Settlements

Demonstrate knowledge of the design arts (architecture, landscape architecture, art, urban design) including knowledge about the relationship between the design of the built environment and its functional, aesthetic and social precedents and consequences.

↑Top

Planning for Unique and Sensitive Lands

Unique aspects of land affecting land-use planning positively or negatively depending on sensitivity of design. Landscape ecological principles introduced and examined for usefulness in land-use planning.

GEOG 423

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 310.
Taught	Winter
Programs	Containing GEOG 423

Course Outcomes

Understanding Human Settlements

Explain the environmental sciences (biology, ecology, environmental studies) including knowledge about ecological and physical systems in relation to human activity at different geographic scales.

Possess the Skills Needed to Practice Planning

Use written, oral and graphic skills to compose clear, accurate and compelling text, images and maps in documents and oral presentations. (PAB 4.2.3c)

Top

Urban Transportation Planning

Theories and principles of transportation planning emphasizing environmental, energy, economic, and social issues.

GEOG 424

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 310, 410.
Taught	Winter
Programs	Containing GEOG 424

Course Outcomes

Understanding Human Settlements

Demonstrate knowledge of the social sciences (history, economics, sociology, political science, anthropology, psychology, geography) as they relate to human settlements including knowledge of the social and spatial structure of urban and regional systems, local public finance, economics of development, infrastructure provision and effects of globalization. (PAB 4.2.1a)

Understanding the History and Theory of Urban Planning

Demonstrate knowledge of the institutions that both shape and respond to plans and planning-related activities: including knowledge of the economic, social and political institutions that influence planning and that are susceptible to purposeful change. At a minimum this study should include institutions across scale (e.g. local to global) and sector (e.g. public, private and nonprofit). (PAB 4.2.2c)

Top

Seminar in Geography and Geospatial Intelligence 1

Capstone seminar, part 1, for students in geospatial intelligence emphasis, emphasizing synthesis of material learned in major and application of knowledge and skills through research project.

GEOG
441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall
Programs	Containing GEOG 441

Course Outcomes

Components of intelligence

Describe the use of intelligence collection (e.g. SIGINT, HUMINT), as welll as structured methods of analyzing the collected data. These are critical thinking methods. Be able to write intelligence reports (dissemination) at an introductory level. To a large extent, this is competence in all areas traditionally called the intelligence cycle.

The intelligence community

Understand the intelligence community in the US, with special emphasis on deficiencies and the need to improve it in accordance with 9/11 commission recommendations. Understand the need for intelligence in a time of continuing symmetric and assymetric threats. Be able to list the qualities required in an intelligence officer. Describe the ethics of an intelligence officer.

All-source intelligence.

Demonstrate the need for all-source Intelligence as well as how to gather it, analyze it, and disseminate it. Students will be able to write reports (of entry level quality) from deep-search all-source intellligence.

National security

Be able to discuss the major national security threats of the US as well as the actors of those threats. This will be done both topically (e.g. WMD) as well as by discussing current events (e.g. IS in Iraq). Students will also be able to analyze threats to national security as well as compose threat assessments of professional quality (given limited open-source data).

Top

Seminar in Geography and Geospatial Intelligence 2

Capstone seminar part 2 for students in geospatial intelligence emphasis, emphasizing synthesis of material learned in major and application of knowledge and skills through research project.

GEOG 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 441
Taught	Winter
Programs	Containing GEOG 442

Course Outcomes

Components of Intelligence

Describe the use of intelligence collection (e.g. SIGINT, HUMINT), as welll as structured methods of analyzing the collected data. These are critical thinking methods. Be able to write intelligence reports (dissemination) at an introductory level. To a large extent, this is competence in all areas traditionally called the intelligence cycle.

The Intelligence Community

Understand the intelligence community in the US, with special emphasis on deficiencies and the need to improve it in accordance with 9/11 commission recommendations. Understand the need for intelligence in a time of continuing symmetric and assymetric threats. Be able to list the qualities required in an intelligence officer. Describe the ethics of an intelligence officer.

All-source Intelligence

Demonstrate the need for all-source Intelligence as well as how to gather it, analyze it, and disseminate it. Students will be able to write reports (of entry level quality) from deep-search all-source intellligence.

National security

Be able to discuss the major national security threats of the US as well as the actors of those threats. This will be done both topically (e.g. WMD) as well as by discussing current events (e.g. IS in Iraq). Students will also be able to analyze threats to national security as well as compose threat assessments of professional quality (given limited open-source data).

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

GEOG 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing GEOG 477R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Special Problems

Exploration of specific systematic or regional geographic themes.

GEOG 493R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Geography major or departmental approval.
Taught	Fall, Winter, Spring, Summer
Programs	Containing GEOG 493R

Course Outcomes

Special Topics

Under the direction of a mentoring professor, students will critically examine, investigate, and integrate the literature for a topic of interest in geography.

Supported learning

Students will learn to investigate a problem on their own with the support of a faculty member.

↑Top

Mentored Research

Participating in research integrating material learned in major. Emphasizes individual or collaborative research and creative thinking through active learning and reflective analysis.

GEOG 495R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing GEOG 495R

Course Outcomes

Mentored Research

Students will conduct research with a mentoring professor which may include literature reviews, data collection, data coding, data management, data analysis, constructing statistical tables, writing proposals for conferences, and writing manuscripts to be submitted for publication.

Learning on your own

Students will learn to investigate a problem on their own with the support of a faculty member.

Top

Seminar in Geography

Detailed investigation of selected systematic and regional geographic topics.

GEOG 501R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GEOG 501R

Course Outcomes

Topical expertise

Students will become familiar with current topics in this content area.

Collaboration

Within the seminar environment, students will build and strengthen their ability to collaborate while they develop understanding in the content area.

Participation & Writing

Students will learn the value of consistent class participation through class discussions and written work that is peer-reviewed.

↑Top

Geographic Information Systems

Using geographic information for solving advanced spatial problems. Introduction to using and producing maps and computer-based geographic information systems (GIS) as geographic tools. Hands-on research applications in the students' disciplines.

GEOG 503

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Graduate standing.
Note	For nonmajors who have not taken Geog 211 or 212 or equivalent.
Taught	Fall, Winter, Spring Contact Department

Course Outcomes

GIScience

Understand basic spatial concepts and data models that form the foundation of GIS.

GIS Applications

Describe several applications in which GIS is used to solve geographic problems.

GIS Analysis

Analyze data using GIS to solve real world problems.

Data Management

Acquire geospatial data from common sources and manipulate them for a specific application.

Cartography and Visualization

Design and use maps to explore and communicate geospatial information.

↑Top

Professional Planning Studio

Assessing problem and issue identification, goal formulation, data gathering, synthesis and summary, plan concept and format, and public policy adoption while writing a general plan for a community in Utah.

GEOG
510

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Geog 410.
Taught	Fall
Programs	Containing GEOG 510

Course Outcomes

Problem solving

Use problem solving skills to select, diagnose and solve relevant aspects of a complex planning problem including attention to the needs and interests of diverse stakeholders and the guidance provided by conceptual and empirical expertise. (PAB 4.2.3a)

Community Connection

Work with diverse communities, especially communities consisting of disadvantaged groups and persons and racial and ethnic minorities, or immigrant communities. (PAB 4.2.3i)

Plan implementation

Use techniques for the adoption and implementation of plans including relevant regulations, incentives, techniques and technologies. (PAB 4.2.3h)

Plan preparation

Use ideas about the creation of plans, programs or projects to prepare an individually crafted product for a specific planning purpose and audience; demonstrating skill and judgment preparing a planning project that meets minimum professional standards. (PAB 4.2.3f)

Collaboration

Collaborate with peers in joint learning activities organized to produce a plan or planning product for a relevant professional clientele, to mediate disagreements, to interpret contested purposes, and to negotiate between diverse and competing interests. (PAB 4.2.3e)

Communication

Use written, oral and graphic skills to compose clear, accurate and compelling text, images and maps in documents and oral presentations. (PAB 4.2.3c)

Top

Geographic Information Practicum

Integration of various geographic technologies to solve a practical problem. Advanced topics in GIS, remote sensing, cartography, and programming as needed.

GEOG
521R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOG 212 & GEOG 217
Recommended	Geog 222, 311, 312, 313, 317, 412.
Taught	Fall, Winter
Programs	Containing GEOG 521R

Course Outcomes

Practicum

Students will learn integration of various geographic technologies to solve a practical problem using advanced topics in GIS, remote sensing, cartography, and programming as needed.

Application Development

Use programming to develop an geospatial application that integrates GIS, Remote Sensing, and Cartography.

Web Map Design

Design effective maps and interactive web interfaces to serve a particular audience and purpose.

Lifelong Learning

Learn new skills, technologies, and techniques on your own, using a variety of learning resources.

Top

Dinosaurs

Hands-on examination of vertebrate fossils -- especially dinosaurs. For nonscience majors. Field trips.

GEOL 100

Hours	3.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing GEOL 100

Course Outcomes

Relationship between Science & Religion

Be able participate in meaningful discussions on the relationships of science and religion.

Deep Time, Diversity of Life, Plate Tectonics

Confidently explain the relationships between deep time, the diversity of life, and plate tectonics.

How Science Works

Be able to explain how science works via examples from geology and paleontology.

Awe & Wonder

Have an infectious sense of awe and wonder for today's biotic and abiotic realms as part of an ever-changing Earth.

Genealogy of the Dinosauria

Using cladistic methods be able to explain the basic phylogenetic relationships within Dinosauria, including birds.

Top

Introduction to Geology

Cultural focus on physical and environmental geology for nonscience majors; rocks and minerals. Field trips.

GEOL 101

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing GEOL 101

Course Outcomes

Rocks and Minerals

1. Understand the difference between minerals and rocks.
2. Be able to identify common rocks and minerals.
3. Know where and when the basic rock and mineral types form and how they are related to the hydrologic and tectonic systems.

Hydrologic System

1. Understand how the hydrologic system helps to shape the Earth and how the different sub-systems interact.
2. Learn the reasons for climate change in both ancient and modern times.

Tectonic System

1. Learn the basic evidences and ideas that support the Theory of Plate Tectonics.
2. Understand how the plate tectonic system works, including the role of the different types of plate boundaries and the forces that help to drive the system.
3. Learn how the plate tectonic system has helped to shape the Earth's surface.

Geologic Time

1. Gain a greater insight into the enormous length of geologic time and the evidences that support this claim.
2. Learn the different ways that scientists can determine geologic ages.

Other Planets

Learn how and why the other planets and moons in our solar system are different from Earth.

Graphics

Understand and utilize scientific graphs, charts, maps, and images.

Top

Geological Field Studies

Outdoor examination of geological processes via afternoon canyon hikes and other hands-on activities.

GEOL 102

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For nonscience majors.
Taught	

Course Outcomes

Rocks and Minerals

1. Understand the difference between minerals and rocks.
2. Be able to identify common rocks and minerals.
3. Know where and when the basic rock and mineral types form and how they are related to the hydrologic and tectonic systems.

Hydrologic System

1. Understand how the hydrologic system helps to shape the Earth and how the different sub-systems interact.
2. Learn the reasons for climate change in both ancient and modern times.

Tectonic System

1. Learn the basic evidences and ideas that support the Theory of Plate Tectonics.
2. Understand how the plate tectonic system works, including the role of the different types of plate boundaries and the forces that help to drive the system.
3. Learn how the plate tectonic system has helped to shape the Earth's surface.

Geologic Time

1. Gain a greater insight into the enormous length of geologic time and the evidences that support this claim.
2. Learn the different ways that scientists can determine geologic ages.

↑Top

Life of the Past

Cultural focus on historical geology for nonscience majors; fossils. Field trips.

GEOL
103

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GEOL 103

Course Outcomes

Please contact the individual department for outcome information.

Top

Climate and the Earth System

Chemical, physical, and biological processes shaping the Earth's surface and climate, emphasizing quantitative methods for measuring and evaluating contemporary climate and environmental changes relative to the last several thousand years.

GEOL 108

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Fundamentals

Define and describe the components and dynamics of Earth's climate system.

Climate Change

Discuss the causes (forcings) of climate change, the natural response of the many components of Earth's climate system to those forcings, and the interactions and feedbacks among these components.

Climate History

Evalute the evidence for and causes of climate change throughout Earth's history and assess the role of greenhouse gases within the climate system at multiple time scales (from tectonic-scale changes to anthropogenic changes).

Quantitative Reasoning

Quantify the response of the climate system to changes in climate forcings through problem sets and laboratory experiments. Use these results to critically evaluate climate sensitivity and climate change over time.

↑Top

Geology of the Planets

Origins and distinctive histories of the planets in our solar system as revealed by study of their surface features.

GEOL 109

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For nonscience and science majors.
Taught	Fall, Winter
Programs	Containing GEOL 109

Course Outcomes

Scientific Method

Learn to piece together new information, draw inferences, reexamine older geological theories based only on our terrestrial experience, and formulate new theories about the way planets behave and how they originated. Finally, you may be able to propose novel ways to test these new ideas.

History of the Solar System

Be able to reconstruct the histories of the planets, their moons, and other bodies.

Geology Fundamentals

Understand the fundamental principles of geology by studying the development of the planets in the solar system.

Life on Earth

Gain a greater appreciation of how our own planet functions and why it is uniquely suited for life.

↑Top

Geological Science Laboratory

Minerals, rocks, and landforms; the use of topographic and geologic maps; the interpretation of aerial photos.

GEOL 110

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	GEOL 101
Taught	Fall, Winter

Course Outcomes

Geological Materials

1. Learn the basic mineral types, how they form, and how they differ structurally.
2. Understand how minerals are put together to form rocks.
3. Learn the names and how to recognize the basic sedimentary, igneous, and metamorphic rock types.

Hydrosphere

1. Understand the basic atmospheric and hydrologic systems and how they affect the Earth's rocks. Demonstrate this by completing lab activities treating this subject.
2. Learn how man has influenced these systems and what the possible future outcomes of this influence might be.

Tectonic Sytems

1. Learn the basic workings of the Earth's tectonic system and the evidences that support the plate tectonic theory. Successfully complete lab activities that elucidate these concepts.
2. Understand how to interpret geologic structures and rocks in terms of the tectonic system.

Science and Society

1. Understand the nature of fossil fuel resources, their origin, and the magnitude of reserves of coal, oil, natural gas, etc.
2. Understand the nature of metallic resources, including their origin, distribution across the globe, and the magnitude of reserves.
3. Appreciate the environmental consequences of fossil fuel and metallic resource extraction.
4. Become aware of the major hazards posed by earthquakes, volcanic eruptions, and their attendant phenomena.
5. Understand the fundamental processes that regulate the climate, as well as the role of human activity in climate change.
6.Complete lab activities that demonstrate the relationship between geological processes and human activities.

Top

Physical Geology

Materials, structure, and surface features of the earth and the geologic processes involved in their development. Field trips and lab studies, use of aerial photos.

GEOL 111

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GEOL 111

Course Outcomes

Earth Materials

1. Learn the basic mineral types, how they form, and how they differ structurally.
2. Understand how minerals are put together to form rocks.
3. Learn the names and how to recognize the basic sedimentary, igneous, and metamorphic rock types.

Dynamics of the Hydrosphere

1. Understand the basic atmospheric and hydrologic systems and how they affect the Earth's rocks.
2. Learn how man has influenced these systems and what the possible future outcomes of this influence might be.

Dynamics of the Tectonosphere

1. Learn the basic workings of the Earth's tectonic system and the evidences that support the plate tectonic theory.
2. Understand how to interpret geologic structures and rocks in terms of the tectonic system.

Writing

Learn some fundamental skills in preparation to conduct research and ultimately write research papers in other classes, including:
1. Using online databases (GEOREF, Web of Science) to obtain information on a particular topic.
2. Using online resources (Refworks) to manage and format references.
3. Reading articles in the primary geologic literature and drawing out primary information such as the topic of and article and its conclusions even if the student is not prepared (at this stage) to understand the methodology employed.
4. Appreciate the need to properly format cited literature in a research paper.
5. Learn the content and proper voice for the abstract of a research paper.

Introduction to Earth Systems and Heat Transfer

1. Learn or review the large scale features of the Earth's interior and exterior, including the basic

features of the tectonic and hydrological systems.
2. Appreciate the role of heat transfer, and in particular convection, in making both the hydrosphere and tectonosphere dynamic.

Geology, the Environment, and Humankind

1. Understand the nature of fossil fuel resources, their origin, and the magnitude of reserves of coal, oil, natural gas, etc.
2. Understand the nature of metallic resources, including their origin, distribution across the globe, and the magnitude of reserves.
3. Appreciate the environmental consequences of fossil fuel and metallic resource extraction.
4. Become aware of the major hazards posed by earthquakes, volcanic eruptions, and their attendant phenomena.
5. Understand the fundamental processes that regulate the climate, as well as the role of human activity in climate change.

↑Top

Historical Geology

Developmental history of the earth, its landforms, and life forms, emphasizing the North American continent. Field trips and lab studies.

GEOL 112

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	GEOL 111
Taught	Winter
Programs	Containing GEOL 112

Course Outcomes

Fundamentals

Demonstrate understanding of the fundamentals of uniformitarianism and the scientific methods for determining the relative and absolute ages of Earth materials and events.

Sedimentary Rock Record

Demonstrate a basic understanding of the origin and historical significance of sedimentary rocks. Be able to identify common clastic and non-clastic sedimentary rock types in hand sample and on outcrop. Be able to determine the depositional environment from rock type and outcrop pattern. Understand the age and significance of Sloss' depositional sequences.

The Record of Life

Be able to recognize the nature and mode of fossil preservation. Be able to identify the major invertebrate fossil groups and signify the environmental significance of each. Use fossils to recognize the age of sedimentary strata.

Descent with Modification

Demonstrate a basic knowledge of organic evolution including the key concepts of natural selection and its role in producing the fossil record. Be able to explain the evidence that led Darwin to the theory of natural selection as well as post-Darwinian discoveries.

Ecological Evolution

Understand that modern Earth is a product of the coevolution of the biosphere, lithosphere, atmosphere, and hydrosphere over 4.6 billion years of earth history. Demonstrate knowledge of key biological, depositional, tectonic, and climatic events in the context of the geological timescale.

Geological Maps

Be able to decipher the geological history of an area from a geological map.

Communicating Science

Demonstrate mastery of a scientific concept and ability to convey that concept to a body of peers using PowerPoint and/or other professional means.

↑Top

Historical Geology Lab

Applying fossils, rocks, stratigraphy, correlation, and geologic maps to interpret Earth's history.

GEOL 113

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Geol 103 or concurrent enrollment.
Taught	Winter

Course Outcomes

The Record of Life

Be able to recognize the nature and mode of fossil preservation. Be able to identify the major invertebrate fossil groups and signify the environmental significance of each. Use fossils to recognize the age of sedimentary strata.

Geological Maps

Be able to decipher the geological history of an area from a geological map.

Top

Field Studies

Procedures in observing, collecting, and recording field data concerning properties of rock units.

GEOL 210

Hours	3.0 Credit, 0.0 Lecture, 9.0 Lab
Prerequisites	GEOL 111 & GEOL 112
Note	Contact Geological Sciences Department before April 15 for dates of upcoming August trip.
Taught	Fall
Programs	Containing GEOL 210

Course Outcomes

Geologic Tools

Learn how to take accurate and complete field notes.
Learn how to use a compass to measure strike and dip on outcrops in the field.
Learn how to read topographic and geologic maps and relate the map to what you see in the field.

Rock and Minerals

Review rocks and minerals learned in earlier courses and be able to accurately identify them in the field.
Understand the relationships between igneous rocks and minerals and magmatic processes.
Understand the relationships between metamorphic rocks and minerals and the processes that formed them.
Understand the significance of sedimentary rocks in understanding depositional systems and regional tectonics.

Collecting and Interpreting Geologic Data

Learn the basics of making a geologic map.
Learn how to interpret the geology on a map to draw a geologic cross-section.
Write up the results of data you collected along with your interpretation in a clear, consise manner.

Field Observation

Become detailed observers of field geology

Utah's National Parks

Understand the formative processes of the geology of Utah's National Parks including Zion NP, Bryce Canyon NP, and Capitol Reef NP.

Landscape Evolution

Develop an understanding of the interelationships of stratigraphy, structural geology, and surficial processes on landscape evolution.

Top

Geological Communications

Introduction to writing within the discipline and designing and creating publishable geologic maps and illustrations. Tools include ArcGIS, Adobe Illustrator, and Photoshop. Student portfolio initiated.

GEOL
230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOL 111
Taught	Fall
Programs	Containing GEOL 230

Course Outcomes

Use Software Tools

Become proficient in using the leading software tools including ArcGIS, Illustrator, Photoshop, Acrobat, and MS Excel.

Apply Software Tools to Geology

Design and create publishable geologic maps,illustrations, figures, and tables from geologic data and models.

Quantitative Analysis

Analyze geologic data through basic statistical techniques and simple numerical models.

Scientific Writing

Write concise, scientific descriptions of geologic data and illustrations.

↑Top

Geology for Engineers

Geological processes and materials bearing on engineering practices. Field trips.

GEOL
330

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing GEOL 330

Course Outcomes

Earth Materials

1. Learn the basic mineral types, how they form, and how they differ structurally.
2. Understand how minerals are put together to form rocks.
3. Learn the names and how to recognize the basic sedimentary, igneous, and metamorphic rock types.
4. Understand the structural and engineering aspects of these materials.

Hydrosphere Dynamics

1. Understand the basic atmospheric and hydrologic systems and how they affect the Earth's rocks.
2. Learn how man has influenced these systems and what the possible future outcomes of this influence might be.

Tectonic Systems

1. Learn the basic workings of the Earth's tectonic system and the evidences that support the plate tectonic theory.
2. Understand how to interpret geologic structures and rocks in terms of the tectonic system.
3. Understand geological hazards and engineering concerns related to the operation of the tectonic system.

Geology and Mankind

1. Understand the nature of fossil fuel resources, their origin, and the magnitude of reserves of coal, oil, natural gas, etc.
2. Understand the nature of metallic resources, including their origin, distribution across the globe, and the magnitude of reserves.
3. Appreciate the environmental consequences of fossil fuel and metallic resource extraction.
4. Become aware of the major hazards posed by earthquakes, volcanic eruptions, and their attendant phenomena.
5. Understand the fundamental processes that regulate the climate, as well as the role of human activity in climate change.

Top

Mineralogy

Principles of crystallography and crystal chemistry. Physical, chemical, and crystallographic properties of minerals.

GEOL 351

Hours	4.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	MATH 112; Chem 105 or 111 or concurrent enrollment.
Taught	Fall
Programs	Containing GEOL 351

Course Outcomes

Fundamentals

Demonstrate understanding of the fundamental ideas that govern the arrangement of atoms into a crystalline structure (chemical bonding, atomic size, coordination number, polymerization of polyhedra, bond strength and bond valence, stability, etc.)

Symmetry of Crystals

Demonstrate a basic understanding of atomic level symmetry. Enumerate and describe the crystal systems in terms of both symmetry and unit-cell metrics, recognize symmetry elements in well-formed natural crystals, and determine crystal classes of such crystals.

Instrumental Methods

Describe the applications and limitations of important instrumental/analytical methods used in mineralogy.

Mineral Identification

Identify specimens of the 60-70 most common minerals at least 70% of the time.

Phenomena

Demonstrate an understanding of the mechanisms and implications of various mineralogical phenomena, including solid solution, exsolution, polymorphism, atomic ordering, polytypism, color, and twinning.

Relationships

Discuss the interrelationships among crystallography, composition, and the physical properties of minerals.

Application

Demonstrate the ability to apply principles learned to minerals not specifically encountered in the course.

Computer Software

Use computer software for reduction of mineralogical data and be able to discuss its limitations.

Scientific Inquiry and Writing

Demonstrate the ability to work in teams to collect and analyze mineralogical data and incorporate it into an original, high quality research paper on an assigned subject of mineralogical significance.

↑Top

Petrology

Compositions, fabrics, and field relations of igneous and metamorphic rocks; behavior of rock-forming systems. Field trips.

GEOL 352

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	GEOL 210 & GEOL 351 & CHEM 105; or GEOL 210 & GEOL 351 & CHEM 111
Taught	Winter
Programs	Containing GEOL 352

Course Outcomes

Magma Generation and Evolution

Explain how magmas form and differentiate at divergent and convergent plate boundaries and at mantle plumes.

Metamorphism

Describe how metamorphic rocks form and their relationships to global tectonics.

Petrography

Identify the minerals and rock types using hand samples and thin sections of the major rock types.

↑Top

Sedimentology and Stratigraphy

Erosion; sediment entrainment, transport, and deposition; depositional systems and facies analysis; principles of stratigraphy. Field trips.

GEOL
370

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	GEOL 112 & GEOL 210 & GEOL 230
Taught	Winter
Programs	Containing GEOL 370

Course Outcomes

Application of Concepts

Apply problem solving, critical thinking, and communication skills relative to depositional models and interpreting the stratigraphic record.

Depositional Systems

Understand depositional systems, facies relationships, and introductory aspects of sequence stratigraphy.

Process Sedimentology

Discuss processes and forces that weather, transport, and deposit sedimentary grains under both sunaqueous and subarial conditions.

Rock Classification

Observe and describe sedimentary rocks objectectively. Gain the ability to communicate using appropriate scientific vocabulary.

↑Top

Structural Geology

Geometric, kinematics, and dynamic analysis of tectonic structures. Several studies will be conducted in the field.

GEOL
375

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	GEOL 210 & GEOL 230 & MATH 112; Geol 351 or concurrent enrollment; Phscs 105 or concurrent enrollment.
Taught	Winter
Programs	Containing GEOL 375

Course Outcomes

General Statement of Course Objectives

My goal is for each of student to learn to become a part of the ongoing conversation about how Earth's crust deforms. This means learning the language of structural geology and using it to share the discoveries they make for themselves. Discoveries in structural geology come through applying best-fit kinematic and dynamic models to geometric reconstructions of observed geological structure. The discovery is complete when they are communicated effectively through writing, illustrations and oral presentation.

Identify in the field and interpret the major deformational

1. Identify and measure brittle Structure (extensional and shear fractures, fault-related folds)
2. Identify and measure ductile Structure (flow folds, cleavage, foliation and rock fabrics)

Conduct a geometric structural analysis

1. Acquire reliable measurements of the geometry of structures with a compass
2. Present and manipulate data using stereographic projection
3. Interpret stress and kinematic histories from structural measurements
4. Infer geometry of subsurface and missing parts of structures from measurements in order to construct a viable geologic cross-section.

Conduct a kinematic structural analysis

1. Identify and interpret sense-of-shear indicators associated with both brittle and ductile structures in the field
2. Reconstruct the deformation path of a structural feature or deformed region

Conduct a Dynamic Sturctural Analysis

1. Derive the normal and shear stress components for rock failure from lab data.
2. Use these results to derive the constituitive equations for deformation
3. Quantify the contribution of each deformational mechanism in a region.

Forecast the next major earthquake along the Wasatch Fault

1. Measure the orientation, slip rate and direction of the Wasatch Fault
2. Combine these measurements with GPS and EDM results on strain accumulation rates
3. Determine the most likely location and magnitude of the next large earthquake along the Wasatch Fault.

Societal relevance of structural geology

1. Use structural data to predict the best location to drill for water, oil and gas.
2. Use structural data to predict the location of mineral resources
3. Use structural data to predict the environmental impact of toxic waste disposal

Top

Academic Internship

GEOL
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Experience

Gain experience in a real world work or research lab that will strengthen your understanding of the concepts learned in class.

↑Top

Applied Mathematics in the Geological Sciences

Provides a broad survey of mathematical methods that are relevant for geological problems. Focuses on casting geological problems in mathematical terms and solving them. Strong emphasis on setting up equations and on the quality of written solutions.

GEOL 405

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MATH 113 & GEOL 111
Recommended	Geol 230.
Taught	Winter
Programs	Containing GEOL 405

Course Outcomes

Mathematical Methods

Determine appropriate mathemathical methods to solve a given geological problem.

Mathematical Solutions

Set up equations describing geological problems and solve them symbolically.

Quantitative Reasoning

Discuss the relevance of a given quantitative solution to our understanding of the geological system of interest.

Mathematical Presentation

Present quantitative solutions in a logical, understandable manner emphasizing the geological relevance of the problem.

Top

Geomorphology and Remote Sensing

Interpretive analysis of landforms and their geologic significance. Use of aerial/satellite images of Earth and other planets, topographic/bathymetric maps, multi-wavelength image data. Field trips.

GEOL 411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOL 111; or GEOL 330
Taught	Fall
Programs	Containing GEOL 411

Course Outcomes

Form and Process

Understand the relationships between landscapes and the processes that created them

Interpretation of Landscape

Develop an ability to read and interpret geology and geomorphology from topographic maps, air photos, and satellite data

Quantifying Process

Become comfortable with quantitative analyses of landforms and geomorphic processes

Change over Time

Acquire an appreciation for the unique and complex way the landscapes of Earth and the planets evolved to their present-day morphologies

Top

Geological Field Methods

Introduction to methods used to collect and interpret field data in a variety of geologic and environmental investigations. Extensive hiking requires students to be physically fit.

GEOL 420

Hours	2.0 Credit, 0.0 Lecture, 16.0 Lab
Prerequisites	GEOL 352 & GEOL 370 & GEOL 375; concurrent enrollment in Geol 421 and Geol 422.
Taught	Spring
Programs	Containing GEOL 420

Course Outcomes

GEOL 420 - Geologic Field Mapping

1. Measure and describe a "section" of sedimentary strata, and subdivide the section into lithostratigraphic units.
2. Interpret rock features in context of sedimentary depositional models.
3. Collect and interpret structural data, including attitudes of contacts, fractures, faults, fold hinge lines and dip domains, cleavage and foliation, lineations and estimates of strain and paleostress directions.
4. Evaluate fluid flow in the context of structural features (e.g. faults and joints).

↑Top

Geological Mapping

Application of field procedures and mapping techniques to a variety of geologic problems. Synthesis of geologic principles leading to the construction and interpretation of geologic maps.

GEOL 421

Hours	2.0 Credit, 0.0 Lecture, 16.0 Lab
Prerequisites	GEOL 352 & GEOL 370 & GEOL 375; concurrent enrollment in Geol 420 and Geol 422.
Taught	Spring
Programs	Containing GEOL 421

Course Outcomes

GEOL 421 - Geological Mapping

1. Demonstrate proficiency in basic mapping skills, such as locating formational contacts, measuring strike and dip, and drawing a map and cross-section.
2. Map, describe and interpret a suite of metamorphic rocks.
3. Map, describe and interpret intrusive and extrusive igneous rocks

Top

Geologic Writing

Preparation of professional geologic reports and illustrations using digital tools.

GEOL 422

Hours	2.0 Credit, 0.0 Lecture, 16.0 Lab
Prerequisites	GEOL 352 & GEOL 370 & GEOL 375; concurrent enrollment in Geol 420 and Geol 421.
Taught	Spring
Programs	Containing GEOL 422

Course Outcomes

GEOL 422 - Scientific Writing

1. Produce a synthesis report describing the rock column, structural styles, and geologic history of the field mapping area in the context of plate tectonics.
2. Create professional figures using ArcGIS and Illustrator.
3. Demonstrate increased proficiency in the student's chosen career pathway by participating in deeper learning experience.

↑Top

Senior Thesis

Faculty-supervised research on a project of limited scope. Project is chosen and completed by the student. Written and oral presentation of findings required.

GEOL
430

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
☑ **Prerequisites**	GEOL 352 & GEOL 370 & GEOL 375
Taught	Contact Department

Course Outcomes

Research Experience

1. Gain a greater understanding of your area of interest by working on a mentored research project under the supervision of a faculty member.
2. Learn better writing and communication skills by compiling your research into a senior thesis.

Top

Introduction to Groundwater

Introduction to the occurrence, movement, and properties of subsurface water; surface and groundwater relationships.

GEOL 435

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOL 111; or GEOL 330; Math 110 or equivalent.
Taught	Fall
Programs	Containing GEOL 435

Course Outcomes

Water budgets

Demonstrate knowledge of the hydrologic cycle by creating a basin-scale water budget.

Darcy's law

Evaluate the relationship between grain size, sorting, and hydraulic conductivity using Darcy's Law.

Groundwater level measurements

Produce a potentiometric surface map and water table map for a well field.

Physics of groundwater flow

Evaluate the relationship between mechanical energy, hydraulic head, and force potential.

Flow nets

Construct a flow net to describe groundwater flow.

Aquifer tests

Evaluate different aquifer test methods for calculating aquifer parameters.

Groundwater recharge

Evaluate different methods for estimating groundwater recharge rates.

Groundwater flow paths

Describe groundwater flow paths for confined and unconfined aquifers.

Basin hydrogeology

Produce a consulting-type report that synthesizes the groundwater resources, flow paths, and aquifer characteristics of a basin.

↑Top

Solid Earth Geophysics

Physics of the earth, including earthquake seismology. Gravity, seismic, magnetic, electrical, and heat flow properties and methods.

GEOL
440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 106 & MATH 112 & GEOL 111
Taught	Winter
Programs	Containing GEOL 440

Course Outcomes

Physics of the Earth

Understand the fundamental principles of plate motions, seismic waves, gravity, magnetics, heat flow, and mantle convection

Problem Solving

Develop the ability to analyze processes in Earth's interior and on its surface through use of mathematics and problem solving

Science Writing

Become comfortable with reading scientific papers, analyzing their content, and writing summaries of your analyses

Earth as a Planet

Acquire an appreciation for the unique and complex processes in Earth's interior and the resulting surface manifestations and implications for development of life

↑Top

Geochemistry

Applying elementary chemical principles to understand geologic processes and materials.

GEOL 445

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 106 & CHEM 107 & GEOL 352; or CHEM 112 & GEOL 352
Taught	Winter
Programs	Containing GEOL 445

Course Outcomes

Mathematical Competence

Students will mathematically describe geochemical fractionation, mixing, kinetics, transport, and equilibrium.

Chemical Computation

Students will solve geochemical problems both analytically and using computer software.

Scientific Writing

Students will improve their scientific writing skills.

↑Top

Petrography to Petrogenesis

Principles of optical mineralogy and their application to the identification of minerals in thin section Petrographic analysis and its relation to rock-forming processes in igneous, metamorphic, and sedimentary rocks.

GEOL
452

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
☑ **Prerequisites**	GEOL 351 & GEOL 352
Taught	Winter even years
Programs	Containing GEOL 452

Course Outcomes

Petrography to Petrogenesis

Demonstate the ability to use the petrographic microscope to identify the common rock-forming minerals.
Demonstrate the ability to use the petrographic microscope to determine 2V and other optical parameters to determine mineral compositions.
Demonstate a familiarity with the common textures and microstructures of igneous and metamorphic rocks and understand the petrogenetic implications of these textures/microstructures.

Top

Economic and Resource Geology

Nature and genesis of metallic and non-metallic mineral deposits, including laboratory study of economic minerals. Field trips.

GEOL 460

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	GEOL 352
Taught	Fall
Programs	Containing GEOL 460

Course Outcomes

Ore Mineralogy

Identify important ore-forming minerals, textures, and structures in hand sample and in the field.

Ore Genesis

Compare and contrast the principal ore-forming processes: magmatic, hydrothermal, and sedimentary.

Ore Deposit Models

Use observed characteristics of an ore deposit to develop a genetic model for its origin.

Resource Exploration Strategies

Develop an exploration strategy for an ore deposit based on a genetic model.

Top

Introduction to Seismic Interpretation

Fundamental techniques; analyzing seismic reflection data. Reviewing fundamentals of seismic trace and geologic implications. Basic mapping of subsurface structure and stratigraphy.

GEOL
476

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOL 370 & GEOL 375
Taught	Fall
Programs	Containing GEOL 476

Course Outcomes

What is a seismic wavelet?

Understand and able to explain what a reflection wavelet is. i.e. polarity, phase and amplitude

2D Interpretation

Able to identify and interpret, using colored pencils, seismic reflectors on a set of intersecting 2D seismic lines.

Geologic Implications

Uses geologic knowledge to infer structure and stratigraphy from seismic reflection data.

Spatial Intelligence

Develop three-dimensional thinking skills.

Facetime I

Able to coherently and concisely prepare and present technical presentations from:
1) Scientific articles
2) Seismic interpretation and research

Contouring

Generation of a hand-drawn time-structure map using the interpretation generated in Learning Outcome "2D Interpretation"

3D Interpretation

Learning of 3D interpretation software. Able to interpret 3D data and generate digital time-structure map.

↑Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

GEOL 477

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing GEOL 477

Course Outcomes

Please contact the individual department for outcome information.

Top

Paleontology

Distribution, morphology, paleoecology, evolution, and stratigraphic significance of organisms in the geologic record. Field trips.

GEOL 480

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	GEOL 112
Taught	Winter
Programs	Containing GEOL 480

Course Outcomes

Fundamentals

Demonstrate understanding of the nature of fossils and types of fossilization that turn organic remains into fossils.

Nature of the Fossil Record-Taphonomy

Be able to explain the incompleteness of the fossil record and the taphonomic processes that affect fossils between death and burial and burial and discovery.

Taxonomy and Morphology

Be able to recognize the major groups of invertebrate fossils on the basis of their morphology and be able to identify key index fossils to the species level.

Uses of Fossils

Demonstrate understanding of the uses of fossils in solving geological problems: paleoenvironments, relative age, paleocology.

Evolution

Understand the role of fossils in demonstrating the patterns of evolution through time.

Top

Energy Systems

Short, undergraduate-level courses and extended field trips offered on an irregular basis.The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL
490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Exploratory Geophysics and Modeling

Short, undergraduate-level courses and extended field trips offered on an irregular basis.The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Planetary Seminar

Short, undergraduate-level courses and extended field trips offered on an irregular basis.The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Topics in Geology

Short, undergraduate-level courses and extended field trips offered on an irregular basis.The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL
490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Geology Seminar

Seminar on various geologic topics by guest speakers.

GEOL 491R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GEOL 491R

Course Outcomes

Broad Geological Knowledge

Demonstrate familiarity with diverse topics in geological sciences addressed by a series of seminar speakers.

Meet Leading Geoscientists

Interact with geoscientists that have specialized in disciplines of interests of like-minded students.

↑Top

Career Pathways Seminar

Seminar on graduate school and career opportunities by guest speakers.

GEOL 492R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years

Course Outcomes

Geology 492R - Career Pathways Seminar

LEARNING OUTCOMES:

- Students will become familiar with career options in various sub disciplines within the geological sciences.
- Students will learn and be exposed to networking skills for career opportunities.
- Students will attend 70 % of the seminars offered this semester and write a one page summary of the topic discussed at each seminar attended.

↑Top

Geological Research

Conducting original research under faculty supervision. Project must be approved before registration or starting project.

GEOL
497R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Supervisor's consent.
Taught	Contact Department

Course Outcomes

Research Experience

Learn research methods and techniques through faculty mentored research.

Top

Honors Thesis

GEOL 499R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

The Scientific Method

1. Be able to design a scientific study that involves the collection, analysis, and interpretation of data.

Thesis

Complete a thesis that describes and contextualizes original observational and/or theoretical work in the geosciences.

Scientific Literacy

1. Be able to frame a scientific problem within the current literature on that subject.
2. Be able to conduct a search for publications on a particular topic.

Field and Lab Methods

1. Demonstrate competence in data collections.
2. Become familiar with the analytic techniques germaine to the Honor's thesis.

Scientific Writing

Learn some fundamental skills in preparation to conduct research and ultimately write research papers in other classes, including:
1. Using online databases (GEOREF, Web of Science) to obtain information on a particular topic.
2. Using online resources (Refworks) to manage and format references.
3. Reading articles in the primary geologic literature and drawing out primary information such as the topic of and article and its conclusions even if the student is not prepared (at this stage) to understand the methodology employed.
4. Appreciate the need to properly format cited literature in a research paper.
5. Learn the content and proper voice for the abstract of a research paper.

↑Top

(Geol-Chem-C S-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

GEOL
500

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Business Skills

Demonstrate knowledge of business skills necessary to function as a scientist working in industry.
Be able to explain how corporate politics can affect your career.

Project Management

Learn the basics of project management and understand why this is important to business success

Effective Communication

Learn how to present concepts and ideas in a clear and effective manner in both oral and written form.

Business Finance

Learn how to read and understand a business financial accounting statement (both internal and external)

Technology Readiness

Understand the different levels of technology readiness and the process of moving a project through these levels to completion

Business Projects and Finances

Learn to read and understand corporate accounting statements and data and understand the basic ideas of project and portfolio management.
Learn the steps to moving an idea from concept to completion in a business setting.

Business Presentations and Writing

Learn the basics of effective business presentations and writing

↑Top

Global Geology Field Studies

In-depth study of classic geologic localities, such as Hawaii, the Bahamas, and the Appalachians, preliminary to on-site field study.

GEOL 504R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Any senior-level geology course; instructor's consent.
Taught	Contact Department

Course Outcomes

GEOL 504R - Global Geology Field Studies

Course Learning Outcomes

- Students will apply their understanding of geologic principles in unique and specific settings found across the Earth.
- Students will learn how to carry out field studies in their type locale.
- Students will acquire an understanding of, and interact with people of, different cultures, political conditions and geography in the setting of geologic studies unique to those regions in the world.

↑Top

Borehole Geophysics and Geology

Applied well log analysis, including conventional and new techniques. Subsurface geology and lithology determined from many logs. Determining porosity, permeability, and fluid saturation with hydrology, and hydrocarbon applications.

GEOL 521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Recommended	Phscs 105, 106, Geol 351, 370; or equivalents.
Taught	Winter

Course Outcomes

Learning Outcome 1

Understand the theoretical basis of well-logging tools that recover information about subsurface rocks and their fluids.

Learning Outcome 2

Be able to interpret the results of well-logging operations.

Learning Outcome 3

Have real-world experiences in classroom and outdoor “lab” settings that will mimic a professional environment.

↑Top

Petroleum Systems Analysis

Properties of petroleum; exploration methods; generation and migration of hydrocarbons, reservoirs, traps, and seals; sedimentary basin classification; energy resources. Extended field trip required.

GEOL 525

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Geol 370 or equivalent.
Taught	Fall even years

Course Outcomes

Ingredients of a Petroleum Sysytem

Understand the 5 critical ingredients of any petroleum accumulation. Understand to a basic level how these 5 criteria are risked in an economicic evaluation of any proposed well. Understand the dynamics and interconnectivity of a petroleum system.

Resource Categorization

Understand the variety of conventional and non-conventional resource plays. Understand some of the technologies required to produce these resources.

Term Presentation

Investigate and present to peers the hydrocarbon system of a significant petroleum field or play.

Sedimentary Basin Classification

Understand sedimentary basin types as dictated by their tectonic setting. Under, to a basic level, the hydrocarbon potential of these various basins and the variables that determine their potential or lack of potential. Understand the importance of looking for the exception to the rule.

↑Top

Geological Communications Laboratory

Designing and creating a variety of student-selected geological illustrations emphasizing maps and cross-sections.

GEOL
530

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent; graduate status.
Taught	Fall

Course Outcomes

Learn Software Tools

Become proficient in using the leading software tools including ArcGIS, Illustrator, Photoshop, Acrobat, and MS Excel.

Apply Software Tools to Geology

Design and create publishable geologic maps, illustrations, figures, and tables from geologic data and models.

Quantitative Analysis

Analyze geologic data through basic statistical techniques and simple numerical models.

Scientific Writing

Write concise, scientific descriptions of geologic data, illustrations, and analyses.

↑Top

Geoscience Data Analysis

Basic scientific computing skills in MATLAB, and application of statistical and numerical modeling techniques to geoscientific problems.

GEOL 531

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Stat 121 or equivalent.
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Contaminant Hydrogeology

Principles, tools, and applications used to solve heavy metal, organic, and radionuclide groundwater contamination problems. Topics include regulations, mass transport, multiphase flow, transformation, retardation, and attenuation.

GEOL
535

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Geology 435 or equivalent.
Taught	Winter odd years

Course Outcomes

Fundamentals of Fate and Transport

1. Learn the fundamental processes by which contaminants are transported in groundwater, including: diffusion, advection, and dispersion.
2. Understand process that delay or limit contaminant transport, including: sorption, reaction, decay (chemical and radioactive), and colloid transport.
3. Learn the fundamentals of tranport in the vadose zone, as well as multiphase flow.
4. Appreciate the processes involved in the transport of inorganic (including radionuclides) and organic compounds.
5. Understand the fundamental principles of ground water monitoring, site characterization, and remediation, including the major federal laws that govern such actions.

Top

Principles of Glaciology

Geophysical problems involving ice in the environment and its role in global change. Topics include atmospheric ice, snow pack, glaciers, ice sheets, sea ice, permafrost, and ice age theories.

GEOL 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Fundamentals

Describe the components of the cryosphere, their geographical extent, and their physical and chemical properties.

Applied Physics and Chemistry

Apply principles of physics and chemistry to quantify the formation of ice in the environment, mass and energy budgets of cryospheric components, dynamics of large ice masses, and the processes and rates of landscape evolution that result from ice dynamics.

Relevance

Evaluate the role of the cryospheric components in global environmental change and discuss the importance of cryospheric change on society.

Quantitative Analysis

Demonstrate the ability to quantify cryospheric formation, dynamics, sensitivities, and interactions through rigorous numerical problem sets and laboratory exercises.

Scientific Inquiry, Writing, and Oral Presentation

Demonstrate the ability to work in teams to collect and analyze glaciological data, incorporate it into an original, high quality research poster on a student-chosen topic of significance, and present the research and results orally in a poster session.

Top

Isotope Geochemistry-High Temperature Applications

Use of stable and radioactive isotope systematics in geochronology in investigation of the origins of igneous and metamorphic rocks and in the study of tectonics.

GEOL
545

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Geol 352 or equivalent.
Taught	Fall odd years

Course Outcomes

Isotope Fundamentals

1. Appreciate the structure of nuclides as the relate to radio-, radiogenic, and light stable isotopes.
2. Learn to use the chart of the nuclides.
3. Learn mechanisms and fundamental equations governing decay and ingrowth of nuclides.

Evolution of Radiogenic Nuclides in the Earth and Solar Syst

1. Understand the relationship between chemical fractionation and the evolution of isotope ratios in the Rb/Sr, Sm/Nd, and U/Pb systems. By ANALOGY, students will be prepared to understand Re/Os, Lu/Hf, K/Ca, etc should the need arise.
2. Understand the isotopic evolution of these systems in the solar system, bulk earth, rock bodies, and individual minerals.
3. Appreciate how these systems can be employed as geochronometers, and perhaps more importantly, as tracers of earth processes in the crust and mantle.

Evaluation of Multi-Component Systems

1. Learn the fundamentals of mixing, or mixing and assimilation combined with fractionation when confronted with isotope ratios of two systems, or isotope ratios and elemental abundances.

Geochronology and Thermochronology

1. Review some of the most commonly applied (and state-of-the-art) geochronometers, including: 40Ar/39Ar, U-series, 14C, 3H, and 210Pb. Emphasis changes from semester to semester based on the research goals of enrolled graduate students

Light Stable Isotopes

Understand the fundamental processes that lead to isotopic fractionation among the light stable isotopes, including:

1. Temperature-dependent equilibrium processes.
2. Kinetic fractionations.
3. Distillation.
4. Biological fractionation in plants, animals, and microorganisms.

Conduct a survey of the major applications of C, N, O, H, and S isotopes in geologic, hydrologic, and climate studies.

Seminar Days

On selected class periods throughout the semester, individual class members present, and all class members read, scientific papers that highlight the application of one or more isotope systems that have been discussed. This enables students to:

1. Learn how others have applied isotopic methods to understand how processes occur in nature.
2. Deepen their understanding of the principles discussed in class.
3. Learn to critically read, discuss, and present the findings of others.

↑Top

Isotope Geochemistry-Low Temperature Applications

Use of stable, radioactive, and radiogenic isotope systematics in geochronology and in investigation of the origins of fluid, sediment, and organic matters in low temperature settings.

GEOL 546

Hours	3.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	Geol 445 or equivalent.
Recommended	Geol 435.
Taught	Fall even years
Programs	Containing GEOL 546

Course Outcomes

Real-World Problem Solving

Students will design, implement, and report on a geochemical investigation.

Scientific Writing

Students will write a competently organized and executed scientific report.

↑Top

Environmental Soil Chemistry

Chemistry of soil systems at macroscopic and microscopic scales, examined from the perspective of scientists interested in environmental assessment and remediation.

GEOL
550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chem 105, 106, 107; or equivalents.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Scientific Writing

Students will competently organize and write a scientific report.

Chemistry Fundamentals

Students will demonstrate the ability to apply fundamental chemical principles (equilibrium, kinetics, redox) to soil systems.

Knowledge of Soil Chemistry

Students will demonstrate familiarity with the identity and behavior of the main chemical species that control soil-chemical conditions.

Environmental Impact

Students will demonstrate knowledge of environmental impacts of soil contamination, and associated remediation strategies.

↑Top

Advanced Mineralogy

Crystallography, structure, and crystal chemistry of major silicate mineral groups.

GEOL 551

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Geol 351 or equivalent.
Taught	Winter Contact Department

Course Outcomes

Crystal Chemistry

Students will demonstrate mastery of the principles of crystal chemistry, using the concepts of atomic size, valence, and electronic structure to explain the distribution of elements in the Earth.

Structural Chemistry

Students will be able to predict the structural characteristics of minerals based on the concepts of atomic size, valence, and electronic structure.

Mathematical Crystallography

Students will demonstrate a basic understanding of mathematical crystallography.

X-Ray Diffraction

Students will demonstrate a basic knowledge of Powder X-Ray Diffraction techniques and software.

Top

Igneous Petrology

Origin and evolution of magmas, emphasizing trace element and isotopic compositions and intensive properties as calculated from mineral compositions.

GEOL 552

Hours	3.0 Credit, 4.0 Lecture, 3.0 Lab
Prerequisites	Geol 352 or equivalent.
Taught	Fall odd years

Course Outcomes

Volcanology

Identify the nature and causes of volcanic eruptions.

Petrotectonics

Understand the link between tectonic setting and igneous rock composition.

Minerals and Intensive Parameters

Explain how mineral compositions can be used to deduce intensive parameters

Analytical Geochemistry

Understand the use of analytical equipment and interpretation of analytical data

Petrologic Modeling

Develop quantitative skills using calculations in a spreadsheet to model igneous processes.

Presentation Skills

Refine ability to make oral and written presentations.

Top

Metamorphic Petrology

Principles of metamorphism, including chemical equilibrium and thermodynamics of metamorphic reactions, geothermobarometery, origin and interpretation of zoned metamorphic minerals, pressure-temperature paths, and metamorphism of pelites, mafic, ultramafic and carbonate rocks. Additional subjects based on interest of the students.

GEOL 553

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	GEOL 352
Taught	Fall even years

Course Outcomes

Metamorphic Petrology

Understand the relationships between tectonic settings and metamorphic facies.
Demonstrate an understanding of the thermodynamics of metamorphic reactions.
Understand how mineral zoning can be used to interpret changing metamophric conditions.
Understand the use of analytical equipment and interpretation of analytical data.
Develope the quantitiative skills using thermobarometic calculations to determine metamorphic P-T paths.

Top

Volcanoes and Ore Deposits

Examination of the role of volcanic rocks and processes in the generation of ore deposits.

GEOL
555

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Geol 352 or equivalent.
Taught	Fall even years

Course Outcomes

Volcano Types

Understand the major types of volcanic eruptions and volcanoes

Volcanoes in the Field

Explain how outcrop characteristics can be used to deduce eruption processes and volcano evolution

Quantitative Skills

Develop quantitative skills using calculations in spreadsheets to model magmatic processes

Scientific Literature

Refine ability to make read and understand scientific literature

Top

Waveform Geophysics

Principles and methods used in seismic and ground-penetrating radar (GPR) geophysics, with petroleum exploration, engineering, environmental, and hydrological applications. Includes introduction to state-of-the-art industrial software applications for data processing and visualization.

GEOL 560

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Recommended	Geol 375, Phscs 105, 106; or equivalents.
Taught	Fall

Course Outcomes

Learning Outcome 1

Introduction tothe seismic method, especially for the reflection case.

Learning Outcome 2

Provide a quantitative and theoreticalunderstanding of how the seismic method operates.

Learning Outcome 3

Enable students to comprehend how reflection data are acquired, processed, and interpreted.

Learning Outcome 4

Process seismic reflection data acquired by USGS/ BYU using state-of-the-art tools.

Top

Geophysical Field Methods

Geophysical data acquisition processing and computer-assisted interpretation, emphasizing field deployment techniques, use of commercial data processing, and visualization software.

GEOL
561

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Recommended	Geol 375, Phscs 105, 106; or equivalents.
Taught	Fall Contact Department

Course Outcomes

Learning Outcome 1

Become expert at using an exploration seismograph and ground-penetrating radar (GPR) for subsurface surveying.

Learning Outcome 1

Become expert at using an exploration seismograph and ground-penetrating radar (GPR) for subsurface surveying.

Learning Outcome 2

Be able to design and supervise a seismic/GPR survey.

Learning Outcome 2

Be able to design and supervise a seismic/GPR survey.

Learning Outcome 3

Have real-world experiences in mostly outdoor “lab” settings that will mimic a professional environment.

Learning Outcome 3

Have real-world experiences in mostly outdoor “lab” settings that will mimic a professional environment.

Learning Outcome 4

Become acquainted with basic data processing and modeling software tools.

Learning Outcome 4

Become acquainted with basic data processing and modeling software tools.

Top

Special Topics in Geology

The following topics may be offered on demand: geology for teachers, ore deposits, solid-water interface chemistry, X-ray crystallography.

GEOL 565R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Specific Competence

Demonstrate competence in a specific topic within the geological sciences.

Top

Sedimentology and Ecology of Modern Carbonate Systems

Field course in the Caribbean emphasizing factors that produce carbonate sediments. Investigation of tidal flat to off-shore barrier reef environments and Pleistocene outcrops.

GEOL
571

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Geol 370 or equivalent.
Taught	Winter Contact Department

Course Outcomes

Fundamentals

Demonstrate an understanding of the origin and meaning of carbonate sediments as contrasted with their siliciclastic counterparts by studying them in the field.

Petrography

Be able to identify and interpret the meaning of basic carbonate grain types in modern carbonate sediment from the Bahamas and South Florida.

Depositional Environments

Collect and interpret samples from a range of modern tropical carbonate depositional environments including ooid shoals, tidal flats, reefs, lagoons, tidal channels, and open shelves.

Carbonate Sequence Stratigraphy

Be able to interpret the stratigraphy and facies of late Pleistocene parasequences as seen in outcrop and in subsurface GPR profiles.

Diagenesis

Understand the diagenetic potential of modern carbonate sediments and the processes that turn them to rock as well as the effects of meteoric water on Pleistocene outcrops.

↑Top

Advanced Stratigraphy

Studying the stratigraphic record through modern methods of correlating stratal packages, emphasizing concepts of sequence and seismic stratigraphy, and utilizing methods of chronostratigraphy, biostratigraphy, lithostratigraphy, and absolute dating. Extended field trip required.

GEOL
574

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Geol 370 or equivalent.
Recommended	Geol 480.
Taught	Winter even years

Course Outcomes

Sequence Stratigraphy

Understand the vocabulary and fundemental concepts of sequence stratigraphy as they apply to outcrop, core, and seismic sections. Understand how the fundementals of these concepts change when working in siliciclastic depositional systems as compared to carbonate depositional systems.

Nature of the Stratigraphic Record

A basic understanding of the stratigraphic record and the stratigraphic methods that researchers use to understand Earth history through strata. These methods include biostratigraphy, lithostratigraphy, magnetostratigraphy, seismic stratigraphy, and sequence/chronostratigraphy. The student should understand the fragmentary nature of the straigraphic record and the importance of recognizing hiatuses and unconformities.

Demonstration and Term Presentation

Students will demonstrate their understanding by working through problems associated with field trips to outcrops and core repositories. A term presentation on the sequence or seismic stratigraphy of a given unit of rock is given to further demonstrate that understanding.

Top

Advanced Structural Geology

In-depth discussions of a variety of topics in structural geology, emphasizing current literature and problems.

GEOL 575

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Geol 375, 410; or equivalents.
Taught	Winter

Course Outcomes

detailed analysis of various types of structual and tectonic

1. Use primarily the scientific literature to discover various deformational features and mechanisms at a variety of spatial and temporal scales
2. Use analog and numerical models to investigate how rocks and regions deform

↑Top

Three-Dimensional Subsurface Mapping and Evaluation

Advanced interpretation of 3D seismic reflection data. Integrating well and seismic data to interpret complex geologic systems. Implications for understanding hydrocarbon reservoirs.

GEOL 576

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEOL 476
Taught	Winter

Course Outcomes

Well log Integration

Ability to relate basic well log information to seismic character and reflections.

Sum is greater

Improvement of team interaction skills to understand that teamwork yields greater insights. i.e "the sum is greater than the addition of the parts"

Facetime II

Able to coherently and concisely prepare and present technical presentations from:
1) Scientific articles
2) Seismic interpretation and research

Complex 3D Intepretation

1) Interpretation of assigned 3D dataset(s):
2) Ability to determine structural and stratigraphic history/timing.

Project management

Able to effectively:
define project objectives
define timelines for deliverables
manage time and effort to deliver/report project results

↑Top

Principles of Paleontology

Modern approaches to fossil study applied to areas of evolution, paleoecology, and biostratigraphy.

GEOL 580

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Geol 480 or equivalent.
Taught	Winter Contact Department

Course Outcomes

Fundamentals

Demonstrate understanding of advanced concepts in paleontology, such as biostratigraphy, paleoecology, evolution, and taxonomy with respect to specific fossil taxa.

Nature of the Fossil Record-Taphonomy

Be able to recognize the influence of physical and biological processes on fossils and be able to interpret a fossil's post-depositional history.

Taxonomy and Morphology

Be able to recognize and identify key fossil groups down to the genus and species level.

Use of Fossils

Be able to accurately determine the age, depositional setting, and diagenesis of sedimentary strata based upon fossil content and preservation.

Collections

Become familiar with techniques use by specialists in collecting, preparing, and curating a range of fossil taxa.

↑Top

Vertebrate Paleontology

Paleobiology, osteology, and phylogeny of the vertebrates. Field trips required. Lab studies.

GEOL
586

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Evolution of Vertebrate Paleontology

Demonstrate your understanding of how science works by writing a four page history of paleontological methodologies, including contributions of significant scientists, and how the methods evolved from the early 1800’s to present.

Until death do us part - Taphonomy

Understand (1) the goals of taphonomy, (2) the basics elements of how to conduct a taphonomic analysis of a vertebrate site, and (3) the process of perminerization.

The Leg Bone is Connected to the....

Be able to identify (1) the bones in an amniote skeleton, and(2) the major histologic components of bone.

The Vertebrate Tree

(1) Understand core principles of phylogenetic systematics, (2) be able to interpret and construct cladograms, and (3), be able to explain to a peer the derived diagnostic osteologic characters for major vertebrate clades, (i.e., Craniata, Tetrapoda, Amniota, Sauropsida, Diapsida, and so on).

Field & Museum Methods

Be able to locate, collect, document, and interpret fossils in the field and curate specimens once in a repository with a level of competence equal to that of an entry-level field technician.

Relationship between Plate Tectonics and Evolution

Be able to explain to a biology graduate the impact of plate tectonics on biodiversity though deep time using examples from the fossil record and extant mammals.

Science and Religion

Be able participate in meaningful discussions on the relationships of science and religion.

↑Top

Energy Systems

Short, graduate-level courses and extended field trips offered on an irregular basis. The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Exploratory Geophysics and Modeling

Short, graduate-level courses and extended field trips offered on an irregular basis. The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Planetary Seminar

Short, graduate-level courses and extended field trips offered on an irregular basis. The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Topics in Geology

Short, graduate-level courses and extended field trips offered on an irregular basis. The following topics may be offered given sufficient demand: Energy Systems; Exploratory Geophysics and Modeling; and Planetary Seminar.

GEOL 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Seminar

Seminar on various geologic topics by guest speakers.

GEOL 591R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Total of 1 credit hour required.
Taught	Fall, Winter

Course Outcomes

Broad Geological Knowledge

Demonstrate familiarity with diverse topics in geological sciences addressed by a series of seminar speakers.

↑Top

Career Pathways Seminar

Seminar on graduate school and career opportunities by guest speakers.

GEOL 592R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years, Winter Contact Department

Course Outcomes

Geology 592R - Career Pathways Seminar

LEARNING OUTCOMES:

- Students will become familiar with career options in various sub disciplines within the geological sciences.
- Students will learn and be exposed to networking skills for career opportunities.
- Students will attend 70 % of the seminars offered this semester and write a one page summary of the topic discussed at each seminar attended.

Top

Academic Internship

GEOL 599R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

GEOL 599R - Geology Academic Internship

Course Learning Outcomes

- The students will reflect on and process internship experiences.
- The students will utilize a significant range of skills and abilities in a professional setting
- The students will put into practice the knowledge and theories they have learned in university courses in a real-world work experience.

Top

Language Study: Georgian

Survival-level conversation, reading, listening, and culture skills in the target language.

GEORG 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Georgian

Beginning speaking, listening, reading, and writing skills.

GEORG 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Georgian

Second-semester speaking, listening, reading, and writing skills.

GEORG 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GEORG 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	Contact Department

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Georgian

Intermediate speaking, listening, reading, and writing skills.

GEORG 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GEORG 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	Contact Department

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Georgian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

GEORG 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GEORG 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	Contact Department
Programs	Containing GEORG 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Georgian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

GEORG 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Georgian

Systematic review of grammar and syntax of target language.

GEORG 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEORG 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Georgian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

GEORG
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Georg 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	Contact Department
Programs	Containing GEORG 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Georgian

Advanced study of literature of target language. Continued emphasis on communication skills and culture

GEORG 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEORG 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	Contact Department

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Georgian

Concentration on target-language and target-culture issues for specific careers.

GEORG 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GEORG 330
Taught	Contact Department

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

First-Year German

Listening, speaking, reading, writing, grammar, and culture.

GERM
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Note	For those who have had no German.
Taught	Fall, Winter, Spring
Programs	Containing GERM 101

Course Outcomes

Listening and Understanding Sentence-Length Utterances

Listen and understand sentence-length utterances, primarily in face-to-face conversation about familiar topics and learned material, when strongly supported by context.

Reading and Understanding Simple Factual Texts

Read and understand main ideas and some details in simple factual texts about familiar topics.

Speaking in Simple Sentences

Speak in simple sentences to convey basic information about concrete social situations on familiar topics.

Writing Simple Sentences

Write simple sentences using basic word order and structures to express personal meaning on familiar topics.

Language Learning Strategies

Use appropriate language learning strategies to achieve both formal understanding of and communicative ability with German.

Basic Grammar Concepts

Understand and apply basic grammar concepts correctly when focused on accuracy.

Basic Cultural Awareness

Function with basic cultural awareness of cultural differences in German-speaking countries.

Top

First-Year German

Listening, speaking, reading, writing, grammar, and culture.

GERM
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	C grade or better in Germ 101 or equivalent.
Taught	Fall, Winter, Summer
Programs	Containing GERM 102

Course Outcomes

Listening and Understanding Sentence-length Utterances

Listen and understand sentence-length utterances, primarily in face-to-face conversation about familiar topics and learned material, when strongly supported by context.

Reading and Understanding Simple Factual Texts

Read and understand main ideas and some details in simple factual texts about familiar topics and short literary texts.

Speaking in Simple Sentences

Speak in simple sentences to convey basic information about concrete social situations on familiar topics

Writing Simple Sentences

Write simple sentences using basic word order and structures to express personal meaning on familiar topics.

Writing Short Stories or Essays

Write short stories or essays on familiar topics using coherent sentences and paragraphs.

Basic Awareness of Cultural Differences

Function with basic awareness of cultural differences in German-speaking countries.

Language Learning Strategies

Use appropriate language learning strategies to achieve both formal understanding of and communicative ability with German.

Basic Grammar Concepts

Understand and apply basic grammar concepts correctly when focused on accuracy.

↑Top

Pro-Seminar 1

Introduction to German cultural studies, mentored research, and professional skills development.

GERM
115

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Second-Year Proficiency Tutorial

Individualized skill building in listening, speaking, reading, writing, and grammar.

GERM 200R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Germ 102 or equivalent.
Note	For students in Germ 102, 201, and 202 who require additional tutorial assistance.
Taught	Fall, Winter

Course Outcomes

Language

Students will demonstrate an advanced level of knowledge and language proficency.

↑Top

Second-Year German

Reading, writing, grammar, culture, listening, and speaking.

GERM 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	C grade or better in Germ 102 or equivalent.
Taught	Fall, Winter, Spring
Programs	Containing GERM 201

Course Outcomes

Speaking

- Students will be able to converse in German about everyday topics, abstract ideas about familiar topics, personal opinions, simple interpretation of text, and current events. Students will complete presentations in class.

Grammar

- Students will be able to demonstrate understanding and mastery of a wide range of grammatical structures and constructions, especially those principles presented in the designated units of the online course materials.

Reading

- Students will demonstrate their ability to read, comprehend and analyze authentic written German, including a level-appropriate longer text such as a filmscript and discover and explore grammar principles and idiomatic language in the texts.

Listening

- Students will demonstrate aural comprehension of authentic spoken German about general or everyday topics, social conversation, as well as literary German with average complexity.

Culture

- Students will demonstrate a level-appropriate knowledge of the culture and traditions of German-speaking countries, including an in-depth understanding of the significant events and issues that shaped German-speaking cultures as presented in the five films selected for this course. Students will be able to discuss, analyze and write intelligently about these events and issues in the German language.

Writing

- Students will be able to demonstrate command of level-appropriate writing, including sophisticated sentences modeled on authentic German sentences. Their writing will incorporate sentences with one or more subordinate clause, as well as accurate use of punctuation and capitalization.

Vocabulary

- Students will demonstrate the ability to incorporate words, phrases, and idiomatic constructions into their own speaking and writing. These new vocabulary items will be drawn from films studied in this course.

Pronunciation

- Students will demonstrate enough pronuncation accuracy that native Germans who are not used to foreign speakers can understand them easily.

Integrated Language Learning

- Students will be able to demonstrate level-appropriate (Intermediate/Bi or higher) proficiency in all of the 8 basic language modalities: Speaking, Listening, Reading, Writing, Grammar, Vocabulary, Culture, and Pronunciation.

↑Top

Second-Year German

Culminating course for Languages of Learning requirement emphasizing culture and literature. Continued writing, grammar, listening, and speaking.

GERM
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	C grade or better in Germ 201 or equivalent.
Note	Prerequisite to all 300- and 400-level courses.
Taught	Fall, Winter, Summer
Programs	Containing GERM 202

Course Outcomes

Speaking

Students will be able to converse in German about everyday topics, abstract ideas about familiar topics, personal opinions, simple interpretation of text, and current events. Students will complete presentations in class.

Grammar

Students will be able to demonstrate understanding and mastery of a wide range of grammatical structures and constructions, especially those principles presented in the designated units of the online course materials.

Reading

Students will demonstrate their ability to read, comprehend and analyze authentic written German, including a level-appropriate longer text such as a filmscript and explore grammar principles and idiomatic language in the texts.

Listening

Students will demonstrate aural comprehension of authentic spoken German about general or everyday topics, social conversation, as well as literary German with average complexity.

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Pronunciation

Students will demonstrate enough pronunciation accuracy that native Germans who are not used to foreign speakers can understand them easily.

Integrated Language Learning

Students will be able to demonstrate level-appropriate (Intermediate/Bi or higher) proficiency in all of the 8 basic language modalities: Speaking, Listening, Reading, Writing, Grammar, Vocabulary, Culture, and Pronunciation.

↑Top

Intermediate Conversation

Intensive vocabulary building and conversation practice. Can be fulfilled through language residency program.

GERM
211R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Germ 102 or equivalent experience.
Taught	Contact Department

Course Outcomes

Understanding Teacher Instructions

· I can show I understand the teacher's instructions by doing what is required.

German Terminology

· I demonstrate my knowledge of the correct German terminology by role playing diverse practical settings and by discussions about related topics

Carry Out Research

Students wil be able to carry out research on one aspect of Germanic linguistics and ommunicate a clear synthesis and analysis of their research in both written and oral form.

Conversing about Novels

· I demonstrate understanding of contents and interpretations of a novel by participating in conversations about them.

Finding Sources for Research

Students will be able to seek sources on topics in Germanic linguistics, including journal articles, handbooks, speech recordings, etc.

Communicating Needs

· I can communicate my needs.

Annotated Bibliography

Students will be able to write an annotated bibliography.

Summarizing Reading Passages

· I can summarize reading passages.

Data, Quotes and Citations

Students will be able to identify appropriate data and useful quotes that help them support their thesis and the arguments they are making. Students will be able to introduce and cite all quotes and data properly, providing adequate and correct citations for all points they are making or ideas they are drawing on from the works of other scholars.

Explaining hard to understand Concepts

· I can explain hard to understand concepts to others.

Logical Arguments

Students will be able to argue their points and theses effective by using logical and cohesive arguments.

Synthesizing and Shareing Interpretations from Reading Passa

· I can synthesize and share my interpretation of reading passages in a novel.

Reviewing One's Own Work and that of Others

Students will become less dependent on their professor's grades, feedback and comments to improve their work. They will develop the ability to candidly evaluate their own performance and work, providing effective peer review for the work of others, identifying both the strengths and weaknesses of papers in terms of structure, form, citations, writing to the thesis, and overall organisation. To do so, students will be able to identify the key sentences in their own work and the work of others, shaping paragraphs and sections to ensure they fit with the thesis and topic of the research paper.

Express Views on Contemporary Issues

· I can express my views on contemporary issues using relevant terminology.

Using Publications as an Example for Writing Own Paper

Students will be able to draw upon published sources and the articles of others to use as examples of 1) how to organise their papers (including sections and paragraphs); 2) how to cite and incorporate data (including in tables) and the ideas of others; 3) compose a bibliography, 4) format their papers, and 4) correctly use the terminology and turns of phrased used in the field in question.

Oral Presentations

· I can give an oral presentation from prepared notes.

Pronouncing German Consonants

· I can pronounce the German consonants correctly.

Pronouncing Germal Vowels

· I can pronounce the German vowels correctly.

Stress Patterns

· I can apply the correct stress patterns.

Fluent Speech Rate

· I can speak at a fluent speech rate.

Correct Word Endings

· I can use the correct word endings (gender, case, number).

Correct Word Order

· I can use the correct word order, also in complex phrases.

Correct Verb Forms

· I can use the correct verb forms.

Words in Correct Contexts and Correct Connotations

· I can use words in the right context and with the right connotations.

Motivated to Learn German

· I am motivated to learn German and show this by giving my best each time.

Language Learning Strategies

· I know what works best for me in achieving proficiency and I can use a variety of strategies.

Using German Outside of the Classroom

· I find ways to use German outside the classroom.

Cultural Differing Viewpoints

· I keep an open mind to understand cultural differing viewpoints.

Autonomous Learning and Class Preparation

· I can learn grammar points on my own and show this by being prepared for class.

Vocabulary

· I remember vocabulary by forming useful associations with new words and use these in oral and written communication.

Top

Pro-Seminar 2

Introduction to mentored scholarly research in German cultural studies. How to apply for ORCA grants, Fulbright and other fellowships. Continued professional skills development.

GERM
215

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GERM 215

Course Outcomes

Carry Out Research

Students wil be able to carry out research on one aspect of Germanic linguistics and ommunicate a clear synthesis and analysis of their research in both written and oral form.

Finding Sources for Research

Students will be able to seek sources on topics in Germanic linguistics, including journal articles, handbooks, speech recordings, etc.

Annotated Bibliography

Students will be able to write an annotated bibliography.

Data, Quotes and Citations

Students will be able to identify appropriate data and useful quotes that help them support their thesis and the arguments they are making. Students will be able to introduce and cite all quotes and data properly, providing adequate and correct citations for all points they are making or ideas they are drawing on from the works of other scholars.

Logical Arguments

Students will be able to argue their points and theses effective by using logical and cohesive arguments.

Reviewing One's Own Work and that of Others

Students will become less dependent on their professor’s grades, feedback and comments to improve their work. They will develop the ability to candidly evaluate their own performance and work, providing effective peer review for the work of others, identifying both the strengths and weaknesses of papers in terms of structure, form, citations, writing to the thesis, and overall organisation. To do so, students will be able to identify the key sentences in their own work and the work of others, shaping paragraphs and sections to ensure they fit with the thesis and topic of the research paper.

Using Publications as an Example for Writing Own Paper

Students will be able to draw upon published sources and the articles of others to use as examples of 1) how to organise their papers (including sections and paragraphs); 2) how to cite and incorporate data (including in tables) and the ideas of others; 3) compose a bibliography, 4) format their papers, and 4) correctly use the terminology and turns of phrased used in the field in question.

Top

(Germ-Scand) German and Scandinavian Cinema

Background for understanding and appreciating the best of motion picture art in Germany and Scandinavia.

GERM 217

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	A first-year writing course.
Note	Language of instruction is English; no knowledge of German or Scandinavian languages is required.
Taught	Fall, Winter Contact Department
Programs	Containing GERM 217

Course Outcomes

Analysis and Writing

Students will develop skills to allow them to view, analyze, critically interpret, and write about films that come from a wide variety of cinematic genres.

Analytic Vocabulary and Critical Skills

Students will develop an analytic vocabulary and critical skills that will allow them to participate in scholarly discussions of key cinematic texts from Nordic and German history.

Reading, Critiquing and Writing Formal Sequence Analyses

Students will be able to read, critique and write formal sequence analyses of key scenes from German and Scandinavian films.

Developing Intellectually Sound Interpretations

Students will be able to develop their own well-informed, critically provocative, and intellectually sound interpretations of different cinematic texts and be able to defend and expand these interpretations in classroom discussions and in writing assignments. A list of these specific skills can be found in the grading rubric for each of these assignments.

Increasing Cultural Literacy

Because the course is structured around a variety of historical, theoretical, and cultural questions, students will develop and demonstrate an increased cultural literacy as they grapple with questions of ideology, identity, class, race, gender and memory in the context of the German and Scandinavian cultures and film history.

Becoming more Aware of Student habits of Seeing and Thinking

As students are confronted with the startling and strange and intriguing ways that Germans and Scandinavians represent the world, they will become more aware of their own habits of seeing and thinking. In several of their written assignments and class discussions, students will demonstrate their ability to thoughtfully reflect upon these different visual practices and to engage these different ideas into meaningful dialogue.

↑Top

Marx, Nietzsche, Freud

An introduction to the ideas of Marx, Nietzsche, and Freud in historical and contemporary contexts.

GERM
250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 250

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Third-Year Proficiency Tutorial

Individualized skill building in listening, speaking, reading, writing, and grammar.

GERM
300R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Germ 202 or equivalent.
Note	For students in Germ 301 and higher who require additional tutorial assistance.
Taught	Fall, Winter
Programs	Containing GERM 300R

Course Outcomes

Langugage

Students will demonstrate an advanced level of language proficency.

↑Top

Intermediate German

Integration of different aspects of language learning including speaking, listening, culture, writing, reading, pronunciation, vocabulary, and grammar. Geared toward "high-intermediate" level language learner.

GERM 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Germ 202 and/or a score of "Intermediate" or lower on the 300-Level German Placement Test.
Recommended	Germ 101, 102, 201, 202.
Note	Counts as an elective towards the German major or minor.
Taught	Fall, Winter
Programs	Containing GERM 301

Course Outcomes

Increasing Vocabulary

The specific objectives of the course are:

- to greatly increase the vocabulary base by learning a multitude of expressions and applying them regularly in conversation

Becoming More Fluent

- to become more fluent speakers by practicing conversation in every class period and for at least one hour outside of class each week

Fluently reading of Authentic Literary Texts and Newspaper a

- to practice reading authentic literary texts and newspaper articles fluently. We will read one complete drama, one complete novel, a dozen short stories and articles, and several dozen poems.

Pronouncing German Correctly

- to pronounce German correctly

German History and Culture

- to deepen the understanding of German history and culture

Applying Grammar Correctly

- to become proficient by applying grammar correctly

Increasing Understanding of Spoken German

- to increase understanding of spoken German by listening to the instructor and other students, and by listening to news broadcasts, films, DVDs, etc. for at least one hour a week.

Idioms, Vocabulary, and Learned Expressions

- to incorporate idioms, appropriate vocabulary and other learned expressions and grammar principles in oral presentations and written reports.

↑Top

Advanced German Language 1

Integration of different aspects of language learning including speaking, listening, culture, writing, reading, pronunciation, vocabulary, and grammar.

GERM
302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	An "advanced" score on the 300-Level German Placement Test (administered in Germ 301 or 330).
Recommended	Germ 301, 330 if major language exam score is "intermediate" or lower; Study Abroad in Berlin or Vienna.
Note	Required for German major or minor. Geared toward the "advanced" level language learner.
Taught	Fall, Winter
Programs	Containing GERM 302

Course Outcomes

Grammar

The student (who applies him- or herself) will build on his or her firm foundation of basic grammar by coming to understand and correctly employ more advanced principles and structures. Specifically: gender patterns, Konjunktiv I, Partizipialkonstruktionen, rules of punctuation, Ausklammerung, modal particles, and the more difficult forms of the relative clause.

Writing

The student will gain in fluency, accuracy, and idiomatic correctness in his or her writing German through frequent writing assignments, both formal and informal. The student will learn to revise based on expert feedback. The student will also gain confidence in moving between different registers or styles.

Listening

The student will become considerably more proficient at understanding spoken German as presented in the German media.

Reading

The student will gain competency in reading difficult German texts of various styles. The student will also acquire non-language-specific skills in close reading and literary analysis.

Culture

The student (including returned missionaries) will be become profoundly more familiar with modern German life by regularly watching and discussing the German news and other television/video broadcasts. The student will also become more familiar with post-war German history through select literary texts. In general, the student will become aware of German and/or European perspectives that may differ from his or her own, or that may have never even occurred to the student.

Vocabulary

The student will expand his or her vocabulary considerably by watching the German media and maintaining a vocabulary list that will be employed for certain writing assignments.

Speaking

The student will develop his or her speaking proficiency through participation in group and class discussions, although serious improvement will require extracurricular involvement on the student's own initiative. Come to *Stammtisch,* hang out at the German house, go to the weekly Filmabend, find a German-speaking partner, or best of all: go abroad on an internship or study program!

Pronunciation

The student will improve the accuracy of his or her pronunciation through repeated exposure to native German (e.g. the German news) and spontaneous pronunciation guidance in class.

↑Top

Advanced German Language 2

Continuation of Germ 302. Integration of different aspects of language learning including speaking, listening, culture, writing, reading, pronunciation, vocabulary, and grammar.

GERM 303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GERM 302
Recommended	Germ 330; Study Abroad in Berlin or Vienna.
Note	Required for German major or minor. Geared toward the "advanced" level language learner.
Taught	Fall, Winter
Programs	Containing GERM 303

Course Outcomes

Grammar

The student (who applies him- or herself) will build on his or her firm foundation of basic grammar by coming to understand and correctly employ more advanced principles and structures. Specifically: gender patterns, Konjunktiv I, Partizipialkonstruktionen, rules of punctuation, Ausklammerung, modal particles, and the more difficult forms of the relative clause.

Writing

The student will gain in fluency, accuracy, and idiomatic correctness in his or her writing German through frequent writing assignments, both formal and informal. The student will learn to revise based on expert feedback. The student will also gain confidence in moving between different registers or styles.

Listening

The student will become considerably more proficient at understanding spoken German as presented in the German media.

Reading

The student will gain competency in reading difficult German texts of various styles. The student will also acquire non-language-specific skills in close reading and literary analysis.

Culture

The student (including returned missionaries) will be become profoundly more familiar with modern German life by regularly watching and discussing the German news and other television/video broadcasts. The student will also become more familiar with post-war German history through select literary texts. In general, the student will become aware of German and/or European perspectives that may differ from his or her own, or that may have never even occurred to the student.

Vocabulary

The student will expand his or her vocabulary considerably by watching the German media and maintaining a vocabulary list that will be employed for certain writing assignments.

Speaking

The student will develop his or her speaking proficiency through participation in group and class discussions, although serious improvement will require extracurricular involvement on the student's own initiative. Come to *Stammtisch,* hang out at the German house, go to the weekly Filmabend, find a German-speaking partner, or best of all: go abroad on an internship or study program!

Pronunciation

The student will improve the accuracy of his or her pronunciation through repeated exposure to native German (e.g. the German news) and spontaneous pronunciation guidance in class.

Top

Advanced Conversation

Building vocabulary and developing skills needed to exceed assessed proficiency rating.

GERM
311R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Germ 211R or equivalent experience.
Note	Intensive vocabulary building and conversation practice. Can be fulfilled through language residency program.
Taught	Fall, Winter, Spring, Summer
Programs	Containing GERM 311R

Course Outcomes

Understanding Teacher Instruction

I can show I understand the teacher's instructions by doing what is required.

Comptemporary Issues in German

I demonstrate understanding of contemporary issues in German by participating in discussions about them.

Contents and Interpretations of Novels

I demonstrate understanding of contents and interpretations of a novel by participating in conversations about them.

Communicating Needs

I can communicate my needs.

Summarizing Reading passage

I can summarize reading passages.

Explaining Hard to Understand Concepts

I can explain hard to understand concepts to others.

Synthesizing and Sharing Intrepretations of Reading Passages

I can synthesize and share my interpretation of reading passages in a novel.

Contemporary Issues

I can express my views on contemporary issues using relevant terminology.

Oral Presentations

I can give an oral presentation from prepared notes.

Pronouncing German Consonants

I can pronounce the German consonants correctly.

Pronouncing German Vowels

I can pronounce the German vowels correctly.

Stress Patterns

I can apply the correct stress patterns.

Fluent Speech Rate

I can speak at a fluent speech rate.

Correct Word Endings

I can use the correct word endings (gender, case, number).

Correct Word Order

I can use the correct word order, also in complex phrases.

Using Correct verb forms.

I can use the correct verb forms.

Using Words in Right Context and with the Right Connotations

I can use words in the right context and with the right connotations.

Motivated to Learn German

I am motivated to learn German and show this by giving my best each time.

Language Learning Strategies

I know what works best for me in achieving proficiency and I can use a variety of strategies.

Using German outside of the classroom

I find ways to use German outside the classroom.

Differing Cultural Viewpoints

I keep an open mind to understand cultural differing viewpoints.

Autonomous Language Learning

I can learn grammar points on my own and show this by being prepared for class.

Vocabulary

I remember vocabulary by forming useful associations with new words and use these in oral and written communication.

Top

Directed Research in Lit/Film/Culture 1

Mentored research building toward honors thesis, capstone paper, or publishable paper. Continued opportunity to work on grant and fellowship applications. Professional skills development.

GERM 315

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GERM 315

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Directed Research in Linguistics 1

Introduction to mentored scholarly research in German linguistic studies. Focus on gathering and analyzing data. Continued professional skills development.

GERM 316

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GERM 316

Course Outcomes

Research

Students will demonstrate an advanced level of knowledge in a chosen specialty area and conduct research in that area.

↑Top

Cultural History of German-Speaking Peoples

Culture, with listening, speaking, reading, writing, and grammar as secondary emphases. Includes International Cinema.

GERM
330

Hours	3.0 Credit, 3.0 Lecture, 1.5 Lab
Prerequisites	Germ 202 or equivalent experience.
Note	Entry course for returned missionaries or others with equivalent German language experience. Required course for obtaining language credit by examination (Germ 101, 102, 201, 311R). Prerequisite to all 400-level courses. Culminating course for Languages of Learning requirement.
Taught	Fall, Winter, Spring
Programs	Containing GERM 330

Course Outcomes

Course Content

German 330 is meant for two different kinds of students: 1) those who have learned German in an academic setting and 2) returned missionaries.German 330 courses cater to the needs of both of these groups equally, and do not marginalize the learning needs of either group.
(Corresponds to German Literature Program Learning Objectives #1 and #2)
German 330 students will learn about multiple aspects of German cultural history. In addition to basic historical narrative, students will learn about music, art, architecture, literature, philosophy, the German language, and cultural narratives such as gender, race, class, religion, etc.
(Corresponds to German Literature Program Learning Objectives #4 and #5)
Students will be able to demonstrate their knowledge of basic historical eras and intellectual/aesthetic movements including the Carolinginian period, the Renaissance, the Reformation, the Enlightenment, Romanticism, the Revolutionary period, the Gründerzeit, Modernism, Historicism, the Weimar Republic, The Rise of Fascism, Post-War period, the Reunification, and Post-Modernism.
(Corresponds to German Literature Program Learning Objectives #4 and #5)
All students of German 330 will take the Department 300-Level Placement exam. This is the test that places students into German 301 or 302 according to their language skills. The students' scores on the placement exam will in no way affect their grade in the course. Some students may choose to use this test as their 16-credit Residency Exam. These students need to receive the appropriate forms and instructions from their professors.
(Corresponds to German Literature Program Learning Objectives #1 and #2)

Writing

(All of the below Correspond to German Literature Program Learning Objectives #3)
Students will demonstrate that they can write a coherent, logical and organized argument in

formal writing assignments that they complete each week or every two weeks.
Students will complete at least 30 pages (12-point font, double spaced) of formal academic writing over the course of the semester.
A significant portion (one fourth to one half or more) of the writing should be in German.
A 5-7 page final research paper or a significant re-write of a previously-written paper will be required for all 330 students.
All 330 students will complete a final exam in addition to their final paper.

Presentations

(All of the below Correspond to German Literature Program Learning Objectives #3)
Each 330 student will be required to give at least one presentation in front of the entire class. If these reports are in German, the evaluation of language skills will only make up a small fraction of the grade (5-10%). The rest of the grade will evaluate the student's organization, research, argument, intellectual rigor, relevance, presentation skills, power point, visual aids, etc.
The Professor will spend dedicated time in class instructing students about the basics of an acceptable academic oral presentation, and provide the students with detailed grading criteria that insure a high quality of student presentations.
Students will be responsible for the information that they learn from their fellow students' presentations. This will be evaluated through papers, in-class essays, interviews, or some other means to be decided by the instructor.

Research

(Corresponds to German Literature Program Learning Objective #3 and #5)
Each 330 student will be required to complete advanced library and bibliographic research in some aspect of the course.

Honors

(Corresponds to German Literature Program Learning Objectives #3 and #5)
Each 330 course will include a 330H honors section. Students in these sections will be required to participate in some sort of extra research project, such as the Sophie Project of mentored student learning. As per the instructions from University Honors, Honors students should not just complete more of the usual assignments for the regular section of the 330 class, rather they should participate in a unique research experience.

↑Top

Writing About Literature

Methods of literary interpretation. Reading, writing, and research skills integral to the literary analysis expected in German major or minor courses.

GERM 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fills GE Advanced Written and Oral Communication requirement.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing GERM 340

Course Outcomes

Articulating Interpretive Ideas

Articulate their interpretive ideas in class discussions, written assignments and class presentations. (Class discussions, homework, presentations) [Outcomes 3, 5]

Analyzing Theoretical and Literary Texts

Deeply analyze theoretical and literary texts of varying genres, critically asking questions of the texts in order to produce their own individual interpretation. (Homework, class discussions, final paper) [Outcome 5]

Library and Online Research

Conduct serious library and online research and build a correct bibliography on the topic of their seminar paper. (Homework, final paper) [Outcome 3]

Seminar Paper

Write an original, significant, persuasive seminar paper which interprets some aspect of a text from the class readings, and which is presented in correct MLA format. (Homework, final paper) [Outcomes 3, 5]

Top

Introduction to Literary Analysis

Close reading of texts; examining various critical theories and their application to German prose, drama, poetry, and film. Preparation for 440R - 445R sequence. Includes International Cinema.

GERM
343

Hours	3.0 Credit, 3.0 Lecture, 0.5 Lab
Prerequisites	None
Recommended	Germ 302, 303, 330, 340.
Taught	Fall Contact Department, Winter
Programs	Containing GERM 343

Course Outcomes

Theoretical and Critical Approaches

- Identify the basic premises, goals and questions used by the proponents of different theoretical approaches such as Formalism, Reader Response criticism, Structuralism, etc. [Measures: Quizzes, final exam] #4
- Isolate basic ideas from the different critical approaches studied in the course and apply them to the primary literature assigned in the class (novels, stories, films, poetry, etc.) [Measures: Homework, final exam, papers] #4,5
- Choose a specific literary text from a pre-determined selection and analyze it from the perspective of one or more critical approaches. [Measures: Papers, Final exam] #3,4,5

Negotiating Complex Secondary Texts

Demonstrate in their Toolbox assignments that they can negotiate complex secondary texts, skim the parts that are less useful to them, and extract useful quotes that will help in their reading and interpretation of texts. [Measures: Homework] #3,5

↑Top

Introduction to Phonetics

Perfecting listening and speaking skills through applying phonetics and acoustic analysis; practicing speaking and listening.

GERM
344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 301, 302, 303, 330.
Taught	Fall, Winter
Programs	Containing GERM 344

Course Outcomes

Principles of Phonetics

Understand and be able to describe the general principles of phonetics, e.g., what the difference is between stops, fricatives, nasals, how voicing is produced, the parts of the articulatory tract, etc.;

German Phonetic and Phonemic Systems

be able to describe the German phonetic and phonemic system and how it differs from the native language (i.e., English) and be able to provide the names of each of the sounds in both English and German;

Pronunciation Refinement

have eliminated phonemic errors (wrong sounds) and further refined their own pronunciation (reducing or eliminating foreign accent);

International Phonetic Alphabet

be able to use IPA (International Phonetic Alphabet) to transcribe the German language;

Articulation of German Phonemes and Allophones

be able to describe the articulation of the German phonemes and allophones;

Evaluating and Improving Pronunciation

be able to employ the tools learned in class to both evaluate and improve their own pronunciation of German as well as the pronunciation of others (including but not limited to articulatory explanations, rudimentary acoustic analysis, etc.);

Improving General Proficiency

have taken the opportunity to improve their general proficiency, including grammar, vocabulary, cultural knowledge and functional ability;

Describing and Evaluating Variation in Spoken German

be able to describe and evaluate variation in spoken German by both native and non-native speakers.

Top

Field Studies in German

Field studies to help develop mastery of study abroad specific skills such as research data gathering, ethnographic observation, interviews, as well as intensive understanding of art and architectural history, drama and musical performances, investigations of cultural differences, etc.

GERM 345R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Study abroad, internship, or direct enrollment only.
Recommended	Germ 102.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 345R

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Methods in Teaching German

Developing meaningful and engaging instruction for secondary students in German; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

GERM 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 303, 344, FLang 276 for teaching majors and minors.
Taught	Fall, Winter
Programs	Containing GERM 377

Course Outcomes

Expected Learning Outcomes:

1. Demonstrate an understanding of current theories of second language acquisition research.
2. Design unit and daily lesson plans in alignment with the *World-readiness Standards for Learning Languages* and ACTFL Proficiency Guidelines.
3. Create lesson segments that reflect theory and practice.
4. Design performance-based assessments.
5. Use technology as a tool for professional development and to promote student learning.
6. Develop the ability to reflect on their teaching, student learning and to make changes as warranted.
7. Be an active professional participant in the field of language teaching.

↑Top

Practicum in Teaching German

Implementing meaningful and engaging instruction for secondary students in German; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

GERM
378

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	concurrent enrollment in Germ 377.
Taught	Fall, Winter
Programs	Containing GERM 378

Course Outcomes

Learning Outcomes

1. Recognize effective strategies of foreign language teaching.
2. Demonstrate how to design lesson plans based on the *World-readiness Standards for Learning Languages* and ACTFL Proficiency Guidelines.
3. Demonstrate how to teach effective lessons based on the *World-readiness Standards for Learning Languages* and ACTFL Proficiency Guidelines.

Top

Academic Internship: German Work

On-the-job ten-week summer language experience in German-speaking countries. Report required.

GERM 399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Not applicable to German major or minor.
Taught	Fall, Winter, Spring, Summer
Programs	Containing GERM 399R

Course Outcomes

Work-related skills

In their final reports and interviews, students who have completed German 399R will be able to demonstrate the following:
Students will be able to identify a list of five work-related skills that they learned during their internship experience.

Increasing knowledge of technical language

Students will be able to provide a list of work-specific vocabulary and technical terms that they learned over the course of their internships.

Awareness of increased competitiveness

Students will be able to articulate specific ways that their internship has made them more competitive in the employment market including experience, improved language skills, specific job skills, networking opportunities, etc.

Certifications and endorsements

Students will be able to explain and contextualize thelanguage certifications, endorsements and course completion documents that they have received from their host institutions.

Cultural differences

Students will be able to list specific differences between American workplace culture and the work ethic, practices and ideas they learned in a German-language working environment.

Top

Fourth-Year Proficiency Tutorial

Individualized skill building in listening, speaking, reading, writing, and grammar. Completed senior portfolio reviewed, final proficiency exam administered.

GERM 400R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Germ 401.
Note	Must be taken concurrently with German 401 in student's last year in the program. One credit hour required.
Taught	Fall, Winter
Programs	Containing GERM 400R

Course Outcomes

Polishing and Improving German Language Skills

1. Under the direction of the instructor, prepared students will define areas of language competency in which they are weak and will work at their own pace to polish and improve these German language skills.
2. Under the direction of the instructor, graduating students will prepare for the Senior Proficiency Exam by defining areas of language competency in which they are weak and working at their own pace to polish and improve these German language skills.
3. As part of the course requirements, graduating students will complete all parts of the Senior Proficiency Exam (vocabulary, reading, listening comprehension, grammar, strong verbs, OPI and WPT)
4. As part of the course requirements, graduating students will complete their student portfolios and submit them.

Top

Capstone Paper

Submission in the portfolio of best capstone paper on a German-related topic.

GERM
401

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Germ 400R.
Note	Must be taken concurrently with Germ 400R in student's last year in the program.
Taught	Fall, Winter
Programs	Containing GERM 401

Course Outcomes

Please contact the individual department for outcome information.

Top

German Proficiency Workshop 1

A proficiency-based language course in which fourth-year students at the intermediate level of German can improve speaking, listening, reading, and writing skills building to the advanced level.

GERM 410R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Recommended	Germ 302 or equivalent.
Taught	Fall Contact Department, Winter Contact Department, Spring, Summer Contact Department
Programs	Containing GERM 410R

Course Outcomes

Please contact the individual department for outcome information.

Top

German Proficiency Workshop 2

A proficiency-based language course in which fourth-year students at the advanced level can improve speaking, listening, reading, and writing skills building to the superior level.

GERM
412R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Recommended	Germ 303 or equivalent.
Taught	Fall Contact Department, Winter Contact Department, Spring, Summer Contact Department
Programs	Containing GERM 412R

Course Outcomes

Please contact the individual department for outcome information.

Top

Directed Research in Lit/Film/Culture 2

Mentored research leading to completion of capstone paper, honors thesis, ORCA paper, or other publishable papers. Review of portfolio. Direction in submitting papers for publication, reading papers at conferences. Continued professional skills development, including how to apply for graduate school and completion of Fulbright and other fellowship applications.

GERM 415

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GERM 415

Course Outcomes

Research

Students will demonstrate an advanced level of knowledge in a chosen specialty area and conduct research in that area.

Top

Directed Research in Linguistics 2

Introduction to mentored scholarly research in German linguistic studies. Focus on conducting linguistic research and writing about the results of linguistic studies. Continued professional development skills.

GERM 416

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GERM 416

Course Outcomes

Research

Students will demonstrate an advanced level of knowledge in a chosen specialty area and conduct research in that area.

↑Top

German Literary Periods and Movements

In-depth study of a period or movement such as medieval, Renaissance, baroque, eighteenth century, romanticism, classicism, realism, fin-de-siecle Vienna, naturalism, expressionism, post-war, or contemporary.

GERM
440R

Hours	1.0 - 5.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302, 303, 330, 340, 343.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 440R

Course Outcomes

Reading, Understanding and Synthesizing Sophisticated German

Students in German seminars will demonstrate that they are able to do the following:
Read, understand and synthesize sophisticated German-language primary and secondary texts (unless the course is being taught in English).
(Corresponds to German Program Learning Outcomes 1 and 5)

Participating in Class Discussions

Participate actively in class discussions, having completed reading and writing assignments.Answer questions about the text and to provide insight that contributes to the course discussion. (Corresponds to German Literature Program Learning Objectives #4 and #5)

Speaking and Writing about Intellectually Challenging Topics

Wherever possible, use German to speak and write about intellectually challenging topics.
(Corresponds to German Literature Program Learning Objectives #1 and #2)

Oral Presentations

Provide organized and insightful oral presentations that demonstrate good public speaking skills and a knowledge of technology and etiquette
(Corresponds to German Literature Program Learning Objectives #3)

Using Secondary Articles to Illuminate Primary Texts

Use ideas and terms from theoretical texts and cultural and historical information from secondary articles to illuminate a primary literary text.
(Corresponds to German Literature Program Learning Objectives #4 and #5)

Final Research Paper

Write an English-language (or-voluntarily-a German-laguage) final research paper that does the following:
a) identifies a question or problem that is centered in a text
b) answers that question or problem with a hypothetical thesis statement,
c) proves that statement with a well-crafted argument.That argument consists of a series of paragraphs that substantiate specific claims made in the thesis statement and in each paragraph's easily-identifiable topic sentence.
(Corresponds to German Literature Program Learning Objective #3)

Completing Original Research

Complete original research for the research paper, properly citing all sources and including an up-to-date review of literature that shows what new insight the student is bringing to established literary scholarship.Use proper in-text citations, a works cited page, and footnotes or endnotes where appropriate, to give credit to the sources of the ideas in the paper.
(Corresponds to German Literature Program Learning Objective #3)

↑Top

Studies in German Literary Genres

In-depth study of a genre such as drama, novel, novella, lyric, or film.

GERM
441R

Hours	1.0 - 5.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302, 303, 330, 340, 343.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 441R

Course Outcomes

Participating in Class Discussions

Students in German seminars will demonstrate that they are able to do the following:
Participate actively in class discussions, having completed reading and writing assignments.Answer questions about the text and to provide insight that contributes to the course discussion.
(Corresponds to German Literature Program Learning Objectives 4 and 5)

Reading, Understanding, and Synthesizing Texts

Read, understand and synthesize sophisticated German-language primary and secondary texts (unless the course is being taught in English).
(Corresponds to German Program Learning Outcomes #1 and #5)

Oral Presentations

Provide organized and insightful oral presentations that demonstrate good public speaking skills and a knowledge of technology and etiquette
(Corresponds to German Literature Program Learning Objectives #3)

Speaking and Writing about Intellectually Challenging Topics

Wherever possible, use German to speak and write about intellectually challenging topics.
(Corresponds to German Literature Program Learning Objectives #1 and #2)

Using Secondary Articles to Illuminate a Primary Literary Te

Use ideas and terms from theoretical texts and cultural and historical information from secondary articles to illuminate a primary literary text.
(Corresponds to German Literature Program Learning Objectives #4 and #5)

Research Paper

Write an English-language (or-voluntarily-a German-laguage) final research paper that does the following:
a) identifies a question or problem that is centered in a text

b) answers that question or problem with a hypothetical thesis statement,
c) proves that statement with a well-crafted argument.That argument consists of a series of paragraphs that substantiate specific claims made in the thesis statement and in each paragraph's easily-identifiable topic sentence.
(Corresponds to German Literature Program Learning Objective #3)

Completing Original Research

Complete original research for the research paper, properly citing all sources and including an up-to-date review of literature that shows what new insight the student is bringing to established literary scholarship.Use proper in-text citations, a works cited page, and footnotes or endnotes where appropriate, to give credit to the sources of the ideas in the paper.
(Corresponds to German Literature Program Learning Objective #3)

Top

Major German Authors

In-depth study of one author such as Lessing, Goethe, B.V. Arnim, Kleist, Storm, Rilke, Brecht, Mann, Kafka, or Bachmann.

GERM
442R

Hours	1.0 - 5.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302, 303, 330, 340, 343.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 442R

Course Outcomes

Participating in Class Discussions

Participate actively in class discussions, having completed reading and writing assignments.Answer questions about the text and to provide insight that contributes to the course discussion.
(Corresponds to German Literature Program Learning Objectives 4 and 5)

Reading, Understanding, and Synthesizing Texts

Students in German seminars will demonstrate that they are able to do the following:
Read, understand and synthesize sophisticated German-language primary and secondary texts (unless the course is being taught in English).
(Corresponds to German Program Learning Outcomes 1 and 5)

Oral Presentations

Provide organized and insightful oral presentations that demonstrate good public speaking skills and a knowledge of technology and etiquette
(Corresponds to German Literature Program Learning Objectives #3)

Speaking and Writing about Intellectually Challenging Topics

Wherever possible, use German to speak and write about intellectually challenging topics.
(Corresponds to German Literature Program Learning Objectives #1 and #2)

Using Secondary Articles to Illuminate Primary Texts

Use ideas and terms from theoretical texts and cultural and historical information from secondary articles to illuminate a primary literary text.
(Corresponds to German Literature Program Learning Objectives #4 and #5)

Research Paper

Write an English-language (or-voluntarily-a German-laguage) final research paper that does the following:

a) identifies a question or problem that is centered in a text
b) answers that question or problem with a hypothetical thesis statement,
c) proves that statement with a well-crafted argument.That argument consists of a series of paragraphs that substantiate specific claims made in the thesis statement and in each paragraph's easily-identifiable topic sentence.
(Corresponds to German Literature Program Learning Objective #3)

Completing Original Research

Complete original research for the research paper, properly citing all sources and including an up-to-date review of literature that shows what new insight the student is bringing to established literary scholarship.Use proper in-text citations, a works cited page, and footnotes or endnotes where appropriate, to give credit to the sources of the ideas in the paper.
(Corresponds to German Literature Program Learning Objective #3)

Top

Studies in Literary Theory

In-depth study of primary texts by contemporary literary theorists. May include topics such as Frankfurter school, feminist criticism, reader response, or post-structuralism.

GERM 443R

Hours	1.0 - 5.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302, 303, 330, 340, 343.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 443R

Course Outcomes

Paradigms, Concepts and Principles of Critical Approaches

Describe at a deep level the paradigms, concepts and principles underlying the most significant critical approaches to text developed by theorists in the 20th/21st centuries. #4

Development of Modern European Philosophy

Trace the development of modern European philosophy from a focus on metaphysics to **a focus on language, and describe the significance of this change** for our modern culture, education and critical discourse.#4

Critical Vocabulary

Produce a critical vocabulary with definitions of key terms utilized in the ideas and theories under discussion.#3, 4,5

Questions to Ask by Specific Theoretical/Analytical Approach

Produce a thorough list of the kinds of questionsthat would be asked of a text by the specific theoretical/analytic approaches discussed in class. #3,4,5

Applying Critical Approaches

Apply a particular critical approach to the interpretation of a pre-selected text. #3,4,5

Applying Reading Strategies

Apply well-developed reading strategies for coping with complex, lengthy texts in order to focus on the concepts that are most valid and valuable to an understanding of what is being said. #3,4,5

Top

Interdisciplinary Studies

Studies linking German literature, film, and the arts within German culture or across national boundaries.

GERM 444R

Hours	1.0 - 5.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302, 303, 330, 340, 343.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 444R

Course Outcomes

Reading, Understanding, and Synthesizing Texts

Students in German seminars will demonstrate that they are able to do the following:
Read, understand and synthesize sophisticated German-language primary and secondary texts (unless the course is being taught in English).
(Corresponds to German Program Learning Outcomes 1 and 5)

Participating in Class

Participate actively in class discussions, having completed reading and writing assignments.Answer questions about the text and to provide insight that contributes to the course discussion.
(Corresponds to German Literature Program Learning Objectives #4 and #5)

Speaking and Writing about Intellectually Challenging Topics

Wherever possible, use German to speak and write about intellectually challenging topics.
(Corresponds to German Literature Program Learning Objectives #1 and #2)

Oral Presentations

Provide organized and insightful oral presentations that demonstrate good public speaking skills and a knowledge of technology and etiquette
(Corresponds to German Literature Program Learning Objectives #3)

Using Secondary Articles to Illuminate Primary Literary Text

Use ideas and terms from theoretical texts and cultural and historical information from secondary articles to illuminate a primary literary text.
(Corresponds to German Literature Program Learning Objectives #4 and #5)

Research Paper

Write an English-language (or-voluntarily-a German-laguage) final research paper that does the following:

a) identifies a question or problem that is centered in a text
b) answers that question or problem with a hypothetical thesis statement,
c) proves that statement with a well-crafted argument.That argument consists of a series of paragraphs that substantiate specific claims made in the thesis statement and in each paragraph's easily-identifiable topic sentence.
(Corresponds to German Literature Program Learning Objective #3)

Completing Original Research

Complete original research for the research paper, properly citing all sources and including an up-to-date review of literature that shows what new insight the student is bringing to established literary scholarship.Use proper in-text citations, a works cited page, and footnotes or endnotes where appropriate, to give credit to the sources of the ideas in the paper.
(Corresponds to German Literature Program Learning Objective #3)

↑Top

Special Topics in German Cultural Studies

German cultural studies courses of a non-traditional nature, as determined by the faculty.

GERM 445R

Hours	1.0 - 5.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302, 303, 330, 340, 343.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 445R

Course Outcomes

Reading, Understanding, and Synthesizing Texts

Students in German seminars will demonstrate that they are able to do the following:
Read, understand and synthesize sophisticated German-language primary and secondary texts (unless the course is being taught in English).
(Corresponds to German Program Learning Outcomes 1 and 5)

Participating in Class Discussions

Participate actively in class discussions, having completed reading and writing assignments.Answer questions about the text and to provide insight that contributes to the course discussion.
(Corresponds to German Literature Program Learning Objectives 4 and 5)

Speaking and Writing about Intellectually Challenging Topics

Wherever possible, use German to speak and write about intellectually challenging topics.
(Corresponds to German Literature Program Learning Objectives 1 and 2)

Oral Presentations

Provide organized and insightful oral presentations that demonstrate good public speaking skills and a knowledge of technology and etiquette
(Corresponds to German Literature Program Learning Objectives 3)

Using Secondary Articles to Illuminate Primary Texts

Use ideas and terms from theoretical texts and cultural and historical information from secondary articles to illuminate a primary literary text.
(Corresponds to German Literature Program Learning Objectives 4 and 5)

Research Paper

Write an English-language (or a German-language) final research paper that does the following:
a) identifies a question or problem that is centered in a text
b) answers that question or problem with a hypothetical thesis statement,
c) proves that statement with a well-crafted argument.That argument consists of a series of paragraphs that substantiate specific claims made in the thesis statement and in each paragraph's easily-identifiable topic sentence.
(Corresponds to German Literature Program Learning Objective 3)

Completing Orginal Research

Complete original research for the research paper, properly citing all sources and including an up-to-date review of literature that shows what new insight the student is bringing to established literary scholarship.Use proper in-text citations, a works cited page, and footnotes or endnotes where appropriate, to give credit to the sources of the ideas in the paper.
(Corresponds to German Literature Program Learning Objective 3)

Top

History of the German Language

Linguistic survey of the German language from Indo-European to modern times, including phonology, morphology, syntax, and lexicon.

GERM 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302; Germ 303; Germ 344.
Taught	Fall Contact Department, Winter
Programs	Containing GERM 450

Course Outcomes

Basic Principles and Processes of Language Change

1. be able to discuss generally the basic principles and processes of language change regarding phonological, morphological, syntactic, lexical and semantic change;

Types of Language Change

2. be able to identify examples of such types of language change as they pertain to the history of the German language, e.g., assimilation, affrication, etc.;

Proto-Indo-European

3. be able to provide a general description of Proto-Indo-European and its relationship to its daughter languages

Changes that Distinguished Germanic from Proto-Indo-European

4. be able to identify and describe the changes which distinguished Germanic from Proto-Indo-European including Grimm's Law, Sievers' Law, accent shift, etc.

Relationship between Branches of Germanic

5. be able to describe the relationship between the three main branches of Germanic, namely Gothic, Northern Germanic and West Germanic and outline the major Germanic languages, including the West Germanic languages;

Changes Distinguishing West Germanic from other Germanic Bra

6. be able to identify and describe the changes distinguishing West Germanic from other Germanic branches;

Changes Distinguishing Germanic from West Germanic Languages

7. be able to identify and describe the changes which distinguished German from the other West Germanic languages as well as the changes from Old High German to Middle High German to

Modern German;

Main Dialects of Old High German, Middle High German, and Mo

8. be able to identify the main dialects of Old High German, Middle High German and Modern German and describe their location and distinguishing features;

External Influences that Shaped the History of the German La

9. understand and be able to describe the external influences which helped shape the history of the German language, e.g., Luther's influence, Charlemagne, the printing press, grammarians, war, trade, etc.;

German Dialects

10. can outline and discuss the meaning of the word dialect in its linguistic sense and appreciate the various dialects of German as legitimate linguistic entities of equal value;.

Why Language Changes

11. be able to describe reasons why languages change

Research

12. be able to carry out research on one aspect of the history of the Germanic languages and provide a brief and clear overview of a topic related to a change in one of the Germanic languages in both written and oral form to communicate my findings in a paper in a clear manner using primary literature (journal articles);

Seeking Sources on Topics in Germanic Linguistics

13. be able to seek sources on topics in Germanic linguistics;

Applying Learned Material to English and Other Languages

14. be able to make connections between what we learn in class about the history of German to better understand English, the German language and how languages (including my own language use) can change and/or differ from others' language;

Identifying Supporting Quotes

15. be able to identify useful quotes that will help me support the thesis of my paper;

Using Logical Arguments

16. be able to argue my point effectively using a logical argument

Identifying data that Supports an Argument

17. be able to identify data that supports the arguments I am making or citing;

Introducing and Citing Quotes

18 be able to introduce and cite quotes properly;

Providing Adequate and Correct Citations

19. be able to provide adequate and correct citations for the points I am making or drawing on

from the works of others;

↑Top

Structure of Modern German

Structural and socio-linguistic study of contemporary German.

GERM 460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Germ 302; Germ 303; Germ 344.
Taught	Fall, Winter Contact Department
Programs	Containing GERM 460

Course Outcomes

Overview of the Origin of German

1. Students will be able to provide a brief overview of the origin of German and its position in the Germanic language family;

Hochdeutsch

2. be able to define Hochdeutsch and its position in German language use;

Sounds of German

3. be able to identify and describe the sounds of German, including the features which distinguish them from one another, and whether these sounds are separate phonemes or allophones;

Phonological Processes

4. be able to identify and describe the phonological processes, e.g., *Auslautverhärtung*, dissimilation, reduction, umlaut, etc. which affect how the sounds of German interact;

Prosodic Structure of German

5. be able to outline the prosodic structure of German, including syllable structure, phonotactics, accent placement and foot structure;

Word Formation Rules and Morphology

6. be able to identify various word formation rules in German and be able to describe the core morphological foundation of German, including differences between derivational and inflectional morphology and the roles that paradigms play in organising words in their various forms;

Prosody and Morphology

7. be able to describe how prosodic structure helps shape some aspects of the morphology, including plural and *i*-cropping formations;

Breaking Down German Sentences into Basic Constituents

8. be able to break down German sentences into their basic constituent structure and understand the structural difference between V2 and Verb-at-end sentences;

Phrases which are Complements of Various Words

9. be able to identify the types of phrases which are complements of various words in German;

Basic Concepts of Dialectology

10. understand the basic concepts of dialectology to define and differentiate between the major dialects of German;

Various Dialects of German

11. understand the meaning of the word dialect in its linguistic sense and appreciate the various dialects of German as legitimate linguistic entities of equal value;

Various Changes in Spelling

12. be able to describe the various changes in spelling brought about by the new *Rechtschreibung* and understand the motivating factors behind language and orthographic normalisation;

Contemporary Trends in Spoken Modern German

13. be able to identify and discuss contemporary trends in spoken modern German such as lexical borrowing, youth language, use/loss of dialects, etc.

Disambiguating Ambiguous Sentences

14. to be able to disambiguate ambiguous sentences and words and describe how the internal structure of words or sentences (in addition to accent placement) explains the multiple meanings behind the ambiguity.

Community-Based Application for Learning

Students will apply their learning in given classes to create projects that help contribute to the enrichment of others outside of those classes. They will move their research beyond the culmination of a final product submitted for a grade, bringing their work into the community and public domain, including helping projects outside the classroom in concrete ways, e.g., developing materials for an online lexicon project, creating enrichment materials and activities for K-16 German classes, creating posters and papers for conferences, being able to help other students in their learning and resarch. As a result, students will be able to articulate how their learning can be applied in real life and can be extended outside of the classroom and ultimately that their learning has and should have community impact.

Top

Secondary Student Teaching

Capstone, field-based, semester-long, full-time experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

GERM
476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GERM 476

Course Outcomes

Improve language, culture, and teaching skills

Improve your German language proficiency, your cultural understanding, and your ability to help students see patterns in the language.

Integrate learning into teaching

Critically integrate professional readings, coursework, and teaching experiences into a repertoire of options for professional thought and action

Create appropriate learning experiences

Craft standards-based, developmentally and contextually appropriate, meaningful learning experiences in Spanish that support the growth of students’ language proficiency

Engage students in culture learning

Contextualize language learning experiences in cultural products, practices, and perspectives and use various techniques for engaging students in critical thinking and problem-solving regarding culture

Utilize communicative techniques and technologies

Utilize a variety of communication techniques and emerging technologies to foster active inquiry and collaboration in the classroom, to develop language proficiency and cultural competence, to foster students’ intrinsic motivation, and to support your own professional productivity and growth

Assess student learning

Develop and adapt a variety of traditional and alternative assessments (including performance-based assessments, portfolios, projects, and self-assessments) to inform instruction, to evaluate students' proficiency across all three modes of communication, to provide feedback that will improve student performance, and to report student progress

Adapt instruction for diverse learners

Adapt learning experiences appropriately to better meet the needs of culturally diverse learners, including students with a variety of learning styles andspecial needs

Engage in professional development and reflection

Participate professionallyin the school community, in professional organizationsand professional development activities, and engage in professional dialogue and reflection with colleagues and community agencies to support students, improve your teaching, and strengthen your program

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

GERM 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall Contact Department, Winter Contact Department, Spring Contact Department
Programs	Containing GERM 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Studies in German

Variable credit for individual or group study as approved for special circumstances.

GERM 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Not applicable to German major or minor.
Taught	Fall, Winter
Programs	Containing GERM 490R

Course Outcomes

Increased learning through experiential and mentored learnin

Students will increase their proficiency and understanding of the German language and culture by means of experiential learning and/or mentored research opportunities.

Top

Academic Internship: German Teaching

Capstone, field-based, year-long, full-time experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

GERM 496R

Hours	12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Completion of all course work or departmental approval. Requires a major GPA of 2.85. At least a C- grade in Germ 377.
Taught	Fall, Winter Contact Department
Programs	Containing GERM 496R

Course Outcomes

Internship

Students will apply appropriate teaching skills in a public school classroom.

Top

Senior Seminar in German Language

Culminating senior-level course in which acquired knowledge and critical skills are brought to bear on a selected language topic. In-depth capstone paper on one aspect of topic.

GERM 497R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Senior status.
Taught	Fall, Winter Contact Department
Programs	Containing GERM 497R

Course Outcomes

Key Theories and Analyses

General Learning Outcomes for German 497
1. understand and be able to describe keytheories and analyses proposed to account for topics and phenomena related to the relevant field of study investigated in the course, e.g., for the acquisition of new sounds in a second language (L2), contrastive analysis, markedness differential hypothesis, as well as new theories such as Flege's SLM and Best's PAM;

Core Arguments of Published Research

2. be able to identify and explain the core arguments of published research on the topic of study, and be able to interpret and report on the findings outlined in the data and articles studied;

Explaining Individual Beliefs and Views

3. be able to describe and explain our individual beliefs and views on a given topic related to Germanic linguistics discussed in class and be able to reassess our views and beliefs by weighing the evidence presented in published research, defininghow these findings support or contradict our views;

Identifying Relevant Topics in Germanic Linguistics

4. be able to identify atopic of relevance in Germanic linguistics relating to the course topic, and carry out research on the topic by identifyingand understandingthe key articles on that topic and synthesise the findings in a clearly communicated paper and presentation to othersin which the student's points are effectively and logically argued;

Seeking out Sources

5. be able to seek out sources on topics in Germanic linguistics and/or second language acquisition;

Critical Reading, Summarizing, and Communicating

6. be able to critically read, summarise and clearly communicate the core arguments and findings of published research on Germanic linguistics topics related to the course theme by means of an annotated bibliography, paper overview, final paper and presentation;

Identifying Useful Quotes

7. be able to identify useful quotes and data that will help support the thesis of the research and will be able to incorporate quotes and data properly using the conventions used in linguistics; and

Indentifying main Contributors

8. be able to identify the main contributors to researchin the field of study discussed in the course

Top

Preparing for Professional/Graduate School

Preparation for professional schools and graduate programs. Focuses upon the rigors of the application process, developing relevant skills, and becoming conversant with current intellectual discourses.

GERM 498R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Junior or senior status.
Taught	Contact Department
Programs	Containing GERM 498R

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

Top

Honors Thesis

Preparation of honors thesis with thesis director.

GERM 499R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing GERM 499R

Course Outcomes

Progress on Honors Thesis

The student will make significant progress towards the completion of an Honors Thesis, in consultation with the Thesis director.

↑Top

First-Year Greek (First Semester)

Fundamentals of Attic Greek grammar, syntax, and vocabulary.

GREEK 101

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing GREEK 101

Course Outcomes

Basic Forms, Grammatical Structures, and Vocabulary

Successful students will have command of basic forms, grammatical structures, and vocabulary of Classical Greek.

Read Classical Greek

Successful students will be able to read Classical Greek at an elementary level with a high degree of understanding.

Top

First-Year Greek (Second Semester)

Fundamentals of Attic Greek grammar, syntax, and vocabulary.

GREEK 102

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	GREEK 101; or departmental approval.
Taught	Winter
Programs	Containing GREEK 102

Course Outcomes

Basic Forms, Grammatical Structures, and Vocabulary

Successful students will have command of all basic forms, grammatical structures, and vocabulary of Classical Greek.

Read Classical Greek

Successful students will be able to read Classical Greek at an elementary level with a high degree of understanding.

↑Top

Intermediate Greek

Readings from Xenophon with review and continuation of grammar.

GREEK
201

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	GREEK 102; or departmental approval.
Taught	Fall, Winter, Spring
Programs	Containing GREEK 201

Course Outcomes

Greek Morphology

Successful students will master Greek morphology. All of the forms introduced in Greek 101/102 should be mastered in Greek 201. Students should be able to identify fully the forms of nouns, adjectives, verbs (finite and infinitive forms), adverbs, participles, etc.

Greek Grammar and Syntax

Successful students will master Greek grammar and syntax. They should be able to recognize and identify grammatical and syntactical constructions. In other words, students should be able not only to identify the form of a Greek word, but also the function of that word. For example, a student should be able to indentify a verb form as third person singular present active subjunctive, and then explain why the subjunctive mood is being used.

Greek Translation

Successful students should be able to translate a representative Classical Greek text into good English.

Greek Authors

Successful students should be able to locate the literary accomplishments of the chosen author (such as Xenophon) in the context of Greek literature generally and of his own literary context specifically.

↑Top

Classical Greek Poetry: Homer's Iliad

Advanced Greek poetry through Homer's Iliad.

GREEK 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 201
Taught	Fall
Programs	Containing GREEK 301

Course Outcomes

Homeric Greek Morphology

Successful students should master Homeric Greek morphology. Students should be able to identify fully the Homeric forms of nouns, adjectives, verbs (finite and infinitive forms), adverbs, participles, etc.

Homeric Greek Grammar, Syntax, and Meter

Successful students should acquire a foundation in the grammar and syntax of Homeric poetry. They should also acquire a basic knowledge of the principles of scanning Greek verse. Homer's *Iliad* is regularly chosen as an example.

Poetic Text Translation

Successful students should be able to translate a Greek poetic text into good English.

Literary Accomplishments

Successful students should be able to locate the literary accomplishments of the chosen author (such as Homer) in the context of Greek literature generally and of his own literary context specifically.

↑Top

Classical Greek Prose

Advanced Attic Greek through prose authors.

GREEK 302

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	GREEK 201
Taught	Winter
Programs	Containing GREEK 302

Course Outcomes

Greek Morphology

Successful students will refine their mastery of Classical Greek morphology. They will be able to identify fully the forms of nouns, adjectives, verbs (finite and infinitive forms), adverbs, participles, etc.

Greek Grammar and Syntax

Successful students should master Greek grammar and syntax and begin to master Greek rhetoric. While they should be able to recognize and identify grammatical and syntactical constructions-a practice already refined in Greek 201, they should also be able to recognize and identify rhetorical devices employed by the author(s) being read and begin to understand the effect of those devices as employed.

Greek Translation

Successful students should be able to translate a complex Greek prose text into good English.

Place in Literary History

Successful students should be able to locate the literary accomplishments of the chosen author(s) (such as Lysias and Plato) in the context of Greek literature generally and of their own literary context specifically.

Top

New Testament in Greek: Gospels

Introduction to the study of the canonical gospels in Koine Greek.

GREEK 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 201
Taught	Fall, Winter
Programs	Containing GREEK 311

Course Outcomes

Morphology, Syntax, and Vocabulary

Successful students will begin to master the forms, syntax, and substantial vocabulary of *Koine* Greek, specifically as found in the gospels of the New Testament.

Reading Gospels in Greek

Successful students will learn techniques of reading the *Koine* Greek of the New Testament Gospels with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method, with specific reference to the New Testament Gospels.

Literary History and Context

Successful students will begin to understand the literary history of Biblical and Classical literature in the larger context of political and cultural history.

Evaluation of Texts

Successful students will evaluate texts through close reading in the original language and express this in examinations and essays.

Top

Greek Prose Composition

Exercises in composing Greek prose.

GREEK 401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 302; or concurrent enrollment.
Taught	Fall odd years
Programs	Containing GREEK 401

Course Outcomes

Critical Theory

Successful students will understand and apply principles and practice of critical theory, with specific reference to Greek texts.

Reading Comprehension and Stylistic Awareness

Successful students will be able to read Greek prose literature with a high degree of understanding and with stylistic awareness.

Greek Text Evaluation

Successful students will be able to evaluate texts through a close reading in the original language.

Classical and Late Greek Literary History

Successful students will understand the literary history of Classical and later Greek prose literature.

Greek Composition, Grammar, and Style

Successful students will be able to compose grammatically correct and stylistically appropriate Greek prose with proficiency.

Top

Apocalypse

In-depth study of the language and texts of and scholarly issues surrounding the book of Revelation in the New Testament.

GREEK 411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Grammar, Syntax, and Vocabulary

Successful students will master all the forms, syntax, and substantial vocabulary of *Koine* Greek.

Reading Koine Greek

Successful students will learn techniques of reading *Koine* literature with subtlety and precision.

Literary History and Context

Successful students will understand the literary history of Biblical and Classical literature in the larger context of political and cultural history.

↑Top

Apostolic Fathers

In-depth study of the language and texts of and scholarly issues surrounding the writings of the Apostolic Fathers.

GREEK
411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Critical Method

Successful students will understand and apply principles and practice of critical method, with specific reference to the New Testament and related texts.

Evaluation of Texts

Successful students will evaluate texts through close reading in the original language and express this in examinations and essays.

Top

Greek New Testament and Early Christian Greek Texts

Topics include Greek New Testament, the transmission and translation of New Testament manuscripts, and selections from other early Christian Greek writings.

GREEK 411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing GREEK 411R

Course Outcomes

Critical Method

Successful students will understand and apply principles and practice of critical method, with specific reference to the New Testament and related texts.

Evaluation of Texts

Successful students will evaluate texts through close reading in the original language and express this in examinations and essays.

Top

Johannine Writings

In-depth study of the language and texts of and scholarly issues surrounding the Johannine books of the New Testament.

GREEK
411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Grammar, Syntax, and Vocabulary

Successful students will master all the forms, syntax, and substantial vocabulary of *Koine* Greek.

Reading Koine Greek

Successful students will learn techniques of reading *Koine* literature with subtlety and precision.

Literary History and Context

Successful students will understand the literary history of Biblical and Classical literature in the larger context of political and cultural history.

Top

Luke-Acts

In-depth study of the language and texts of and scholarly issues surrounding the Lucan texts of the New Testament.

GREEK
411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Knowledge

Students will have a deeper understanding of Luke and Acts.

↑Top

New Testament Apocrypha

In-depth study of the language and texts of and scholarly issues surrounding Early Christian Apocryphal literature.

GREEK
411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Grammar, Syntax, and Vocabulary

Successful students will master all the forms, syntax, and substantial vocabulary of *Koine* Greek.

Reading Koine Greek

Successful students will learn techniques of reading *Koine* literature with subtlety and precision.

Literary History and Context

Successful students will understand the literary history of Biblical and Classical literature in the larger context of political and cultural history.

Top

Pauline Epistles

In-depth study of the language and texts of and scholarly issues surrounding the Pauline epistles in the New Testament.

GREEK 411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Grammar, Syntax, and Vocabulary

Successful students will master all the forms, syntax, and substantial vocabulary of *Koine* Greek.

Reading Koine Greek

Successful students will learn techniques of reading *Koine* literature with subtlety and precision.

Literary History and Context

Successful students will understand the literary history of Biblical and Classical literature in the larger context of political and cultural history.

Top

Post-Nicene Fathers

In-depth study of the language and texts of and scholarly issues surrounding the writings of the Post-Nicene Church Fathers.

GREEK
411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Critical Method

Successful students will understand and apply principles and practice of critical method, with specific reference to the New Testament and related texts.

Evaluation of Texts

Successful students will evaluate texts through close reading in the original language and express this in examinations and essays.

↑Top

Pre-Nicene Fathers

In-depth study of the language and texts of and scholarly issues surrounding the writings of the Pre-Nicene Church Fathers.

GREEK 411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	

Course Outcomes

Critical Method

Successful students will understand and apply principles and practice of critical method, with specific reference to the New Testament and related texts.

Evaluation of Texts

Successful students will evaluate texts through close reading in the original language and express this in examinations and essays.

⬆Top

Synoptic Gospels

In-depth study of the language and texts of and scholarly issues surrounding the synoptic gospels.

GREEK
411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 311; Greek 302 or concurrent enrollment.
Taught	
Programs	Containing GREEK 411R

Course Outcomes

Grammar, Syntax, and Vocabulary

Successful students will master all the forms, syntax, and substantial vocabulary of Koine Greek.

Reading Koine Greek

Successful students will learn techniques of reading Koine literature with subtlety and precision.

Literary History and Context

Successful students will understand the literary history of Biblical and Classical literature in the larger context of political and cultural history.

Top

Herodotus

In-depth study of The Histories of Herodotus.

GREEK
430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 302
Taught	
Programs	Containing GREEK 430

Course Outcomes

Reading Greek

By studying the text of Herodotus, successful students will learn techniques of reading Greek prose literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method, with specific reference to the text of Herodotus.

Literary History

Successful students will understand Herodotus' place within the literary history of Classical antiquity and locate his work in the larger context of political and cultural history.

Text Evaluation

Successful students will intelligently evaluate the text of Herodotus through close reading in the original language and express this in examinations and essays.

Top

Homer's Odyssey

In-depth study of Homer's Odyssey.

GREEK
431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 301
Taught	Contact Department
Programs	Containing GREEK 431

Course Outcomes

Reading Homeric Greek

By approaching the text of Homer's *Odyssey*, successful students will learn techniques of reading Greek Epic poetry with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method with specific reference to the texts of Homer.

Literary History

Successful students will understand the place of Homeric epic in literary history of Classical antiquity and locate Homeric epic poetry in the larger context of political and cultural history.

Close Reading

Successful students will intelligently evaluate the *Odyssey* through close reading in the original language and express this through examinations and essays.

Top

Thucydides

In-depth study of Thucydides' History of the Peloponnesian War.

GREEK 433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 302
Taught	Contact Department
Programs	Containing GREEK 433

Course Outcomes

Reading Greek

By approaching the texts of Thucydides, successful students will learn techniques of reading Greek prose literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method with specific reference to the text of Thucydides.

Literary History

Successful students will understand the place of Thucydides in the literary history of Classical antiquity and locate his work in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate texts of Thucydides through close reading in the original language and express this in examinations and essays.

↑Top

Sophocles and Euripides

In-depth study of the tragedies of Sophocles and/or Euripides.

GREEK
434

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 301
Taught	Contact Department
Programs	Containing GREEK 434

Course Outcomes

Reading Greek

By approaching texts by Sophocles and Euripides, successful students will learn techniques of reading Greek tragic literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the tragedies of Sophocles and Euripides.

Literary History

Successful students will understand the place of Greek tragedy in the literary history of Classical antiquity, locating it in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate dramatic texts through close reading in the original language and express this in examinations and essays.

Top

Greek Lyric Poetry

In-depth study of Ancient Greek lyric poetry.

GREEK 435

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 301
Taught	Contact Department
Programs	Containing GREEK 435

Course Outcomes

Reading Greek

By approaching the texts of the principal lyric poets, successful students will learn techniques of reading Greek verse literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the surviving texts of Lyric poetry.

Literary History

Successful students will understand place of the lyric poets in the literary history of Classical antiquity, locating them in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate poetic texts through close reading in the original language and express this in examinations and essays.

Top

Plato

Reading and analysis of Greek text of selected dialogues by Plato (e.g., The Republic, Meno, Protagoras).

GREEK 436

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 302
Taught	
Programs	Containing GREEK 436

Course Outcomes

Reading Greek

By approaching the texts of Plato, successful students will learn techniques of reading Greek prose literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method with specific reference to the texts of Plato.

Literary History

Successful students will understand the place of Plato in the literary history of Classical antiquity and locate his work in the larger context of political and cultural history.

Close Reading in the Original Language

Successful students will intelligently evaluate texts of Plato through close reading in the original language and express this in examinations and essays

Top

Attic Orators

In-depth study of the prose of the 5th-4th century Athenian orators.

GREEK 437

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GREEK 302
Taught	Contact Department
Programs	Containing GREEK 437

Course Outcomes

Reading Greek

By approaching the texts of the Attic orators, successful students will learn techniques of reading Greek oratory with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of Attic oratory.

Literary History

Successful students will understand the place of Classical Greek oratory in the literary history of Classical antiquity and locate it in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate texts of Attic oratory through close reading in the original language and express this is examinations and essays.

↑Top

Topics in Greek Literature

Topics vary.

GREEK 490R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing GREEK 490R

Course Outcomes

Reading Greek

By approaching the texts of selected Greek authors successful students will learn techniques for reading Greek with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of selected Greek authors.

Literary History

Successful students will understand the place of selected Greek authors in the literary history of Classical antiquity and locate them in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate texts of selected Greek authors through close reading in the original language and express this in examinations and essays.

Top

Language Study: Guarani

Survival-level conversation, reading, listening, and culture skills in the target language.

GUARA 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Guarani

Beginning speaking, listening, reading, and writing skills.

GUARA 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Guarani

Second-semester speaking, listening, reading, and writing skills.

GUARA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GUARA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Guarani

Intermediate speaking, listening, reading, and writing skills.

GUARA
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GUARA 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Guarani

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

GUARA 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	GUARA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing GUARA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Guarani

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

GUARA
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Guarani

Systematic review of grammar and syntax of target language.

GUARA
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GUARA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Guarani

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

GUARA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Guara 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing GUARA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Guarani

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

GUARA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GUARA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Guarani

Concentration on target-language and target-culture issues for specific careers.

GUARA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GUARA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Hawaiian

Survival-level conversation, reading, listening, and culture skills in the target language.

HAWAI 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Hawaiian

Beginning speaking, listening, reading, and writing skills.

HAWAI 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Hawaiian

Second-semester speaking, listening, reading, and writing skills.

HAWAI
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HAWAI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Second-Year Language Study: Hawaiian

Intermediate speaking, listening, reading, and writing skills.

HAWAI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HAWAI 102; or FLANG 201R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Hawaiian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

HAWAI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HAWAI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing HAWAI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Hawaiian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

HAWAI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Hawaiian

Systematic review of grammar and syntax of target language.

HAWAI 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HAWAI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Hawaiian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

HAWAI
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Hawai 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing HAWAI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Hawaiian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

HAWAI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HAWAI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Hawaiian

Concentration on target-language and target-culture issues for specific careers

HAWAI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HAWAI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Introduction to the College of Humanities

Introductory course to provide an understanding of the Humanities within the context of the Gospel, the academy, the global economy and students' lives. Students learn about strategies and resources to connect humanities to careers.

HCOLL 110

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HCOLL 110

Course Outcomes

Understanding

Students will be understand the nature of the Humanities programs, what expectations are for them throughout their program, and what employment opportunities are available to Humanities graduates.

↑Top

Humanities Leadership and Professional Development

Orientation on building leadership and professional competencies including cultural competence, professional relationships, project management, and effective teams, communication, and data use.

HCOLL
396R

Hours	1.0 - 2.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall Term 2, Winter Term 2, Spring

Course Outcomes

Skills

Learn skills that will enable service on the Humanities student council

Experience

Practice leadership while serving on the Humanities student council.

Top

Internship Preparation

Orientation on building leadership and professional competencies including cultural competence, professional relationships, project management, and effective teams, communication, and data use.

HCOLL 396R

Hours	1.0 - 2.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Skills

Learn skills that will enable service on the Humanities student council

↑Top

Academic Internship

Internship experience. Implement, enhance, and master the professional competencies introduced during the internship prep course (HColl 396R).

HCOLL 399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Recommended	HColl 396R.
Taught	Fall, Winter, Spring, Summer
Programs	Containing HCOLL 399R

Course Outcomes

Mastery

Create and document a series of meaningful internship experiences yielding evidence of professional skills mastery and deeper self-awareness.

Top

Humanities Research Seminar

Research, writing, and discussion exploring enduring questions from perspectives offered by humanities disciplines.

HCOLL 480R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Research

Students will select a research topic, collect and analyze data, and produce a document summarizing the topic, methods of data collection and analysis, and results of the research.

Top

Readings in Humanities and Leadership

HCOLL 480R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Interdisciplinary study

Make connections among Humanities disciplines in order to address a question or problem that reaches across those fields.

Independent research

Research and report upon findings regarding an interdisciplinary problem or question in the Humanities.

↑Top

Humanities Lecture Series

Lecture and discussion by scholars in the humanities, with supplementary reading and writing.

HCOLL 490R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Knowledge

Students will demonstrate an advanced level of knowledge in a chosen specialty area

↑Top

Humanities On-campus Experiential Projects

Practical, on-campus (not in the field) projects in which education is directly applied to real-world solutions for companies and other organizations. Students apply and are accepted to work on specific projects based on their skills, interests, and major emphasis.

HCOLL
494R

Hours	3.0 Credit, 0.5 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Application

Students will demonstrate an advanced level of knowledge in a chosen specialty area and complete a special project based on that area of study.

Top

Introduction to Hebrew

Beginning Hebrew.

HEB
100R

Hours	0.5 - 1.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Offered at the Jerusalem Center for Near Eastern Studies only.

Course Outcomes

Hebrew 100R Learning Outcomes:

Upon completion of this course, participants will have acquired the skills necessary to:
- Speak Modern Hebrew at beginning levels
- Read and engage beginning level texts in Hebrew, and express thoughts and ideas in written Hebrew
- Understand the modern Israeli cultural tradition (including music, art, and literature)

↑Top

First-Year Modern Hebrew 1

Modern Hebrew as spoken in Israel today.

HEB 101

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HEB 101

Course Outcomes

Speaking

Speak Hebrew at beginning levels, utililizing present tense verbs.

Reading

Read and engage beginning level texts in Hebrew.

Culture

Appreciate and value Israeli cultural tradition.

Top

First-Year Modern Hebrew 2

Modern Hebrew as spoken in Israel today.

HEB
102

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter, Spring
Programs	Containing HEB 102

Course Outcomes

Speaking

Speak Hebrew at beginning levels, utilizing present and past tense verbs.

Reading

Read and engage beginning level texts in Hebrew.

Culture

Appreciate and value Israeli cultural tradition.

↑Top

First-Year Biblical Hebrew

Old Testament Hebrew. Provides foundation in grammar and vocabulary; reading Hebrew prose texts in Bible.

HEB
131

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Summer
Programs	Containing HEB 131

Course Outcomes

Hebrew 131 Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:
1. Recite the Hebrew alphabet and recognize the vowels;
2. Analyze and discuss most of the fundamental elements of Hebrew grammar;
3. Read and translate elemental biblical historical narrative texts with limited use of a lexicon;
4. Analyze and parse the verbal system: *Pa'al (Qal);*
5. Define approximately 315 vocabulary words from the Hebrew Bible.

Top

First-Year Biblical Hebrew

Old Testament Hebrew. Provides foundation in grammar and vocabulary; reading Hebrew prose texts in Biblical.

HEB 132

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	HEB 131
Taught	Winter, Summer
Programs	Containing HEB 132

Course Outcomes

Hebrew 132 Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:
1. Analyze and discuss the fundamental elements of Hebrew grammar.
2. Read and translate elemental biblical historical narrative texts with limited use of a lexicon.
3. Analyze and parse the verbal system: *pa'al, niphal, piel, pual, hiphil, hophal, hithpael*.
4. Define approximately 400 vocabulary words from the Hebrew Bible.

↑Top

Second-Year Modern Hebrew 1

HEB 201

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Heb 102 or equivalent.
Taught	Fall
Programs	Containing HEB 201

Course Outcomes

Speaking

Speak Hebrew at intermediate levels, demonstrating an ability to communicate with others

Reading

Read and comprehend intermediate level texts in modern Hebrew, including newspapers and Israeli literature

Writing

Write in Hebrew at the intermediate level

Culture

Appreciate and value Israeli cultural tradition.

↑Top

Second-Year Modern Hebrew 2

HEB 202

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Heb 201 or equivalent.
Taught	Winter
Programs	Containing HEB 202

Course Outcomes

Speaking

Speak Modern Hebrew at intermediate levels, demonstrating an ability to communicate with others.

Reading

Read and comprehend intermediate level texts in Modern Hebrew, including newspapers and Modern Israeli literature.

Writing

Express thoughts and ideas in writing Modern Hebrew at the intermediate level.

Culture

Appreciate and value the modern Israeli cultural tradition.

Top

Hebrew Conversation

Daily practice speaking and understanding Modern Hebrew, beginning at the ACTFL intermediate-low level.

HEB 211R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	HEB 102
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing HEB 211R

Course Outcomes

1. Expected learning outcomes:

a. Students will learn to speak Modern Hebrew with more accurate pronunciation, accent and intonation.
b. Students will be able to understand spoken Modern Hebrew with greater accuracy.
c. Students will acquire facility in using Modern Hebrew to discuss daily life situations in their apartments.

Top

Second-Year Biblical Hebrew - Grammar and Narrative

Review of Hebrew verb forms and parsing, as well as practice in reading Hebrew narrative prose passages.

HEB 231

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	HEB 132
Taught	Fall
Programs	Containing HEB 231

Course Outcomes

Hebrew Alphabet

Recite the Hebrew alphabet and recognize the vowels

Fundamental Hebrew grammar

Analyze and discuss most of the fundamental elements of Hebrew grammar

Reading and translation

Read and translate elemental biblical historical narrative texts with limited use of a lexicon

Verbal system

Analyze and parse the verbal system: Pa'al (Qal)

Vocabulary

Define approximately 315 vocabulary words

Top

Second-Year Biblical Hebrew - Narrative 2

Continuation of practice in reading Biblical Hebrew narrative prose passages as well as parsing Hebrew verb forms.

HEB
232

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	HEB 231
Taught	Winter
Programs	Containing HEB 232

Course Outcomes

Hebrew grammar

Analyze and discuss the fundamental elements of Hebrew grammar.

Translation

Read and translate elemental biblical historical narrative texts with limited use of a lexicon.

Verbal system

3. Analyze and parse the verbal system: pa'al, niphal, piel, pual, hiphil, hophal, hithpael.

Vocabulary

4. Define approximately 400 vocabulary words.

Top

Third-Year Modern Hebrew 1

Intermediate-advanced modern Hebrew as spoken in Israel today.

HEB 301

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	Heb 202 or equivalent.
Taught	Fall
Programs	Containing HEB 301

Course Outcomes

Hebrew 301 Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:
-Speak Modern Hebrew at intermediate-advanced levels, utilizing all tenses and verb systems
- Read and comprehend intermediate-advanced level texts in modern Hebrew, and write in Modern Hebrew at the intermediate-advanced level
- Understand the modern Israeli cultural tradition (including music, art, and literature)

Top

Third-Year Modern Hebrew 2

Advanced modern Hebrew as spoken in Israel today.

HEB 302

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	Heb 301 or equivalent.
Taught	Winter
Programs	Containing HEB 302

Course Outcomes

Hebrew 302 Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:
- Speak Modern Hebrew at advanced levels, utilizing all tenses and verb systems
- Read and comprehend advanced level texts in Modern Hebrew, and express thoughts and ideas in written Modern Hebrew at the advanced level
- Understand the modern Israeli cultural tradition (including music, art, and literature)

↑Top

Intermediate Conversation

HEB
311R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HEB 311R

Course Outcomes

Speaking

Speak Hebrew at intermediate levels, demonstrating the ability to communicate with others in culturally appropriate ways.

Culture

Appreciate and value Israeli cultural tradition.

Top

Hebrew Media

Emphasizes reading, aural comprehension, and speaking Hebrew. Includes newspaper reading, listening to local news on radio and television, and in-class discussion of current events.

HEB 312

Hours	2.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	HEB 101 & HEB 102
Note	Heb 312 (Hebrew Media), Heb 313, Heb 411R (Advanced Conversation), and Heb 421 are offered in the intensive modern Hebrew program. Arab 312 (Arabic Media) and 411R (Advanced Conversation) are offered in the intensive modern Arabic program. The intensive Hebrew and Arabic programs are offered alternate years during the winter programs only.
Taught	Contact Department
Programs	Containing HEB 312

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Readings in the Old Testament

Readings in the Old Testament in Hebrew.

HEB
313

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Heb 312 (Hebrew Media), Heb 313, Heb 411R (Advanced Conversation), and Heb 421 are offered in the intensive modern Hebrew program. Arab 312 (Arabic Media) and 411R (Advanced Conversation) are offered in the intensive modern Arabic program. The intensive Hebrew and Arabic programs are offered alternate years during the winter program only.
Taught	
Programs	Containing HEB 313

Course Outcomes

Knowledge

Students will demonstrate an advanced level of knowledge in the reading of the Old Testimant.

↑Top

Intermediate Hebrew Language in Jerusalem

Emphasizes intermediate conversation in everyday situations. Students role play various situations in class and then apply learning in Jerusalem.

HEB 314R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	HEB 202
Note	Offered at the Jerusalem Center for Near Eastern Studies only. Replaces Jerusalem Center core course equivalent of Hebrew 100R.
Taught	Spring, Summer
Programs	Containing HEB 314R

Course Outcomes

Knowledge

Students will deepen their understanding of Hebrew Language.

Top

Intermediate Conversation and Media

Capitalizing on daily life in Jerusalem to increase speaking, reading, writing, and listening comprehension in modern Hebrew.

HEB
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HEB 101 & HEB 102
Taught	
Offered	Offered at the Jerusalem Center for Near Eastern Studies only.

Course Outcomes

Application

Students will deepen their understanding of Hebrew Language in conversation.

Top

Third-Year Biblical Hebrew - Prophecy and Poetry 1

Grammar review and vocabulary building through reading historical and prophetic books.

HEB
331

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	HEB 232
Taught	Fall
Programs	Containing HEB 331

Course Outcomes

Hebrew 331 Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:
1. Define the top 500 vocabulary words from the Hebrew Bible.
2. Analyze and discuss the fundamental elements of Hebrew grammar.
3. Analyze and categorize the verbal system: *pa'al, piel, hiphil, hophal, niphal, pual, and hithpael.*

Top

Third-Year Biblical Hebrew - Prophecy and Poetry 2

Readings in Biblical Hebrew poetry, including prophetic and wisdom literature.

HEB 332

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	HEB 331
Taught	Winter
Programs	Containing HEB 332

Course Outcomes

Vocabulary

Define the top 600 vocabulary words from the Hebrew Bible.

Hebrew grammar

Analyze and discuss the fundamental elements of Hebrew grammar.

Verbal system

Analyze and categorize the verbal system: pa'al, piel, hiphil, hophal, niphal, pual, and hithpael.

Poetry and figures of speech

Understand elemental forms of Hebrew parallelistic poetry and figures of speech.

↑Top

Studies in Hebrew Culture

Examining and focusing on various topics in Israeli and Hebrew culture, such as history geography, film, literature, language, linguistics, political issues, social structure, philosophy, religion, aesthetics, art, and music.

HEB
341R

Hours	2.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing HEB 341R

Course Outcomes

Culture

Appreciate and value Israeli cultural tradition.

Top

Israeli and Jewish Civilization

Social science/humanities core course. Broad introduction to Jewish self-understanding and history, focusing on relationships among people, faith, and land.

HEB 346R

Hours	1.0 - 2.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	HEB 202
Note	Offered at the Jerusalem Center for Near Eastern Studies only. Replaces Jerusalem Center core course requirement of NES 349R (2 cr. hrs.). Does not receive GE credit.
Taught	Spring, Summer
Programs	Containing HEB 346R

Course Outcomes

Knowledge

Students will deepen their understanding of Isreali and Jewish Civilization.

↑Top

Advanced Conversation

Emphasizes conversation in everyday situations. Students role play various situations in class and then apply their learning in Jerusalem.

HEB 411R

Hours	1.0 - 4.0 Credit, 4.0 Lecture, 4.0 Lab
Prerequisites	Heb 311R or equivalent.
Note	Heb 312 (Hebrew Media), Heb 313, Heb 411R (Advanced Conversation), and Heb 421 are offered in the intensive modern Hebrew program. Arab 312 (Arabic Media) and 411 (Advanced Conversation) are offered in the intensive modern Arabic program. The intensive Hebrew and Arabic programs are offered alternate years during the winter program only.
Taught	
Programs	Containing HEB 411R

Course Outcomes

Speaking

Speak Modern Hebrew at advanced levels, demonstrating an ability to communicate with others.

Top

Readings in the Hebrew Translation of the New Testament

Readings in the New Testament in Hebrew translation.

HEB 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Heb 312 (Hebrew Media), Heb 313, Heb 411R (Advanced Conversation), and Hebrew 421 are offered in the intensive modern Hebrew program. Arab 312 (Arabic Media) and 411R (Advanced Conversation) are offered in the intensive modern Arabic program. The intensive Hebrew and Arabic programs are offered alternate years during the winter program only.
Taught	
Programs	Containing HEB 421

Course Outcomes

KNowledge

Students will deepen their understanding of Hebrew New Testament.

Top

Ancient Hebrew Texts

HEB 432R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	HEB 331
Taught	Fall, Winter
Programs	Containing HEB 432R

Course Outcomes

Hebrew 432R Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:
1. Define the top 1000 vocabulary words from the Hebrew Bible.
2. Analyze and discuss the fundamental elements of Hebrew grammar.
3. Analyze and categorize the verbal system: *pa'al, piel, hiphil, hophal, niphal, pual, and hithpael*.

Top

Postbiblical Hebrew: Mishnah

Introduction to the grammar of Mishnaic Hebrew. Readings from various tractates of the Mishnah.

HEB
441

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	HEB 331
Taught	
Programs	Containing HEB 441

Course Outcomes

Hebrew 441 Learning Outcomes

1. Explain the fundamental differences between Biblical Hebrew and Misnaic Hebrew grammar.
2. Read and translate (with the limited use of a Mishnaic Hebrew Dictionary) passages from the Mishnah.

Top

Individual Study in Hebrew

Focused acquisition of knowledge. Students will concentrate on a specific topic of study and increase their knowledge of and ability to use Hebrew language appropriate to that field.

HEB
490R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Knowledge

Students will deepen their understanding of Hebrew special topics.

↑Top

Language Study: Ilonggo/Hiligaynon

Survival-level conversation, reading, listening, and culture skills in the target language.

HILIG 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Ilonggo/Hiligaynon

Vocabulary building, grammar, listening, speaking, reading, and writing

HILIG 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Ilonggo/Hiligaynon

Second-semester speaking, listening, reading, and writing skills.

HILIG 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HILIG 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Ilonggo/Hiligaynon

Conversation, vocabulary building, and reading and writing skills.

HILIG 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HILIG 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Ilonggo/Hiligaynon

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

HILIG
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HILIG 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing HILIG 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Ilonggo/Hiligaynon

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

HILIG 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Ilonggo/Hiligaynon

Systematic review of grammar and syntax of target language.

HILIG 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HILIG 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Ilonggo/Hiligaynon

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

HILIG
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Hilig 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing HILIG 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Ilonggo/Hiligaynon

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

HILIG 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HILIG 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Ilonggo/Hiligaynon

Concentration on target-language and target-culture issues for specific careers.

HILIG 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HILIG 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Hindi

Survival-level conversation, reading, listening, and culture skills in the target language.

HINDI 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Hindi

Beginning speaking, listening, reading, and writing skills.

HINDI 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Hindi

Second-semester speaking, listening, reading, and writing skills

HINDI
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HINDI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Hindi

Intermediate speaking, listening, reading, and writing skills.

HINDI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HINDI 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Hindi

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

HINDI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HINDI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing HINDI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Hindi

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

HINDI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Hindi

Systematic review of grammar and syntax of target language.

HINDI
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HINDI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Hindi

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

HINDI 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Hindi 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing HINDI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Hindi

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

HINDI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HINDI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Hindi

Concentration on target-language and target-culture issues for specific careers.

HINDI
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HINDI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Thetean Editing

HIST 190R

Hours	1.0 - 2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	HIST 200
Taught	Fall, Winter

Course Outcomes

Editing Experience

Students will gain experience in reviewing and editing the research of their peers; this research will be published in the history department's research journal, the Thetean.

Publication Experience

Students will gain experience in the practicalities of research publication by producing an issue of the history department's research journal, the Thetean.

Top

Thetean Production

HIST 190R

Hours	1.0 - 2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	HIST 200
Taught	Fall, Winter Term 2

Course Outcomes

Editing Experience

Students will gain experience in reviewing and editing the research of their peers; this research will be published in the history department's research journal, the Thetean.

Publication Experience

Students will gain experience in the practicalities of research publication by producing an issue of the history department's research journal, the Thetean.

↑Top

Thetean Publication

Editing, production, and publication of student academic journal "The Thetean."

HIST 190R

Hours	1.0 - 2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	HIST 200
Taught	Fall, Winter

Course Outcomes

Editing Experience

Students will gain experience in reviewing and editing the research of their peers; this research will be published in the history department's research journal, the Thetean.

Publication Experience

Students will gain experience in the practicalities of research publication by producing an issue of the history department's research journal, the Thetean.

↑Top

Academic Internship

Work experience evaluated by supervisor and posted on student's transcript.

HIST
199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department chair's and cooperative education coordinator's consent
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Learning Objectives

Together with internship and academic supervisors, students will develop individual learning objectives based on internship assignment or position

Skill Application

Students will master the skills and abillities required during the internship experience.

Writing and Application

Students will write interim and final reports demonstrating historical knowledge, analysis and application during the internship experience.

Top

The Historian's Craft

History within the broader framework of liberal education; nature of history; questions historians ask; skills and resources needed to study, understand, and write history.

HIST 200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required of all history majors.
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 200

Course Outcomes

Critical Analysis

Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

Effective and Ethical Research

Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

Effective Communication

Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

Top

Honors World Civilization to 1500

World civilization from Greek antiquity to Renaissance; explores fundamental questions in the human experience, examines formative events in history, and seeks to teach value of important texts.

HIST 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Independent Study also.
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 201

Course Outcomes

Historical and Geographical Knowledge

Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development

Critical Analysis

Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions

Historical Comparisons

Be able to identify major societies of the pre-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles

Analytical Reading

Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (pre-1500 C.E.).

Analytical Writing

Improve the clarity and grace of their analytical writing.

Cultural Works and Values

Gain an appreciation of influential cultural works produced in a variety of pre-modern societies and through them come to a clearer understanding of the fundamental values held by past peoples-including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

Lifelong Learning

Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history.

↑Top

World Civilization to 1500

World civilization from Greek antiquity to Renaissance; explores fundamental questions in the human experience, examines formative events in history, and seeks to teach value of important texts.

HIST 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also. Independent Study also.
Programs	Containing HIST 201

Course Outcomes

Historical and Geographical Knowledge

Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development

Critical Analysis

Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions

Historical Comparisons

Be able to identify major societies of the pre-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles

Analytical Reading

Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (pre-1500 C.E.).

Analytical Writing

Improve the clarity and grace of their analytical writing.

Cultural Works and Values

Gain an appreciation of influential cultural works produced in a variety of pre-modern societies and through them come to a clearer understanding of the fundamental values held by past peoples-including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

Lifelong Learning

Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history.

↑Top

Honors World Civilization from 1500

World civilization from Renaissance to present; explores fundamental questions in the human experience, examines formative events in history, and seeks to teach value of important texts.

HIST 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 202

Course Outcomes

Historical Comparisons

Be able to identify major societies of the post-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles.

Historical and Geographical Knowledge

Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development.

Critical Analysis

Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

Cultural Works and Values

Gain an appreciation of influential cultural works produced in a variety of modern societies and through them come to a clearer understanding of the fundamental values held by past peoples-including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

Analytical Reading

Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (post-1500 C.E.).

Analytical Writing

Improve the clarity and grace of analytical writing.

Lifelong Learning

Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history

Top

World Civilization from 1500

World civilization from Renaissance to present; explores fundamental questions in the human experience, examines formative events in history, and seeks to teach value of important texts.

HIST
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing HIST 202

Course Outcomes

Historical Comparisons

Be able to identify major societies of the post-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles.

Historical and Geographical Knowledge

Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development.

Critical Analysis

Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

Cultural Works and Values

Gain an appreciation of influential cultural works produced in a variety of modern societies and through them come to a clearer understanding of the fundamental values held by past peoples-including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

Analytical Reading

Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (post-1500 C.E.).

Analytical Writing

Improve the clarity and grace of analytical writing.

Lifelong Learning

Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history

↑Top

The Family Historian's Craft

Introduction to genealogical methods applicable in American and international research. Discussion of technology in genealogical research and introduction to censuses and vital records (US and international).

HIST 217

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HIST 217

Course Outcomes

Please contact the individual department for outcome information.

↑Top

The United States Through 1877

Discovery, colonization, American Revolution, estabishment of the Constitution, foreign affairs, westward expansion, slavery, sectionalism, Civil War, and reconstruction.

HIST 220

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent study also.
Programs	Containing HIST 220

Course Outcomes

Critical Analysis

Hone the ability to analyze questions and issues in American history to 1877, assess historical information accurately, and distinguish between questionable and valid historical assertions in exams and papers.

American History to 1877

Gain knowledge of some of the major developments in American history to 1877 (discovery, colonization, American Revolution, establishment of the Constitution, foreign affairs, westward expansion, gender, slavery, sectionalism, Civil War, and Reconstruction), including an understanding of key historical terms and theories. Demonstrate this knowledge in exams, papers, and class discussions.

Research Skills and Ethics

Learn through example and practice in classroom activities, papers, and exams to evaluate primary and secondary sources skillfully and honestly.

Effective Communication

Learn to skiillfully integrate data into coherent arguments expressed through a clear, well-written style in exams, papers, class discussion, and other classroom learning activities.

Top

The United States Since 1877

Industrialization, immigration, urbanization, political and social movements, and foreign policy.

HIST 221

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.
Programs	Containing HIST 221

Course Outcomes

American History 1877 to Present

Gain knowledge of some of the major developments in American history from 1877 to the present (industrialization, immigration, urbanization, political and social movements, gender, and foreign policy), including an understanding of key historical terms and theories. Demonstrate this knowledge in exams, papers, and class discussion.

Critical Analysis

Hone the ability to analyze historical questions and issues in American history from 1877 to the present, assess historical information accurately, and distinguish between questionable and valid historical assertions in exams and papers.

Research Skills and Ethics

Learn from example and practice in classroom activities, papers, and exams to evaluate primary and secondary sources skillfully and honestly.

Effective Communication

Learn to integrate data into coherent arguments expressed through a clear, well-written style in exams, papers, class discussions, and other classroom learning activities.

Top

In Quest of the American Character

An exploration of the American character and the idea of a distinctive American culture.

HIST 225

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 200 & HIST 220 & HIST 221
Taught	Winter odd years

Course Outcomes

Historical analysis dealing with American peoples

Students will learn about the danger and difficulty of generalizaing about peoples and cultures, even as they learn to draw conclusions about what people believe defines them.

Reading primary and secondary sources

Students will learn to read and analyze a variety of primary and secondary sources, including an unabridged edition of Tocqueville's Democracy in America.

Effective writing

Students will improve their writing skills in papers and exams.

Top

Introduction to East Asian History

Major themes in the history, thought, and culture of Asian societies from antiquity to the present.

HIST
231

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 231

Course Outcomes

Critical Analysis

Students will be able to analyze historical arguments.

Research Literature

Students will be able to analyze and interpret primary source documents.

Historical Knowledge of Asia

Students will be able to explain and analyze the major political, economic, and social developments in the history of China, Korea, and Japan from antiquity to the present

Critical Interpretation

Students will be able to interpret and discuss the meaning and significance of historical events on contemporary identity and foreign relations.

Top

Introduction to the History of Christianity

Survey of major developments in Christianity from its origins in the ancient Roman Empire to its global presence today.

HIST 232

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 232

Course Outcomes

Historical knowledge of Christianity and Christian movements

Students will be able to explain and analyze the basic developments in Christianity from its origins in the Roman Empire to its various manifestations around the world today.

Analysis of primary sources

Students will learn to analyze and interpret brief primary short documents from each major historical period in Christian history.

Oral communication

Students will be able to debate and discuss the meaning of developments in Christian history and documents dealing with Christian history with peers of all Christian faiths.

Top

Ancient Near East to 330 BC

Ancient cultures of the Near East (Egypt, Mesopotamia, Syro-Palestine, Anatolia, Iran) from the beginnings of civilization to the conquests of Alexander the Great.

HIST 238

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 238

Course Outcomes

Historical Knowledge of Ancient Near East

Students will gain a historical consciousness of the Ancient Near East by demonstrating a critical literacy of major developments in Ancient Near East history, key historical terms, primary sources, and narratives of Ancient Near East history up to Alexander.

Critical Analysis

Students will develop an ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions about ancient Near East primary sources.

Effective and Ethical Research

Students will develop use of the historical method of research effectively by skillfully and honestly using primary and secondary sources in the formation of answers to major questions surrounding the narratives of the ancient Near East

Analytical Writing

Students will develop their writing ability through a range of pre-writing and writing assignments.

↑Top

Ancient Near East, 330 BC - 640 AD

Cultures and empires of the Near East (Persia, Hellenistic kingdoms, Judaism, early Christianity, Rome, and Byzantium) from Alexander the Great to the Arab conquests.

HIST 239

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 239

Course Outcomes

Historical Knowledge of Hellenistic, Christian Near East

Gain a firsthand understanding of the Hellenistic and Christian Near East through studying and analyzing primary sources, using a template of (suggested) questions

Historical Knowledge of Origins of Christianity

Understand the basic historical issues surrounding the origin of Christianity

Historical Knowledge of Christian Roman Empire

Understand the development of the *Christian* Roman Empire (Byzantium)

Understand Faith and Reason

Understand basic issues of faith and reason, as they relate to Christianity and Judaism in the formative period of the former

Research Literature

Master an early Christian primary source well enough to present, as a group, its gist, meaning, and significance

Critical Analysis

Understand how the political and social changes in the Eastern Mediterranean in the Hellenistic period contributed to the development of science, technology, philosophy, and religion

↑Top

Middle East History to 1800

History of the Middle East from the rise of of Islam until 1800.

HIST
240

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 240

Course Outcomes

Historical Knowledge of Islamic Near East 640-1800

Students will be able to explain and analyze the major political, economic, social, cultural and religious developments in the Islamic Near East between approximately AD 640-1800.

Research Literature

Students will be able to analyze and interpret translations of primary source documents from the Islamic Near East.

Top

Middle East History from 1800

History of the Middle East in the modern period form 1800; rise of nation states, relationship with West, role of Islam.

HIST 241

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 241

Course Outcomes

Research Literature

Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions by using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

Historical Knowledge of Middle East

Gain a historical consciousness by demonstrating a knowledge of major developments in Middle East and world history and understand key historical terms and theories.

Effective Communication

Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

Faith and Reason

Demonstrate how faith and reason intersect.

Top

(Hist-NES 347R) Arab and Islamic Civilization

Social science/humanities core course covering Arab and Islamic civilization; historical evolution of Middle East to present. Overview of modern Palestinian society.

HIST 242R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Elective credit for major and minor in Near Eastern Studies. Offered at the Jerusalem Center for Near Eastern Studies only. Does not receive GE credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 242R

Course Outcomes

Historical Knowledge

Students will analyze the major historical events that pertain to the history of Arab and Islamic Civilization.

Analysis of Texts

Students will read and analyze historical texts (primary and secondary sources) dealing with Arab and Islamic Civilization.

Historical Context for the Present

Students will be able to explain the historical context for the current political, economic, and cultural situation in the modern Middle East.

Top

(Hist-NES 349R) Jewish Civilization

Social science/humanities core course; broad introduction to Jewish self-understanding and history, focusing on relationships among people, faith, and land.

HIST 243R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Elective credit for major and minor. Offered at the Jerusalem Center for Near Eastern Studies only. Does not receive GE credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 243R

Course Outcomes

Historical Knowledge

Students will gain an understanding of the major historical events in Jewish history.

Historical Ties to the Present

Students will be able to link historical events to modern developments in Jewish self-understanding and culture.

↑Top

Jewish History: A.D. 70 to the Present

Jewish diaspora, Jewish life in Moslem and Christian countries; Jewish religious movements; development of Zionism; Jewish communities in modern Israel and the United States.

HIST
244

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 244

Course Outcomes

Historical Knowledge of Jewish History

Gain a historical consciousness by demonstrating an understanding of major developments in Jewish and history, and understand key historical terms and theories.

Critical Analysis

Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately and distinguish between questionable and valid historical assertions.

Effective and Ethical Research

Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using interdisciplinary prinary and secondary sources.

Recognize Anti-Semitism

Recognize anti-Semitic arguments.

Analytical Writing

Skillfully integrate sources into a coherent argument expressed through a clear, well-written style and throrough oral communication.

Understand Jewish Identity

Gain an understanding of the complexities of modern Jewish identity.

Appreciate Jewish Contributions

Appreciate the contribution of Jewish people to the world.

↑Top

(Hist-ClCv 304) Greek History

Political, economic, social, and intellectual history of Greece from Mycenaean times to the Hellenistic period.

HIST
247

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 247

Course Outcomes

Primary Source Analysis

Successful students will consider available primary sources of information for ancient Greek history and be able to evaluate the reliability of those sources.

Ancient Greek Historical Sources

Successful students will consider available primary sources of information for ancient Greek history and be able to evaluate the reliability of those sources.

Greek Literature Analysis

Successful students will be exposed to selections of Greek literature and be able to evaluate those texts as sources for Greek history; critical skills will be improved by the careful treatment of historiographical texts.

Critical Theories

Successful students will discuss critical theories that are relevant to the texts treated in class and be able to evaluate and judge the rhetorical complexities facing the various authors discussed and how those authors resolved those complexities as they composed their historical narratives.

Historical Knowledge of Greek History

Successful students will demonstrate a basic understanding of Greek History from the Bronze Age to the Hellenistic Age

Historical Texts and Ancient Historiography

Successful students will be able to locate the historical texts treated in class in the context of Classical literature generally and of ancient historiography specifically.

↑Top

(Hist-ClCv 307) Roman History

Political, economic, social, and intellectual history of Rome from the foundation of the city to Constantine.

HIST 248

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 248

Course Outcomes

Historiography and Historical Evaluation

Successful students will be exposed to selections of Latin and Greek literature and be able to evaluate those texts as sources for Roman history; students' critical skills will be improved by the careful treatment of historiographical texts.

Critical Analysis

Successful students will discuss critical theories that are relevant to the texts treated in class and be able to evaluate the rhetorical complexities facing the various authors discussed and how those authors resolved those complexities as they composed their historical narratives.

Primary Sources of Information

Successful students will consider available primary sources of information for ancient Roman history and be able to evaluate the reliability of those sources.

Research and Historiography

Successful students will be able to locate the historical texts treated in class in the context of Classical literature generally and of ancient historiography specifically.

Knowledge of Roman History

Successful students will demonstrate a basic knowedge of Roman history from the Regal period to the decline of the Roman Empire.

↑Top

Europe 1500 to the Present

Overview of key political, cultural, economic and social developments in Europe during the early modern and modern periods, 1500—Present.

HIST 250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	WRTG 150.
Taught	Fall
Programs	Containing HIST 250

Course Outcomes

Historical knowledge of key events in European history

Demonstrate a solid understanding of key ideas, events and individuals in the political, social and cultural history of Europe from 1500 to the present.

Geographical knowledge of Europe

Demonstrate a basic geographical knowledge of Europe, as well as an understanding of the complexities and limitations of the notion of European unity.

Historical analysis of the growth of European unity

Trace and explain the transformation of Europe from the rivalries and divisions of the early modern period to its current state of union.

Historiographical knowledge and analysis

Show the ability to analyze historical debates and questions with accuracy and balance.

Reading and analysis of primary and secondary sources

Learn to read, analyze, and discuss both primary and secondary source documents dealing with European history.

Historical writing

Refine the clarity and grace of analytical writing and speaking skills.

Top

Conquest and Colonization of Latin America

Pre-Columbian civilizations, Iberian exploration and conquest of the New World, and colonial development of Hispanic and Portuguese America from 1492 to 1823.

HIST
251

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 251

Course Outcomes

Research Literature

Students will be able to analyze and interpret primary source documents.

Historical Knowledge of Latin America

Students will be able to explain and analyze the major political, economic, social, religious, and cultural characteristics of Spanish and Portuguese colonialism in the Americas between 1492 and 1825.

Effective Communication

Students will gain experience in historical research and improve writing skills.

Critical Analysis

Students will analyze historical questions and place them in historiographical context.

Top

Modern Latin America

National period (1810 to present): independence, institutional development, culture, and inter-American relations.

HIST 252

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HIST 252

Course Outcomes

Historical Knowledge of Modern Latin America

Students will be exposed to the major economic, political, and cultural shifts that shaped the "modern" Latin American state in the nineteenth and twentieth century, as well as its variants, notably the cult of caudillo rule and its twentieth century offshoots

Research Literature

Students will become conversant with major theoretical arguments and approaches to Latin American history in the contemporary era.

Critical Discussions

Students will gain oral proficiency in discussing historiographical and thematic issues in modern Latin America during weekly discussion.

Literature Survey and Analytical Writing

Students will either broaden their understanding of literature on one topic in Latin American history by way of an intensive literature survey or deepen their knowledge on a particular topic in Latin American history by way of an original research paper.

Critical Analysis

Students will make connections between cultural and polotico-economic issues by way of a wide variety of course readings that expose students to literature, as well as traditional historical themes.

Top

Modern Africa

Survey of the history of the African continent from circa 1800, focusing on experiences and perspectives of Africans. Topics may include culture and identity, colonialism, independence movements, religion, gender relations, the environment, and economic development.

HIST
261

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 261

Course Outcomes

Historical Knowledge of Modern Africa and its People

Students will gain a greater knowledge of major events, developments, and questions in modern African history and understand that African cultures and people have changed over time

Critical Analysis

Students will improve their ability to weigh evidence, assess conflicting viewpoints, and evaluate arguments

Analytical Writing

Students will improve their ability to write clearly and organize evidence to build an argument

Self-examination through studies of race, identity, and liberation

Students will re-consider the way they interact with their own society and how Africa has related to the rest of the world by considering questions about identity, race, domination and liberation in African history

Top

Exploration of Teaching - Social Science

Field-based, initial teaching experience directed at helping prospective teachers experience the demands and opportunities associated with teaching secondary students.

HIST 276

Hours	4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	Fall, Winter
Programs	Containing HIST 276

Course Outcomes

Please contact the individual department for outcome information.

Top

Northern US Family, Local, and Social History Research Since 1790

Records, geographical-historical background, paleography, and methodologies for reconstruction of invididual families and development of family history studies in the northern states, including New England, the Midwest, and some Mid-Atlantic states in the 19th and 20th centuries.

HIST
280

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall
Programs	Containing HIST 280

Course Outcomes

Knowledge of family history sources in northern US research

Students will be able to describe the key content and utility of major family history sources in northern US research, viz., census and vital records, church and town records, county histories, tax records, probate and other court records, land records, immigration sources, and compiled family histories, as well as related secondary-source indexes and databases.

Familiarity with the Family History Library in Salt Lake City

Students will be able to conduct research in family history sources, primary and secondary, on film or otherwise, at the world's largest genealogical repository, the Family History Library in Salt Lake City.

Competence in genealogical research reports

Students will be able to produce clear, well-written genealogical research reports demonstrating a high level of critical thinking in pedigree analysis and genealogical evidentiary analysis.

Competence in writing compiled lineages

Students will be able to produce well-written compiled lineages that incorporate the historical background of the time, relating histories of individual families to larger historical processes.

Top

Southern US Family, Local, and Social History Research Since 1790

19th and 20th century records, geographical-historical background, paleography, and methodologies for reconstruction of individual families and development of family history studies in the southern states.

HIST 281

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Winter
Programs	Containing HIST 281

Course Outcomes

Knowledge of family history sources in southern US research

Students will be able to demonstrate content knowledge of historical sources for the United States, as well as those peculiar to each of the Southern States, including primary and secondary sources located in libraries, archives, online, and filmed resources.

Familiarity with the Family History Library in Salt Lake City

Students will be able to use family history sources, primary and secondary, on film or otherwise, at the world's largest genealogical repository, the Family History Library in Salt Lake City.

Competence in genealogical research reports

Students will be able to produce clear, well-written genealogical research reports demonstrating a high level of critical thinking in pedigree analysis and genealogical evidentiary analysis.

Competence in writing compiled lineages

Students will be able to produce well-written compiled lineages that incorporate the historical background of the time, relating histories of individual families to larger historical processes.

↑Top

Colonial US Family, Local and Social History Research

Records, geographical-historical background, paleography, and methodologies for reconstruction of individual families and development of family history studies in colonial American studies.

HIST 282

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 282

Course Outcomes

Knowledge of family history sources in colonial US research

Students will be able to describe the key content and utility of major family history sources in colonial US research, viz., tax records, church and town records, probates, court records, deeds, and compiled family histories and related secondary-source indexes and databases.

Familiarity with the Family History Library in Salt Lake City

Students will be able to use family history sources, primary and secondary, on film or otherwise, at the world's largest genealogical respository, the Family History Library in Salt Lake City.

Paleographic skills

Students will demonstrate paleographic skills allowing them to research original and manuscript sources.

Competence in genealogical research reports

Students will be able to produce clear, well-written genealogical research reports demonstrating a high level of critical thinking in pedigree analysis and genealogical evidentiary analysis.

Competence in writing compiled lineages

Students will be able to produce well-written compiled lineages that incorporate the historical background of the time, relating histories of individual families to larger historical processes.

Top

Nature and History: The Earth's Environmental Past

Human historical interactions with animals, plants, and landscapes. Global histories of climate, population, whaling, fossil fuels, the car, animal rights, suburban sprawl, eco-theology, environmentalism, ecotourism, etc.

HIST 290

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 290

Course Outcomes

Historical Knowledge of Global Relationship with Nature

Students will become academically conversant with the major historical developments in our global relationship with nature.

Historical Analysis

Students will be able to analyze and evaluate the content and meaning of primary sources, and through critical interpretation, draw reasonable conclusions.

Historical Research

Students will be able to formulate historical questions and answer them by careful and systematic research in primary and secondary sources.

Analytical Writing

Students will be able to write history that is coherent and persuasive by following discipline’s norms for writing and careful documentation.

Top

Food and History

History of tomatoes, potatoes, sugar, and spice. How food and foodways engage broader historical questions and illuminate aspects of human cultures.

HIST
292

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 292

Course Outcomes

Research Methods

Students will refine and improve historical research, writing and analytical skills.

Historical Knowledge of the Study of Food

Students will be able to discuss the theoretical underpinnings of the study of food, and will be able to discuss key aspects of the impact of food on human history.

Effective Communication

Students will refine and improve oral presentation skills.

↑Top

World War II in History and Memory

Causes, flow, global impact of the war emphasizing American and Japanese experience, ways in which it shaped lives of individual participants, and how it is remembered.

HIST 293

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 293

Course Outcomes

Historical Knowledge of Global Conflict of 1939 to 1945

Students will be able to explain and analyze the history and memory of the global conflict of 1939 to 1945.

Research Literature

Students will be able to analyze and interpret primary and secondary source documents.

Critical Analysis

Students will be able to interpret and discuss the meanings and history and memory.

Critical Interpretation

Students will be able to formulate historical arguments based on primary sources and place them in a historiographical context.

↑Top

The Age of the French Revolution

The French Revolution and its global impact. Readings include primary and secondary sources on revolutionary politics, society, and culture in France, its overseas empire, and beyond.

HIST 294

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 294

Course Outcomes

Historical Knowledge of American, French and Haitian Revolut

Students will be able to explain and assess the major events and processes that shaped the American, French and Haitian revolutions.

Research Literature

Students will be able to analyze and contextualize primary documents from the late eighteenth and early nineteenth centuries.

Critical Debates

Students will be able to debate historical questions and historiographical issues related to the American, French, and Haitian revolutions.

Top

Latin America in the Age of Revolution, 1750-1850

Examine the origins of the Latin American revolutions for independence, the course of the wars, and the struggles to form new nations. The course considers the issues new nations confronted and the concepts of cultural continuity, including ramifications today.

HIST 295

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 200 & HIST 252
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Historical knowledge of the Age of Revolution

Students will obtain historical knowledge of the Age of Revolution in general, and of Latin American revolutions in particular.

Reading primary and secondary sources

Students will be able to read and understand both primary and secondary historical sources, and how those sources have been used in Age of Revolution historiography, and to be able to express that understanding in writing.

Effective historical research

Students will further develop their ability to write clearly, persuasively, and logically, using primary and secondary sources found in the library and elsewhere.

Top

The Early Middle Ages

Decline of Rome and the early formative stages of early medieval civilization; analysis of political, economic, and social changes from A.D. 285 to 950.

HIST 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 300

Course Outcomes

Research Literature

Students will be able to analyze and interpret primary source documents.

Historical Knowledge

Students will be able to explain and analyze the major political, economic, social, and religious developments in the Early Middle Ages.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Critical Communication

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers

Top

The Late Middle Ages

Europe from 950 to 1350; maturation of medieval civilization; failure of German, success of French leadership; economic, religious, cultural, intellectual trends.

HIST 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 301

Course Outcomes

Historical Knowledge

Students will be able to explain and analyze the major political, economic, social, and religious developments in the Late Middle Ages.

Research Literature

Students will be able to analyze and interpret primary source documents.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Critical Communication

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers

Top

The Italian Renaissance

Major political, social, and cultural events in Italy from 1200 to 1530, emphasizing concept of the Renaissance in modern historiography.

HIST 302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 302

Course Outcomes

Historical Knowledge of Italian Renaissance

Students will understand and be able to analyze the major political, economic, social, and religious developments in Italian Renaissance history

Identify Historiographical Evolution

Students will be able to trace the historiographical evolution of the Italian Renaissance and analyze historical questions within this historiographical context

Research Methods

Students will refine and improve historical research, writing and analytical skills

↑Top

The Reformation: Age of Turmoil

Sixteenth-century religious upheaval; ideological, cultural, political, and socioeconomic struggles to mid-seventeenth century.

HIST 303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 303

Course Outcomes

Historical Knowledge of Europe (1500-1700)

Students will be able to explain and analyze the major religious developments in Europe during the Reformation (1500-1700).

Research Methods using Primary Sources

Students will be able to analyze and interpret primary source documents.

Research Methods using Secondary Sources

Students will be able to analyze and interpret secondary source documents

Critical Interpretation

Students will be able to interpret and debate the meanings and historical value of primary and secondary source texts with their peers.

Historical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Top

The Expansion of Europe, 1400-1800

Early voyages of discovery and the actions of Europeans in the wider world from about 1400 to 1800.

HIST
304

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 304

Course Outcomes

Critical Analysis

Students will master the skills necessary to summarize, evaluate, and critique historical arguments.

Historical Knowledge of European Expansion

Students will learn content knowledge including: historical actors, critical events, and historical details.

Research Literature

Students will analyze historical documents

Compiling a Bibliography

Students will produce a bibliography using historical standards.

Analytical Writing

Students will make arguments based on reasoned evidence, and recognize the subjectivity in the use of evidence.

Top

The Age of Enlightenment

Developments in Europe from 1650 to the French Revolution, emphasizing political thought, science, and philosophy in the Enlightenment.

HIST 305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 305

Course Outcomes

Historical Knowledge of Europe between 1650 and 1815

Students will be able to explain and analyze the major political, economic, social, intellectual, and cultural developments in Europe between 1650 and 1815.

Research Literature

Students will be able to analyze and interpret primary source documents.

Historical Knowledge of Enlightenment

Students will understand the ideas central to the Enlightenment.

Analytical Writing

Students will gain experience in historical research and improve writing skills

Critical Analysis

Students will analyze historical questions and place them in historiographical context

Top

Nineteenth-Century Europe

Political, economic, social, and intellectual history of Europe from 1815 to 1914.

HIST 306

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 306

Course Outcomes

Historical Knowledge of 19th C Europe

Students will understand and be able to explain and analyze the international affairs and the political, intellectual, social, and economic history of Europe from 1789-1914

Research Literature

Students will understand how to use and will be able to analyze and interpret primary source documents.

Critical Analysis

Students will be able to review, critique, and evaluate historiographical works from a variety of European nations, as well as analyze historical questions and place them in a historiographical context.

Effective Communication

Students will be able to analyze, interpret, and debate with their peers in a classroom setting the meanings and historical value of theory, art, media, and primary source texts.

Top

Europe Since 1914

International affairs and political and economic history of major European countries (including Russia) from World War I to the present.

HIST
307

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 307

Course Outcomes

Critical Evaluation

Students will be able to review, critique, and evaluate historiographical works.

Research Literature

Students will understand how to use and will be able to analyze and interpret primary source documents.

Effective Communication

Students will be able to analyze, interpret, and debate with their peers in a classroom setting the meanings and historical value of theory, art, media, and primary source texts.

Effective Discussion

Students will be able to analyze and discuss current events from more than one national viewpoint.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Historical Knowledge of Europe since 1914

Students will understand and be able to explain and analyze the international affairs and the political, cultural, military, social, and economic history of Europe from the two world wars until the present

↑Top

The Mediterranean

Examining the historiography and key political, cultural, economic, and social developments of the Mediterranean in the medieval and/or early modern periods.

HIST 308

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 308

Course Outcomes

Critical Analysis

Students will be able to trace the historiographical evolution of Mediterranean history and analyze historical questions within this historiographical context

Historical Knowledge of Mediterranean History

Students will understand and be able to analyze the major political, economic, social, and religious developments in Mediterranean history

Research Methods

Students will refine and improve historical research, writing and analytical skills.

Effective Communication

Students will refine and improve oral presentation skills.

↑Top

European Revolutions Since 1500

Social and political revolutions in European history since 1500. Successful and unsuccessful cases of state breakdown; the Dutch Revolt, English Revolution, French Revolution, Revolution of 1848, and Russian Revolution.

HIST
309

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter odd years
Programs	Containing HIST 309

Course Outcomes

Historical Knoweldge of European Revolutions

Students will gain a historical consciousness by demonstrating knowledge about crisis and change in European societies.

Research Literature

Students will acquire the ability to evaluate and analyze historical documents

Critical Analysis

Students will understand the way evidence is used to construct historical arguments.

Collaboration Experience

Students will gain experience collaborating with each other in formulating and carrying out a research project using historical research skills.

↑Top

European Economic History

Economic development of Europe from antiquity to the early twentieth century; impact of the economy on social and political institutions.

HIST 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 310

Course Outcomes

Historical Knowledge of Economic History of Europe

Students will acquire content knowledge about the economic history of Europe from antiquity to the present

Critical Analysis

Students will master the skills necessary to summarize, evaluate, and critique historical arguments.

Research Literature

Students will understand the way evidence is used to construct historical arguments.

Analytical Writing

Students will pose historical questions and support them with appropriate evidence

Collaboration Techniques

Students will gain experience collaborating with each other in formulating and carrying out a research project using historical research skills.

Top

The History of Film, Radio, and Television

International history of (and through) the major mass media of the 20th Century.

HIST 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall odd years
Programs	Containing HIST 311

Course Outcomes

Reading primary and secondary sources

Critically read primary and secondary sources and analyze these sources in course assessments.

Historical understanding of events in film, radio, and television history

Demonstrate a deeper historical understanding of the most important events in film, radio, and television history.

Analysis of media products from a historical and contextual perspective

Analyze media products from a historical and contextual perspective.

Effective historical writing

Craft a well-written, coherent research paper drawing upon a variety of sources and containing a clear thesis statement.

Top

History of Ideas

Interrelationship of influential ideas and historical events from the end of the eighteenth century to the present.

HIST 312

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 312

Course Outcomes

Recognize Historical Periodization

Recognize the usefulness, but also the problematic nature of historical periodization.

Trace Influence of Ideas

Relate and trace how ideas continue to influence societies and their institutions

Develop Interdsciplinary Thinking Skills

Develop interdisciplinary, synthetic, thinking skills, particularly in being able to see history in cultural artifacts and then identify and place these into discursive contexts.

Historical Knowledge of Approaches to Intellectual History

Identify broadly how different approaches to intellectual history operate, e.g. Lovejoy, Cambridge School (Skinner), Berlin, Koselleck, Strauss, etc.

Recognize the Development of Modern Thought

Awaken in you the realization of how certain modes of modern thought that you might have taken for granted as having existed "forever" can be seen as developments in response to specific historical circumstances.

Conflict Resolution

Explain how ideas, when extended to their logical conclusions, may challenge your personal world view and consider, as well as articulate, how to resolve such conflicts.

Analytical Writing

Write an intellectual history research paper.

↑Top

Strategy in Peace and War

The modern evolution and contemporary development of grand strategies in peace and war, connecting success or failure with unintended consequences. Historical case studies extend from the Thirty Years' War to the Global War on Terrorism.

HIST 313

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hist 200, 201, 202.
Taught	Contact Department
Programs	Containing HIST 313

Course Outcomes

Historical knowledge of theories of diplomacy and warfare

Students will understand and be able to explain and analyze the forms, politics, theories, and legacy of diplomacy and warfare.

Analysis of primary and secondary source texts

Students will understand how to use and will be able to analyze and interpret primary source documents and secondary historiographical works.

Historical value

Students will be able to analyze, interpret, and devate with their peers in a classroom setting the meanings and historical value of theory, primary source texts, agency, and historical context.

Historiography

Students will be able to analyze historical questions and place them in a historiographical context.

Top

Fascism and Nazism in Europe, 1914-present

Political, cultural, and social bases of fascist movements, especially in Italy, Germany, and Spain. Rise to power, family policies, warfare, propaganda, racism, genocide, neofascisms.

HIST
314

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 314

Course Outcomes

Historical Knowledge of European Fascisms

Students will understand and be able to explain and analyze the origins, impacts, foreign policy, theories, and legacy of Fascism, Nazism, and other competing political ideologies

Research Literature

Students will understand how to use and will be able to analyze and interpret primary source documents and secondary historiographical works.

Critical Interpretation

Students will understand how to research and write.

Effective Communication

Students will be able to analyze, interpret, and debate with their peers in a classroom setting the meanings and historical value of theory, art, media, and primary source texts

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Top

European Jews and the Holocaust

Attempted genocide of European Jews by Hitler's Third Reich; motives, methods, and implications.

HIST 315

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 315

Course Outcomes

Research Literature

Analyze key issues that informed the Holocaust, the context and processees related to it, and to engage with the debates ignited by its legacy. Further develop proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

Historical Knowledge of Genocide of European Jews

Study the genocide of European Jews by Hitler's Third Reich and to explore the motives, methods, and implications of this, as well as the fundamental questions thrown into relief by it.

Critical Analysis

Foster specific skills of critical thinking, argumentative and narrative writing, as well as careful reading. Analyze historical questions and issues clearly, assess historical information accurately and distinguish between questionable and valid historical assertions.

Analytical Writing

Skillfully integrate data into coherent arguments expressed through a clear, well-written style in exams, papers, and class discussion.

Top

The Family and the Law in American History

The interaction of families with law and government as illustrated in original American sources; individual family histories reconstructed in the broader perspective of history.

HIST 317

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall, Winter
Programs	Containing HIST 317

Course Outcomes

Effective Communication

Students will be able to produce genealogical research reports and narrative family histories and compiled lineages that are clear, precise and well-written;

Research Methodology

Students will be able to identify and solve basic historical and genealogical problems in the United States through primary and secondary source research, using library, archival and technological resources

Incorporate Historical Background

Students will be able to recognize and incorporate the historical background of the time and place in their genealogical research

Evidentiary Analysis

Students will be able to utilize a significant range of skills and abilities in critical genealogical evidentiary analysis and be able to distinguish that from historical analysis

Knowledge of Sources

Students will be able to demonstrate content knowledge of primary historical sources for the United States

Apply Research Skills

Students will be able to apply research skills learned to the search for their own ancestors and to assist others in their searches in the United States;

Using Genealogical Technology

Students will be able to explain the roles of New.FamilySearch.org and other FamilySearch.org programs, integrating in the process the academic knowledge from this course with a testimony of the current direction of family history in the LDS Church.

Top

European Women's History

European women and gender from 1400 to the present.

HIST 318

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hist 200.
Taught	Winter even years
Programs	Containing HIST 318

Course Outcomes

Research Historiography

Students will be able to analyze and synthesize historiographyof women’s history, gender history, and feminism

Historical Knowledge of European Women since 1400

Students will be able to understand and explain major trends in European women's experiences and history since 1400

Critical Interpretation

Students will interpret important shifts or trends in the experience of women and attitudes about gender. Students will apply this understanding to the legal, religious, and culture contexts for those shifts or trends

Effective Research and Analysis

Students will read, analyze, and write about primary and secondary sources and explain their connections to one another

Critical Analysis

Working in tandem with each other students will have opportunities to question, investigate, and interrogate contemporary attitudes to women and men's history and gender and how these affect interpretations of the past.

↑Top

The Family in Europe

Nature and development of marriage and family life and structure from the ancient to modern era.

HIST
319

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Independent Study also.
Taught	Fall even years
Programs	Containing HIST 319

Course Outcomes

Historical Knowledge of European Family Life

Students will be able to understand and explain major trends in European family life, relationships, and law between 1100 and the present

Research Historiography

Students will be able to analyze and synthesize historiography of family history

Effective Research

Students will read, analyze, and write about primary and secondary sources and explain their connections to one another.

Critical Interpretation

Students will interpret important shifts or trends in the experience of family functions and relationships and their connections with the law. Students will apply this understanding to the legal, religious, and culture contexts for those shifts or trends.

Critical Analysis

Working in tandem with each other students will have opportunities to question, investigate, and interrogate historical experiences and historiographic interpretations

Top

Society in Europe

Common life in Europe from 1500 to the present: family problems, social customs, marriage, superstition, death, diet, work, hardships, migration, and childhood.

HIST
320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing HIST 320

Course Outcomes

Historical Knowledge of Early and Modern European Society

Students will be able to explain and analyze themes and trends in European social history in both the early modern and modern periods.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Critical Analysis and Interpretation

Students will be able to analyze and interpret secondary source documents

Critical Debate

Students will be able to interpret and debate the meanings and historical value of primary and secondary source texts with their peers.

↑Top

Pre-Modern Britain

Political, economic, social, and religious developments in pre-modern Britain.

HIST 322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 322

Course Outcomes

Historical Knowledge

Students will be able to explain and analyze the major political, economic, social, and religious developments in Britain up to the early modern period.

Research Literature

Students will be able to analyze and interpret primary source documents dealing with pre-modern Britain.

Critical Communication

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Top

Modern Britain

Political, economic, social, and religious developments in England, Scotland, and Wales during the modern era, focusing on Atlantic connections and British imperialism

HIST 323

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 323

Course Outcomes

Historical Knowledge

Students will be able to explain and analyze the major political, economic, social, and religious developments in Modern Britain.

Research Literature

Students will be able to analyze and interpret primary source documents dealing with Modern Britain.

Critical Communication

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Top

France

French history from Roman times to the present, emphasizing the French Revolution, Napoleon, and subsequent developments.

HIST 324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 324

Course Outcomes

Critical Interpretation

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers.

Research Literature

Students will be able to analyze and interpret primary source documents.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Historical Knowledge of France 700-1950

Students will be able to explain and analyze the major political, economic, social, and religious developments in French history between approximately 700 and 1950.

↑Top

Spain

Political, social, and economic factors in Spanish history from Roman times to present. Emphasis on Reconquest, Golden Age, and Civil War.

HIST 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing HIST 325

Course Outcomes

Research Literature

Students will be able to analyze and interpret primary source documents.

Critical Analysis

Students will analyze historical questions and place them in historiographical context.

Historical Knowledge of Spain

Students will be able to explain and analyze the major political, economic, social, intellectual, and cultural developments in Spain from Roman times to the late twentieth century

Effective Communication

Students will gain experience in historical research and improve writing skills.

↑Top

The History of Mexico

The historical evolution of Mexico including pre-Colombian civilizations, the Spanish conquest, the colonial era, national formation, and the modern Mexican state. The impact of foreign relations on Mexican society.

HIST
326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 326

Course Outcomes

Historical Knowledge of Mexico (Pre-Colombian-National Era)

Students will gain an understanding of the challenges Mexico faced during the transitions from pre-Colomiban empires to the colonial period, as well as from the colonial period to the national era.

Research Literature

By way of supplementary readings and writing assignments, students will gain a stronger understanding of the social andcultural issues in Mexican history that have been shaped by the nation's unique political and economic conditions.

Historical Knowledge of Mexico (20th century)

Students will gain an understanding of the principle factors that created and transformed modern Mexican society, principally the Porfiriato, the Mexican Revolution, and the modern Mexican state structure (twentieth century).

Analytical Writing

Students will explore the scholarship and sources for a single issue in Mexican history, producing a research paper based on primary and secondary sources

Critical Debates

Students will develop oral proficiency in debating controversialhistorical and contemporary issues during class discussion, including debates on decisive factors in the Spanish conquest, immigration, and bi-national solutions to drug trafficking.

↑Top

Italy in the Modern World Since 1848

Political, social, economic, and cultural history of Italians and the Italian peninsula in Europe and the world, including nationalism, church and state, migration, Mafia, fascism, and European union.

HIST 327

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 327

Course Outcomes

Research Literature

Students will understand and will be able to analyze and interpret primary source documents and secondary historiographical works.

Historical Knowledge of Italy since 1848

Students will understand and be able to explain and analyze contemporary Italian history, including themes of economic development, state formation, fascism, internationalism, and church/state relations.

Critical Interpretation

Students will understand how to research and write.

Effective Communication

Students will be able to analyze, interpret, and debate with their peers in a classroom setting the meanings and historical value of theory, art, media, and primary source texts.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Presentations

Students will be able to present a topic and argument in class with multimedia and discussion

↑Top

Modern Germany

Political, military, economic and cultural development of Germany during the nineteenth and twentieth centuries.

HIST
328

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing HIST 328

Course Outcomes

Critical Analysis

Alert you to how historians construct their narratives.

Historical Knowledge of Modern Germany

Understand how historians interpret the German past.

Research Literature

Read and dismantle primary and secondary sources.

Research Interdisciplinary Sources

Synthesize material from interdisciplinary sources.

Analytical Writing

Show essay skills by writing timed essays on a set of primary and secondary sources.

Critical Interpretation

Demonstrate your ability to use primary sources in a research project.

↑Top

The City in Brazil: An Urban History

Brazil's urban history from 1550 to the present, with Rio de Janeiro, Curitiba, Manaus, and Brasilia as cases. Topics will include urban theory, design, ecology, cultural spaces (beaches, festivals), slavery, housing, poverty, crime, and transit.

HIST 329

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Tsarist Russia

Political, economic, social, and cultural trends and events in Russian history to 1917.

HIST
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing HIST 330

Course Outcomes

Historical Knowledge

Students will become familiar with the major political, social, cultural, and economic aspects of pre-revolutionary Russia. They will also explore and analyze such concepts as autocracy, Westernization, and empire.

Historical Analysis

Students will develop the ability to pose historical questions and answer those questions through a variety of analytical lenses. They will also learn how to establish connections between events, movements, and ideas for the time period covered in the course and to apply their knowledge of history to the world around them.

Effective Historical Research

Students will improve their analytical skills by finding and interrogating various primary and secondary sources and placing them within broad historical narratives.

Effective Communication

Students will learn how to craft plausible historical arguments and convey their arguments and evidence through a clear and succinct writing style.

Top

Soviet Union and Post-Soviet Russia

History of the Soviet Union and post-Soviet developments in Russia and other successor states; governing structures and ideology and the relationship between state and society.

HIST 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall odd years
Programs	Containing HIST 331

Course Outcomes

Historical Knowledge

Students will become familiar with the major political, social, cultural, and economic aspects of the Soviet Union and the post-Soviet successor states. They will also explore and analyze such concepts as ideology, totalitarianism, and socialism.

Historical Analysis

Students will develop the ability to pose historical questions and answer those questions through a variety of analytical lenses. They will also learn how to establish connections between events, movements, and ideas for the time period covered in the course and to apply their knowledge of history to the world around them.

Effective Historical Research

Students will improve their analytical skills by interrogating and integrating various primary and secondary sources and placing them within broad historical narratives.

Effective Communication

Students will learn how to craft plausible historical arguments and convey their arguments and evidence through a clear and succinct writing style.

↑Top

Scandinavian History

Political, social, religious, cultural, and economic factors in Denmark, Finland, Iceland, Norway, and Sweden from Viking era to present highly developed society.

HIST 332

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 332

Course Outcomes

Historical Knowledge of Scandinavia throgh early 1700s

Students will be able to learn about Scandinavian history from prehistoric times through to the Viking Age, Middle Ages/Renaissance to the Era of Swedish Great Power Politics and Great Northern War, in the 1600s and early 1700s.

Historical Knowledge of Scandinavia since Napoleonic Wars

Students will be able to learn about the big picture of Scandinavian history from the period of the Napoleonic Wars (esp. Napoleon's erstwhile general, Bernadotte, later King of Sweden-Norway), Industrialization of the North, nationalistic movements and periods of Swedish-Norwegian and russo-Finnish union, through the World Wars and establishment of the Modern Welfare state (since the 1920s)

⬆Top

History of the Ottoman Empire

Examining historiography and key political, cultural, economic, environmental, and social developments in the Ottoman Empire 1300-1923. Emphasizing the impact of identity in a multi-national, multi-ethnic, multi-religious, geographically and linguistically diverse state.

HIST
333

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

History of Ancient Iraq

Examining the social and economic aspects of the rise of cities, inter-regional trade, political exchange, and imperialism in ancient Mesopotamia using primary and secondary sources. Topics include agriculture in Babylon, cities in Mesopotamia, royal courts, Assyrian trade and markets, family and kin.

HIST 334

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter even years, Spring Contact Department, Summer Contact Department
Programs	Containing HIST 334

Course Outcomes

Critical Analysis

Develop an ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

Historical Knowledge of Ancient Iraq

Gain a historical consciousness of social and economic institutions and developments in ancient Iraq.

Research Literature

Develop use of the historical method of research effectively by skillfully and honestly using primary and secondary sources.

Effective Communication

Skillfully integrate evidence into a coherent argument or narrative expressed through a clear, well-written style and through oral communication.

Top

Crusades

Age of Holy Wars in the eastern Mediterranean and Near East, 1050-1300. Focus on both Europe and Near East.

HIST 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 335

Course Outcomes

Historical Knowledge of Crusades

Students will be able to explain and analyze the major political, economic, social, cultural and religious developments during the crusades, c. AD 1050-1300

Research Methods

Students will be able to analyze and interpret translations of primary source documents from the age of the Crusades.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Top

South African Liberation Movements

Reading and discussion on the history of the struggle for human rights in South Africa, particularly during the time of apartheid (1948-1990).

HIST 336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter odd years
Programs	Containing HIST 336

Course Outcomes

Historical knowledge of South African liberation movements

Students will gain a greater knowledge of major events, key participants, and developments in the history of South African liberation movement history and modern South African history through course lectures and readings.

Understanding of major questions and themes

Students will improve their understanding of major questions and themes in the construction of South African liberation movement history through course readings, in-class discussions, and the historiographical aspect of the term paper.

Evaluation of primary sources

Students will develop a greater ability to evaluate primary sources and historical arguments through weekly source analysis assignments, in-class discussions, and the source analysis aspect of the term paper.

Effective historical writing

Students will improve their ability to write clearly and organize evidence to build an argument through weekly analysis papers and the final term paper.

Self-examination through studies of race and resistance

Students will consider the way they interact with people within their own society and throughout the world by dealing with questions about race, domination, identity, and resistance.

Top

Pre-modern Korea

Political, economic, and social history of Korea from antiquity to 1850.

HIST 337

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing HIST 337

Course Outcomes

Critical Analysis

An understanding of Korean history contextualized both within the framework of Korean history and in relationship to other histories and other constructions of history.

Historical Knowledge of Korea

An understanding of the major features of Korean history and culture both in breadth and in depth.

Effective Communication

The ability to think and write about issues in Korean history in a critical and compelling manner.

Top

Modern Korea

Political, economic, and social history of Korea from 1850 to the present.

HIST
338

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall odd years
Programs	Containing HIST 338

Course Outcomes

Critical Analysis

Students will be able to recognize and analyze change over time in East Asia

Historical Knowledge of Korea 1850 to Present

Students will be able to describe the most significant aspects of the polity, economy, society and ideology of Korea from 1850 to the present.

Research Literature

Students will be able to evaluate and apply primary source texts to broad historical themes

Research Methods

Students will be able to conduct individual research and situate it in the broader historical context

Top

African Social Change

Themes and questions in African social history throughout various periods, including women, youth, religion, health, and cross-cultural interactions.

HIST 339

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing HIST 339

Course Outcomes

Evaluation of historical arguments

Skillfully read and evaluate historical arguments.

Historical writing and argumentation

Improve the ability to write clearly and organize evidence to build an argument.

Historical knowledge of African social history

Understand major developments and questions in African social history.

Historical knowledge of African cultures and peoples

Obtain a historical understanding of African cultures and peoples.

Cultural sensitivity

Display sensitivity to cultural difference and navigate cross-cultural interactions.

↑Top

Traditional China

From a loose federation of Neolithic societies, Chinese civilization emerges as East Asia's dominant political and cultural force; developments to ca. 1500.

HIST 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 340

Course Outcomes

Geographical Knowledge of China

Students will demonstrate a basic geographical knowledge of China, including significant geological features and major historical cities Moreover, they will be able to discuss how geographical and environmental realities have impacted historical development.

Research Literature

Students will be able to analyze and interpret primary source documents, both in writing and in class discussions

Critical Analysis

Students ability to identify arguments (assertions, claims, theses) and analyze supporting evidence in secondary scholarship should improve.

↑Top

China Since 1200

Economic and political foundations of modernity during high Imperial China; challenge of new order from the West; rise of Chinese nationalism, revolution, and development to the present.

HIST 341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 341

Course Outcomes

Historical Knowledge of China, 1200-present

Students will be able to describe the most significant aspects of the polity, economy, society and ideology of China from 1200 to the present.

Critical Analysis

Students will be able to recognize and analyze change over time in China.

Research Literature

Students will be able to evaluate and apply primary source texts to broad historical themes

Research Methods

Students will be able to conduct individual research and situate it in the broader historical context

Top

Early Japan: Shinto and Samurai, Courtiers and Courtesans

Political, social, religious, and cultural developments to ca. 1850.

HIST 343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing HIST 343

Course Outcomes

Research Literature

Students will be able to analyze and interpret primary source documents.

Historical Knowledge of Japan before 1850

Students will be able to explain and analyze the major political, economic, social, and cultural developments in Japanese history until around 1850.

Critical Interpretation

Students will be able to interpret and discuss the meanings and historical and historiographical value of primary and secondary source texts.

Critical Analysis

Students will be able to analyze historical arguments and place them in a historiographical context.

↑Top

Modern Japan

Main themes in Japanese history from the early 19th century to the present.

HIST
344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter odd years
Programs	Containing HIST 344

Course Outcomes

Research Literature

Students will be able to analyze and interpret primary source documents.

Historical Knowledge of Japan from the early 19th century to the present

Students will be able to explain and analyze the major political, economic, social, and cultural developments in Japanese history from the early 19th century to the present.

Critical Interpretation

Students will be able to interpret and discuss the meanings and historical and historiographical value of primary and secondary source texts.

Critical Analysis

Students will be able to analyze historical arguments and place them in a historiographical context.

↑Top

Chinese Cultural History

Methods and approaches of the cultural historian; in-depth investigation of a selected topic in Chinese cultural history. Topics may include women, Silk Roads, material culture, etc.

HIST 347

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 347

Course Outcomes

Chinese Cultural History

Students will be able to explain and understand the methods and approaches of the cultural historian through an investigation of select topics in Chinese cultural history.

Research Literature

Students will be able to analyze and interpret primary source documents, both in writing and in class discussions

Critical Analysis

Students ability to identify arguments (assertions, claims, theses) and analyze supporting evidence in secondary scholarship should improve

↑Top

Modern South East Asia

Complex history of the varied nations of this vast area: religion, colonialism, nationalism, independence.

HIST 348

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 348

Course Outcomes

Research Literature

Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions by using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

Historical Knowledge

Gain a historical consciousness by demonstrating a knowledge of major developments in South East Asia and world history and understand key historical terms and theories.

Effective Communication

Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

↑Top

History of Asian Religions and Thought

Major themes in religion, philosophy, and ideas in Asia.

HIST 349

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 349

Course Outcomes

Research Literature

Students will be able to analyze and interpret primary source documents, both in writing and in class discussions.

Chinese Thought and Religion

Students will be able to understand and analyze key concepts in Chinese thought and religion as well as the logic behind core beliefs and practices

⬆Top

British Family, Local and Social History Research

Records, geographical-historical background, paleography, and methods for reconstruction of individual families and development of demographic and family history studies in England, Scotland, and Wales.

HIST 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall
Programs	Containing HIST 350

Course Outcomes

Historical Research

Students will be able to explain and use fundamental genealogical (and some historical) resources and methodologies for English and Welsh research since 1700

Critical Analysis

Students will evaluate, analyze, and corroborate genealogical information from both original and compiled sources. Students will know and use established citation standards.

Research on Individuals

Students will explain how various pieces of information are combined in order to trace the same individual over various records and across the lifespan

Linking Generations

Students demonstrate how evidence is used to prove the links between generations

↑Top

Germanic Family, Local, and Social History Research

Records, geographical-historical background, paleography, and methodologies for reconstruction of individual families and development of family history studies in Germanic areas of Europe.

HIST
351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 351

Course Outcomes

Identify Major Family History Sources

Students will be able to describe the key content of major family history sources in German research.

Research Literature

Students will become somewhat proficient at reading German documents.

Research Methods

Students will become acquainted with actually using family history primary and secondary sources, on film or otherwise available, at the world's largest genealogical repository, the Family History Library in Salt Lake City.

Top

Scandinavian Family, Local, and Social History Research

Records, geographical-historical background, paleography, and methodologies for reconstruction of individual families and development of family history studies in Denmark, Norway, Iceland, Sweden, and/or Finland.

HIST
352

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 352

Course Outcomes

Research Literature

Students will become somewhat proficient at reading old gothic-script Scandinavian documents from the 1600s on up, and also be able to convert Latin feast dates to modernized calendar dates through use of feast date conversion calendars.

Identify Major Family History Sources

Students will be able to describe the key content of major family history sources in Scandinavian research, viz., census, parish registers, probates, land/property and court records, since the 1600s.

Research Methods

Students will become acquainted with actually using family history primary and secondary sources, on film or otherwise available, at the world's largest genealogical repository, the Family History Library in Salt Lake City.

↑Top

Southern European and Latin American Family, Local, and Social History Research

Records, geo-historical background, paleography, and methods for reconstruction of individual families; development of demographic and family history studies which may include Portugal, Spain, France, and Italy and their colonies in the Americas.

HIST 353

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 353

Course Outcomes

Effective Communication

Students will be able to produce genealogical research reports and narrative family histories and compiled lineages that are clear, precise and well-written

Incorporate Historical Background

Students will be able to recognize and incorporate the historical background of the time and place in their genealogical research.

Critical Analysis

Students will be able to utilize a significant range of skills and abilities in critical genealogical evidentiary analysis and be able to distinguish that from historical analysis

Genealogical Research

Students will be able to identify and solve basic historical and genealogical problems in Southern Europe, Quebec and Latin America through primary and secondary source research, using library, archival and technological resources

Research Literature

Students will be able to demonstrate content knowledge of primary historical sources for Southern Europe, Quebec and Latin America.

Research Methods

Students will be able to apply research skills learned to the search for their own ancestors and to assist others in their searches in Southern Europe, Quebec and Latin America.

Computer Programs

Students will be able to explain the roles of New.FamilySearch.org and other FamilySearch.org programs, integrating in the process the academic knowledge from this course with a testimony of the current direction of family history in the LDS Church.

↑Top

Slavic Family, Local, and Social History Research

Records, geographical-historical background, paleography, and methodologies for reconstruction of individual families; development of family history studies in Slavic areas of Europe.

HIST 354

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 354

Course Outcomes

Identify Major Family History Sources

Students will be able to describe the key content of major family history sources in Slavic research.

Research Literature

Students will become somewhat proficient at reading old Slavic documents.

Research Methods

Students will become acquainted with actually using family history primary and secondary sources, on film or otherwise available, at the world's largest genealogical repository, the Family History Library in Salt Lake City

↑Top

History of Argentina

Rise of modern Argentina from colonial times, focusing on the dynamic political, economic, social, and cultural developments since independence.

HIST 355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 355

Course Outcomes

Historical Knowledge of Argentina

Learn and understand more about the historical processes that have shaped the nation of Argentina from colonial times up to the present.

Effective Communication

To be able to discuss and explain those processes through the written and spoken word with clarity, persuasiveness, and proper use of evidence

Effective Writing

To write a well written, organized, and developed term paper using the critical thinking and writing skills of a historian

Research Literature

To be able to read primary sources and discuss their utility in constructing historical arguments.

Top

Brazil

From 1500 to present, emphasizing relationship between colonial patterns and twentieth-century reality and dilatory transformation of Brazil's political and economic culture.

HIST 356

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall odd years
Programs	Containing HIST 356

Course Outcomes

Historical Knowledge of Brazil's history since 1500

Students will become academically conversant in the major social, economic, and cultural developments of Brazil's history since 1500.

Historical Analysis

Students will be able to analyze and evaluate the content and meaning of primary sources, and through critical interpretation, draw reasonable conclusions.

Historical Research

Students will be able to formulate original historical questions and answer them by careful and systematic research in primary and secondary sources.

Historical Writing

Students will be able to write history that is coherent and persuasive by following discipline’s norms for writing and careful documentation.

Top

The Indian in Latin American History

History of Latin American Indians from preconquest days to the present; achievements, contributions, and problems.

HIST 357

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 357

Course Outcomes

Research Literature

Students will be able to analyze and interpret primary source documents.

Historical Knowledge of Mayas, Aztecs and Incas

Students will be able to explain and analyze the political, economic, social, religious, and cultural structures of the Mayas, Aztecs, and Incas, how they were transformed by the Spanish conquest, and how they developed in reaction to European colonialism.

Analytical Writing

Students will gain experience in historical research and improve writing skills.

Critical Analysis

Students will analyze historical questions and place them in historiographical context.

↑Top

Gender and History in Latin America

How gender roles have been defined legally, socially, and culturally in Latin America from the colonial period to the present, emphasizing the nineteenth and twentieth centuries.

HIST 358

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 358

Course Outcomes

Historical Knowledge of Gender Issues in Latin America

To understand how gender relations and gender roles developed in Latin America from colonial times to the present.

Effective Communication

To be able to discuss and explain those developments through the written and spoken word with clarity, persuasiveness, and proper use of evidence.

Effective Writing

To write a well written, organized, and developed term paper using the critical thinking and writing skills of a historian.

Research Literature

To be able to read primary sources and discuss their utility in constructing historical arguments.

Top

Inter-American Relations

Decline of Europe's American empires, legacies bequeathed to the new republics by their European heritage, and how those legacies have affected relations among the various American republics.

HIST
359

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 359

Course Outcomes

Historical Knowledge of Inter-American Relations

Students will gain an understanding of the major historiographical schools of thought in Inter-American relations

Historical Knowledge of an Individual

Students will gain an in-depth understanding of at least one major figure in Inter-American relations each term the class is taught by way of reading primary sources and writing about the legacy of that individual.

Analytical Writing

Students will write a research paper focusing on one of the thematic approaches presented in class and informed by primary sources, as well as secondary literature, in order to arrive at a stronger understanding of Inter-American relations.

Research Literature

Students will be exposed to a variety of thematic approaches to Inter-American relations, including gender, health and the environment, culture, tourism, film, and literature. It is expected that these alternatives to traditional diplomatic relations will inform their selection of a research topic for the course.

Historical Knowledge of Revolutions

Students will become conversant with the watershed events of the Haitian Revolution, the Latin American Revolutions, the Spanish American War, the Cuban Revolution, and the Washington Consensus,and why they have been critical to the tenor of Inter-American Relations.

Critical Debate

Students will obtain a stronger cross-cultural understanding of Inter-American relations by debating and discussing issues, informed by our class readings, during our weekly discussions. At times students will be asked to embrace perspectives that they may not entirely agree with or understand.

Top

American West to 1900

The American West as a place of great diversity. Topics include Native American societies, European colonization, explorations, the fur trade, overland migrations, Indian relations, mining, settlement, and the environment.

HIST
360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 360

Course Outcomes

Research Methods

Students will be able to interpret primary sources and use evidence from those documents to support historical assertions and interpretive generalizations

Historical Knowledge of American West before 1900

Students will be able to explain and interpret major developments and historical terms in the history of the American West before 1900.

Critical Analysis

Students will be able to skillfully and honestly evaluate historical arguments in secondary sources.

Top

The American West Since 1900

Pivotal developments in the twentieth-century West, including urbanization, Sun Belt migration, political protest, labor history, Native American history, immigration, water policy, tourism, military-industrial complex, Hollywood.

HIST
361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing HIST 361

Course Outcomes

Historical Knowledge of the American West since 1900

Students will be able to explain and interpret major developments and historical terms in the history of the American West since 1900.

Research Literature

Students will be able to interpret primary documents and use evidence from those documents to support historical assertions and interpretive generalizations.

Critical Evaluation

Students will be able to skillfully and honestly evaluate historical arguments in secondary sources.

↑Top

The Spanish Frontier in North America

Spanish exploration, occupation, and institutions of northern Mexico, the American southwest, and Florida, 1521-1821; Mexican period to 1848.

HIST 363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 363

Course Outcomes

Historical Knowledge of Spanish and Mexican Frontier

Students will be able to explain and analyze the major political, economic, social, and religious developments in the history of the Spanish and Mexican northern frontier in North America between approximately 1492 and 2011

Research Literature

Students will be able to analyze and interpret primary source documents

Critical Interpretation

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers.

↑Top

Utah

Contributions of Native Americans, explorers, mountain men, miners, government officials, Mormons, and other groups in the nineteenth century. Impact of national movements, various peoples, politics, economics, and social and cultural change in the twentieth century.

HIST
364

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HIST 364

Course Outcomes

Historical Knowledge of Utah

Students will be able to explain and interpret major developments and historical terms in Utah history.

Research Literature

Students will be able to interpret primary documents and use evidence from those documents to support historical assertions and interpretive generalizations.

Critical Evaluation

Students will be able to skillfully and honestly evaluate historical arguments in secondary sources.

Integrate Matters of Faith

Students will be able to integrate matters of faith within discussions of major developments in Utah history involving Mormonism.

Top

American South

Political, economic, and cultural history of the southern states from colonial times to the present.

HIST 365

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 365

Course Outcomes

Historical Knowledge of American South

Students will be able to explain and analyze the major political, economic, social, cultural, religious, and intellectual developments in the history of the American South from European contact to the present

Research Methods

Students will be able to isolate the theses and supporting arguments of secondary sources on the history of the South.

Research Literature

Students will be able to analyze primary sources on the history of the South.

Effective Communication

Students will be able to research, analyze, and integrate primary and secondary sources into a coherent and well-written argument.

Critical Analysis

Students will able to analyze an important historical question in the history of the South.

Top

Slavery and the Slave Trade in Africa and the Atlantic World

Major social, political, economic, and cultural developments in the history of slavery in Africa and the Americas between the 15th and 19th centuries, taking the lands and the people of the Atlantic Ocean region as a geographical unit.

HIST 366

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 366

Course Outcomes

1-

Students will be able to explain and analyze the major social, political, economic, and cultural developments in the history of slavery in the Atlantic World between the 15th and 19th centuries.

2-

Students will be able to analyze and interpret primary source documents, both in writing and in class discussions.

3-

History teaching majors will start to apply information and ideas from the course to future teaching.

Top

Slavery in the United States

Historical themes and developments of slavery in the U.S.

HIST 367

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 367

Course Outcomes

Historical Knowledge of Slavery in North America

Students will be able to explain and analyze the major social, political, economic, and cultural developments in the history of slavery in North America from the 17th century through 1865

Apply Ideas to Future Teaching

History teaching majors will start to apply information and ideas from the course to future teaching.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Analytical Writing

Students will be able to analyze and interpret primary source documents, both in writing and in class discussions.

Top

Sport, Society, and American Culture

Development of sports in American society, emphasizing ethnic and racial groups, social classes, gender, gambling, politics, and social mobility.

HIST 368

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 368

Course Outcomes

Historical Knowledge of American Sports

Students will be able to explain the major social, cultural, and historical developments in American sport history.

Critical Interpretation

Students will understand the major historiographical debates in American sport history.

Critical Analysis

Students will be able to evaluate the relationship between sports and race, class, and gender issues in American history.

↑Top

History of Travel and Tourism

The history of travel and tourism from modern times to the present. Themes include changing technology, consumerism, nationalism, and social identities in constructing the tourist experience.

HIST
369

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 369

Course Outcomes

Theoretical Approaches

Understand the theoretical approaches in the field, including concepts such as authenticity, tourist gaze, scripted space, leisure and modernity, and social science approaches to the study of tourism.

Historical Developments

Demonstrate knowledge of the major developments in travel and tourism infrastructure and explain the causal forces driving those changes.

Social Identities

Explain how social identities of race, class, gender, and nationality have shaped the tourist experience.

Global Impact

Appreciate global impact of tourism on the environment, international relations, and commerce.

Primary Sources

Assess primary sources for historical analysis of tourism and understand the limits and possibilities of each, including travel narratives, ephemera, still images, guides, memoirs, etc.

Case Study

Demonstrate historical change in tourism by researching and writing about a specific topic or approach to tourism in a paper that follows conventions of historical scholarship, and by presenting findings to the class.

↑Top

Colonial America

Establishment, growth, and development of the American colonies to 1763.

HIST 370

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 370

Course Outcomes

Historical Knowledge of Colonial America

Students will demonstrate an understanding of the major events and issues in colonial American history and historiography.

Critical Analysis

Students will be able to identify and critically respond to the argument of a historical monograph.

Research Literature

Students will be able to identify, evaluate and locate appropriate primary and secondary sources for colonial American history.

Effective Communication

Students will be able to create and support an argument based on a major issue in colonial American historiography, using primary and secondary sources.

Top

Revolutionary America

Causes and consequences of the American Revolution, the confederation era, and the framing of the Constitution.

HIST 371

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 371

Course Outcomes

Historical Knowledge of Revolutionary America

Students will be able to explain and analyze the major political, economic, social, and religious developments in Revolutionary America.

Crticial Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Research Literature

Students will be able to analyze and interpret primary source documents.

Critical Communication

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers.

↑Top

Civil War Era, 1848-1877

Causes of the war, major military events (leaders, campaigns, soldiers), war on the home fronts, why the South lost, Reconstruction, the legacy of the war.

HIST
373

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 373

Course Outcomes

Historical Knowledge of Civil War and Reconstruction

Students will be able to explain and analyze the main themes and developments of the Civil War and Reconstruction, as well as their roots and legacy.

Critical Analysis

Students will be able to analyze and interpret primary source documents, both in writing and in class discussions.

Critical Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Apply information to Future Teaching

History teaching majors will start to apply information and ideas from the course to future teaching.

↑Top

U.S. History from 1890 to 1945

Political, economic, and social movements and ideas that trace rise of U.S. as a world power in first half of twentieth century.

HIST
374

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter odd years
Programs	Containing HIST 374

Course Outcomes

Historical Knowledge of US 1890-1945

Students will be able to explain and interpret major developments and historical terms in the history of the United States between 1890 and 1945.

Critical Evaluation

Students will hone their ability to skillfully and honestly evaluate historical arguments in secondary sources.

Research Literature

Students will be able to interpret primary documents and use evidence from those documents to support historical assertions and interpretive generalizations

Top

Joseph Smith in Mormon History and Historiography

Exploring the life and thought of Joseph Smith and crucial moments in Mormon history through primary source documents and subsequent historiography.

HIST 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 375

Course Outcomes

Historical Knowledge of Joseph Smith

Students will be able to summarize and assess key aspects of the historiography of Joseph Smith.

Critical Analysis

Using their knowledge of both secondary and primary sources, students will be able to critique competing interpretations of Joseph Smith's life.

Effective Communication

Students will enhance their verbal communication skills through participation in class discussion.

Research Literature

Students will be able to contextualize and explain primary source documents relating to Joseph Smith.

🡅Top

U.S. History from 1945 to 2000

Movements and ideas that shaped society, politics, economy, and diplomacy of the United States from 1945 to 2000.

HIST 376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 376

Course Outcomes

Historical Knowledge of U.S. History from 1945 to Present

Students will be able to explain and analyze the major political, social, diplomatic, economic, cultural, and constitutional developments in U.S. history from 1945 to the present.

Analytical Writing

Students will be able to produce an original, analytical, and primary source based historical essay examining a key issue, theme, or individual from U.S. history since 1945.

Research Literature

Students will be able to analyze, interpret, and debate the meanings and historical significance of primary source documents.

↑Top

History of American Families

History of American families from colonial period to the present.

HIST 378

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing HIST 378

Course Outcomes

Historical Knowledge of American Families

Students will be able to explain and analyze the major intellectual, economic, religious, social, cultural, and political developments affecting changes in American families of various races, classes, and regions from 1607 to the present.

Critical Analysis

Students will be able to analyze an important historical question in the history of American families

Research Methods

Students will be able to isolate the theses and supporting arguments of secondary sources on the history of American families.

Effective Communication

Students will be able to research, analyze, and integrate primary and secondary sources into a coherent and well-written argument.

↑Top

U.S. Religious History to 1860

Religious developments from colonial times to 1860.

HIST
379

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 379

Course Outcomes

Key events in American religious history

Students will be able to identify and explain the significance of key events, individuals, and ideas in American religious history to 1860

Analysis of primary source documents

Students will be able to contextualize and explain primary source documents relating to U.S. religious history.

Analysis of the historiography of U.S. religious history

Students will become acquainted with, and learn to critically evaluate, historical scholarship dealing with key issues and events in U.S. religious history.

Top

U.S. Religious History Since 1860

Examines religious people, institutions, beliefs, and practices in U.S. history since the Civil War.

HIST
380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 380

Course Outcomes

Historical knowlege of major U.S. religious groups

Identify the historical origins, beliefs, and practices of major religious groups in the modern US.

Historical knowledge of major events in American religious history

Identify major events, trends, and transformations in the history of american religion in the post-1860 period.

Analysis of primary sources

Critically examine historical documents related to the history of American religion.

Analysis of the historiography of American religious history

Offer informed perspectives on the ways scholars have understood the history of modern American religion.

↑Top

Mormonism in the American Experience

Social, economic, political, intellectual, and religious environment in which Mormonism flourished; contributions of Mormon men and women to American culture and history.

HIST 382

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 382

Course Outcomes

Historical Knowledge of Mormonism

Students will be able to summarize and assess key aspects of how Mormonism has been situated in the larger cultural and religious geography of America

Critical Analysis

Students will become acquainted with, and learn to assess the academic conversation concerning Mormonism

Research Literature

Students will learn how particular primary sources provide key building blocks in prominent interpretations of the place of Mormonism in American history

Effective Communication

Students will enhance their verbal communication skills through participation in class discussion.

↑Top

African-American History, 1865 to Present

Social, economic, intellectual, political factors; struggle for racial equality; race and gender relationships; how changing ideas of race affect American life and politics.

HIST 383

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hist 200, 220, 221.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 383

Course Outcomes

Historical Knowledge of African-American History since 1865

Students will be able to identify and analyze major themes in African-American History from emancipation and the rise of Jim Crow to the beginning of the 21st century. They will also be able to recognize the ways that shifting notions of race have shaped (and continue to shape) American life and politics.

Provide Service

Students will be able to use their training in African American history to serve their community.

Research Literature

Students will be able to analyze, interpret, and evaluate primary sources

Critical Debate

Students will be able to interpret and debate the meanings and historical value of primary sources with their peers.

Critical Analysis

Students will be able to analyze and create historical questions and place them in a historiographical context.

Analytical Writing

Students will demonstrate proficiency in using historical methods of research and in integrating data into a coherent argument expressed through a clear, well-written style.

Top

United States Women's History

Survey course of women's experience in American culture and society from the Puritans to the present.

HIST 384

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 384

Course Outcomes

Historical Knowledge of U.S. Women's History

Students will be able to explain and analyze the experiences of women in America from the colonial period to the present, the ways that ideas about gender have shaped American life, and significant issues and debates in U.S. Women's history.

Critical Interpretation

Students will be able to interpret and debate the meanings and historical value of primary sources with their peers.

Critical Analysis

Students will be able to analyze and create historical questions and place them in a historiographical context.

Application to Current Issues and Events

Students will be able to apply their understanding of American women's history to current issues and events.

Analytical Writing

Students will demonstrate proficiency in using historical methods of research and in integrating data into a coherent argument expressed through a clear, well-written style.

Research Literature

Students will be able to analyze, interpret, and evaluate primary sources.

↑Top

Latinos in the United States

The place of Latin Americans within the context of U.S. history. The growth and development of the largest Latino communities from pre-colonial times to present day and how Latinos may influence future policies within the U.S.

HIST
385

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 385

Course Outcomes

Critical Interpretation

Students will learn to interpret the documents and rhetoric of this community which will help them understand the intellectual, cultural and political thought of Latinos over the last 100 years.

Historical Knowledge of Latinos in the U.S.

Students will learn the history of Latinos in this country beginning with the circumstances which brought them to this country, the ways they have integrated or resisted integration, and the efforts they have made to claim their rights as citizens.

Critical Analysis

Students will learn the current state of Latino social and cultural integration in the Utah community.

Analytical Writing

Students will learn to write a major essay on the history of Latinos in order to understand the literature as well as the primary sources available on this community.

↑Top

American Indian History to 1830

North American Indian history before and after European colonization up to 1830, including Native cultures, politics, religion, diplomacy, war, trade, and interactions with other nations as well as with European colonists and the United States government.

HIST
386

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing HIST 386

Course Outcomes

Research Literature

Students will be able to skillfully and honestly evaluate historical arguments in secondary sources.

Critical Analysis

Students will be able to interpret primary sources and use evidence from those documents to support historical arguments.

Historical Knowledge of American Indian Cultural Traditions

Students will recognize important elements of American Indian cultural traditions and explore how LDS American Indians have balanced their intellectual pursuits, their faith, and their cultures.

Historical Knowledge of American Indian History

Students will understand and appreciate American Indian history and cultures, employ historical research skills effectively, and apply appropriate methods and theories to the study of American Indian history and contemporary American Indian issues.

Effective Communication

Students will learn to communicate effectively both orally and in writing about American Indian topics.

Top

American Indian History from 1830 to the Present

North American Indian history from 1830 (the Indian Removal Act) to the present day, including the history and culture of various American Indian nations, their trade, diplomacy, and military campaigns with the United States, and historical and sociocultural factors affecting nineteenth- and twentieth-century American Indians in both urban and reservation settings, and current challenges facing American Indian communities.

HIST 387

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 387

Course Outcomes

Historical Knowledge of American Indian History and Cultures

Students will understand and appreciate American Indian history and cultures, employ historical research skills effectively, and apply appropriate methods and theories to the study of American Indian history and contemporary American Indian issues.

Historical Knowledge of American Indian Cultural Traditions

Students will recognize important ideas of American Indian and non-American Indian cultural traditions and how LDS American Indians have balanced their intellectual pursuits, their faith, and their cultures.

Interactions with American Indian Communities

Students will have meaningful interactions with American Indian communities, individuals, and organizations to provide outreach and to help address contemporary challenges.

Critical Analysis

Students will be able to interpret primary sources and use evidence from those documents to support historical arguments.

Research Literature

Students will be able to skillfully and honestly evaluate historical arguments in secondary sources.

Effective Communication

Students will learn to communicate effectively both orally and in writing about American Indian topics.

↑Top

Mormonism Among Christian Theologies: A Comparative History

Comparison of the historical development and varying constructions of key aspects of Mormon and other Christian thought.

HIST 389

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Advanced British Family History Research

Presented by visiting or regular faculty. Varied topics include oral history, demographics, psychohistory, Christianity in history, family history research, etc.

HIST 390R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Offered	Independent Study also.

Course Outcomes

Historical Knowledge

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

Analytical Reading

Students will improve their proficiency in reading primary and secondary sources.

Historical Writing

Students will improve their writing skills.

Top

Advanced Southern European Family History Research

Presented by visiting or regular faculty. Varied topics include oral history, demographics, psychohistory, Christianity in history, family history research, etc.

HIST 390R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Offered	Independent Study also.

Course Outcomes

Historical Knowledge

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

Analytical Reading

Students will improve their proficiency in reading primary and secondary sources.

Historical Writing

Students will improve their writing skills.

Top

Family History Research

Presented by visiting or regular faculty. Varied topics include oral history, demographics, psychohistory, Christianity in history, family history research, etc.

HIST 390R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Offered	Independent Study also.

Course Outcomes

Historical Knowledge

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

Analytical Reading

Students will improve their proficiency in reading primary and secondary sources.

Historical Writing

Students will improve their writing skills.

Top

Family History Research in Ireland

Presented by visiting or regular faculty. Varied topics include oral history, demographics, psychohistory, Christianity in history, family history research, etc.

HIST 390R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Offered	Independent Study also.
Programs	Containing HIST 390R

Course Outcomes

Historical Knowledge

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

Analytical Reading

Students will improve their proficiency in reading primary and secondary sources.

Historical Writing

Students will improve their writing skills.

Top

Family History Research in the Netherlands

Presented by visiting or regular faculty. Varied topics include oral history, demographics, psychohistory, Christianity in history, family history research, etc.

HIST 390R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Offered	Independent Study also.

Course Outcomes

Historical Knowledge

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

Analytical Reading

Students will improve their proficiency in reading primary and secondary sources.

Historical Writing

Students will improve their writing skills.

↑Top

Native American Family History Research

Presented by visiting or regular faculty. Varied topics include oral history, demographics, psychohistory, Christianity in history, family history research, etc.

HIST 390R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Offered	Independent Study also.

Course Outcomes

Historical Knowledge

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

Analytical Reading

Students will improve their proficiency in reading primary and secondary sources.

Historical Writing

Students will improve their writing skills.

↑Top

Special Topics in History

Presented by visiting or regular faculty. Varied topics include oral history, demographics, psychohistory, Christianity in history, family history research, etc.

HIST 390R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 390R

Course Outcomes

Historical Knowledge

Students will learn the major themes, events, and issues related to a particular historical topic, chosen by the instructor.

Analytical Reading

Students will improve their proficiency in reading primary and secondary sources.

Historical Writing

Students will improve their writing skills.

Top

U.S. in Vietnam, 1945-1975

U.S. involvement in the wars in Vietnam from both a domestic and international perspective, focusing on the conflict independently and in context of the broader Cold War.

HIST
391

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 391

Course Outcomes

Historical Knowledge of Vietnam War

Students will be able to explain and analyze political, social, cultural, diplomatic, and military developments; short- and long-term influences; and ramifications or "lessons" deriving from the U.S. experience during the Vietnam War from 1945 to 1975 from both a domestic and international perspective.

Research Literature

Students will be able to analyze, interpret, and debate the meanings and historical significance of primary source documents.

Analytical Writing

Students will be able to produce an original, analytical, and primary source based historical essay examining a key issue, theme, or individual from the U.S. experience in Vietnam.

↑Top

U.S. Constitutional History

Constitutional traditions and constitution making, federalism, and constitutional notions of political equity and social justice, from the colonial period to the present.

HIST 392

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 392

Course Outcomes

Historical Knowledge of the US Constitution

Students will be able to explain and analyze the major political, economic, social, and religious developments that led to the U.S. Constitution

Crticial Analysis

Students will be able to analyze historical questions and place them in a historiographical context.

Research Literature

Students will be able to analyze and interpret primary source documents.

Critical Communication

Students will be able to interpret and debate the meanings and historical value of primary source texts with their peers.

Top

U.S. Foreign Relations

U.S. diplomatic history from the American revolution to the present; examines major themes and critical events within both domestic and international contexts.

HIST 393

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 393

Course Outcomes

Historical Knowledge of Foreign Relations (1776 to Present)

Students will be able to explain and analyze the major themes and problems in the making, implementation, and evolution of U.S. foreign relations from 1776 to the present.

Research Literature

Students will be able to analyze, interpret, and debate the meanings and historical significance of primary source documents.

Analytical Writing

Students will be able to produce an original, analytical, and primary source based historical essay examining a key issue, theme, or individual from the history of U.S. foreign relations.

Top

Scripture in American History

Scriptural texts in U.S. history across various religious traditions and across time, with attention to questions of authority, translation, interpretation, and reception.

HIST 394

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 394

Course Outcomes

Historical knowledge of scriptures in US history

Describe the general content of various traditions' scripture and comment on the place of scripture within the major religious traditions in U.S. history.

Analysis of the role of scripture in American culture and history

Critically assess the role of scripture in American culture generally, and across time.

Contextualize the history of American scripture

Situate historical discussion and reading of scripture in broader intellectual and cultural contexts.

Analysis of the historiography of American scripture

Offer informed perspectives on the ways scholars have understood the significance of scripture in various traditions and in American culture generally.

Top

Technology in America

Benefits and liabilities of technological complexity.

HIST
395

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HIST 395

Course Outcomes

Knowledge of the History of Technology

Students will be able to explain and analyze how machines have shaped American society from the age of exploration to the present.

Critical Analysis

Students will be able to analyze and critique secondary sources in a coherent and well-written argument.

Research Literature

Students will be able to isolate the theses and supporting arguments of secondary sources on the history of technology.

Top

Historical Narrative: A Writing Workshop

Workshop in writing narrative history, emphasizing the problems of writing historical narrative. Theories and examples of narrative history.

HIST 396

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hist 200, 220, 221.
Taught	Fall Contact Department, Winter even years, Spring Contact Department, Summer Contact Department
Programs	Containing HIST 396

Course Outcomes

Historical Knowledge of Writing Genres

Students will demonstrate an understanding of the genres of historical writing and their historiography

Critical Analysis

Students will be able to identify and critically respond to arguments of historical monographs, articles, and primary sources

Effective Communication

Students will be able to write historical narratives in several different genres

Research Literature

Students will be able to critically evaluate primary and secondary sources

Top

Historical Literacies in United States History

Historical literacy within the context of U.S. history; preparation of instructional materials and field experiences for elementary and secondary education students.

HIST 397

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HIST 397

Course Outcomes

1-

Prospective teachers will identify methods for helping their pupils develop a more sophisticated understanding of the nature of hisotyr as a discipline.

2-

Prospective teachers will identify instructional strategies that help students approach historical inquiry from a more mature epistemic stance.

3-

Prospective teachers will consider the heuristics historians use in engaging in historical inquiry and how students can be taught to use these heuristics.

4-

Prospective teachers will consider the wide variety of textual genres that historians and archeologists use as evidence about the past.

5-

Prospective teachers will consider second order concepts, or metaconcepts, that pupils must understand in order to become historically literate.

6-

Prospective teachers will practice instructional methods that biuild students' ability to make inferences, engage in historical empathy, and engage in perspective taking, and other skills associated with historical literacy.

7-

Prospective teachers will explore instructional strategies that help students use historical evidence to support their independently developed historical interpretations.

8-

Prospective teachers will engage, as students, in model activities designed to build the participants' ability to read, reason, and write with historical texts.

9-

Prospective teachers will create a series of text sets, including primary sources, that they will be able to use to build their students' historical literacies.

10-

Prospective teachers will construct lesson plans and will execute these plans in elementary and/or secondary classrooms.

11-

Prospective teachers will reflect on methods for improving their instructional activities.

12-

Prospective teachers will review through documents and artifacts major themes in US history.

13-

Prospective teachers will explore options for curriculum mapping in developing a scope and sequence for a US history course.

↑Top

20th-Century American Economic Policy

Examines how economic thought has been translated into economic policy in the United States during the twentieth century.

HIST 398

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Econ 110.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Knowledge of 20th-c. economic theories

Gain knowledge of the most influential economic theories of the twentieth century; learn how those theories shaped policy and history more broadly.

Knowledge of economic institutions

Become familiar with important economic institutions (such as the Federal Reserve, World Bank and IMF, the Treasury Department, etc.) and be able to describe their functions and influence in the economy (past and present).

Historiography of economic policy

Locate current economic policy debates within their historical currents.

Historical writing

Learn to integrate data into coherent arguments expressed in well-written papers and discussion.

↑Top

Democratic Classroom Design for Social Studies

Design and manage a classroom where students learn, analyze and experience democratic principles; prepare the physical, academic, and social space to foster engaged citizenship and shared responsibility; develop a Civic Engagement Project; visit local classrooms.

HIST
399

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HIST 399

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Latin Language Handwriting and Documents

Interpretation of handwriting within historical contexts in Latin ecclesiastical and notarial documents useful in family, local, and social history research, including church registers, notarial settlements of estates, probate records, and inventories; medieval to modern periods.

HIST
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing HIST 420

Course Outcomes

Historical Knowledge of Common Scripts

Students will learn the most common Latin scripts

Document Translation

Students will read, transcribe, and where necessary, translate documents

Critical Analysis

Students will analyze and explain the cultural, historical, and legal context for documents, the scripts used in them, and the coverage and availability

Transcription Methodology

Students will demonstrate transcription techniques and methodologies

Top

English Language Handwriting and Documents

Interpretation of handwriting within historical contexts in vernacular scripts in the British Isles, sixteenth through eighteenth centuries, in sources useful in family, local, and social history research.

HIST 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 421

Course Outcomes

Historical Knowledge of Common Scripts

Students will learn the most common scripts (hands) and documents in use in Britain and its colonies between 1500 and 1850.

Document Translation

Students will read, transcribe, and where necessary, translate documents

Critical Analysis

Students will analyze and explain the cultural, historical, and legal context for documents, the scripts used in them, and the coverage and availability

Transcription Methodologies

Students will demonstrate transcription techniques and methodologies

Top

Germanic Language Handwriting and Documents

Interpretation of handwriting in vernacular scripts in the German kingdoms, sixteenth through eighteenth centuries, in family history sources.

HIST 422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 422

Course Outcomes

German Language and Handwriting Documents

Students will be able to:
1. Use various types of German reference and research tools
2. Recognize different types of German written and printed documents
3. Understand important historical and cultural aspects of Germany
4. Know the procedures for resolving difficult genealogical and historical research problems

Top

Slavic Language Handwriting and Documents

Interpretation of handwriting in vernacular scripts in the Slavic language areas of Eastern Europe, sixteenth through eighteenth centuries, in family history sources.

HIST
423

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 423

Course Outcomes

Historical Research

Students will be able to explain and use fundamental genealogical resources and methodologies for Slavic research.

Critical Analysis

Students will evaluate, analyze, and corroborate genealogical information from both original and compiled sources. Students will know and use established citation standards.

Research on individuals

Students will explain how various peices of information are combined in order to trace the same individual over various records and across the lifespan.

Linking generations

Students will demonstrate how evidence is used to prove the links between generations.

Paleography

Students will improve their skills in Slavic paleography.

↑Top

Handwriting and Documents in Latin and the Romance Languages

Reading and understanding handwriting in Latin or vernacular scripts (French, Italian, Spanish, Portuguese, and Catalan) within historical contexts of the fifteenth through eighteenth centuries, in sources useful in family, local, and social history research.

HIST 424

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 424

Course Outcomes

Humanistic Style Handwriting

Students will be able to read with fluency documents in the humanistic style handwriting used in much of Europe after 1600, demonstrating transcription and translation techniques and methodologies.

Historical Knowledge of Development of Handwriting

Students will be able to understand basic concepts of paleography and the impacts of language on the historical development of handwriting, with an emphasis on the transition from Latin to the Romance languages.

Latin Scripts and Secretary Style Handwriting

Students will develop familiarity with the most common Latin scripts and secretary handwriting.

Critical Historical Analysis

Students will be able to do research in post-1500 documents and explain their cultural, historical, and legal context, including the legal, ecclesiastical and civil systems behind them, the scripts used and their availability.

Top

Scandinavian Language Handwriting and Documents

Interpretation of old Gothic script handwriting in Scandinavian areas of Europe (including Denmark, Norway, Sweden, Finland, and Iceland), sixteenth through eighteenth centuries, in family history sources.

HIST 425

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing HIST 425

Course Outcomes

Read Old Gothic Script

Students will be able to read at a basic level, old gothic-script Norwegian, Danish, Swedish and Finnish documents, from the 1600s on up.

Date Conversion

Students will be able to use Scandinavian conversion calendars, to convert Latin feast dates to regular Julian calendar dates.

Read Scandinavian Documents

Students will be able to read, at a basic level for content from Scandinavian printed documents. of the 1700s and 1800s.

Top

(Hist-Clscs) Topics in Greek and Roman History

Topics vary (e.g., rise of the Greek city-state, Greek political thought, classical historiography, Rome and the Etruscans, imperial Rome).

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ClCv-Hist 304 and Greek 201 (Greek topics) or ClCv-Hist 307 and Latin 201 (Roman topics).
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Greece or Rome (depending on the special topic chosen for the course), successful students will come to understand the history of Greece and Rome. Topics may fall anywhere within the range of events from Bronze Age Greece to the end of the Roman Empire.

Top

4th Century Greece

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Greece

Top

Archaic Greece

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Greece

Top

Archaic Greece

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Greece

↑Top

Athens: Rise and Fall

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Athens

Top

Augustan Rome

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Rome

Top

Classical Historiography

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Clscl Hstoriogrphy

Top

Early Chrisitanity

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Early Christianity

Top

Greek City-State

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Greece

Top

Greek Political Thought

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 304 & GREEK 201; or HIST 247 & GREEK 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Gk Political Thought

Top

Hellenistic World

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of the Hellenistic World

Top

Imperial Rome

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Imperial Rome

Top

Julio-Claudians

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Primary Source Analysis

Successful students will consider available primary sources for Greek and Roman history, both prose and verse literature, and learn how to evaluate the reliability of those sources.

Top

Late Roman Empire

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of the Roman Empire

Top

Rise of Rome

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of the Rise of Rome

Top

Roman Politics

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Roman Politics

↑Top

Roman Religion

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Roman Religion

Top

Roman Revolution

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of the Roman Revolution

↑Top

Rome and Etruscans

HIST 430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CL CV 307 & LATIN 201; or HIST 248 & LATIN 201
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of Rome + Etruscans

↑Top

World of New Testament

HIST
430R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding History of Greece and Rome

By approaching primary historiographical texts and secondary scholarship treating the history of the New Testament

Top

Public History

Preparing for public history careers by discussing opportunities and responsibilities outside the academy. Examining areas such as museums, archives, film, government, business, and historic preservation. Developing a product and working on a client-based project.

HIST
431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Explore the theories and principles that shape public history.

Explore the theories and principles that shape public history.

Discuss the range of influences on public understandings of the past

Discuss the range of influences on public understandings of the past.

Examine a variety of sites that present history to the public

Examine a variety of sites that present history to the public

Understand the methods required to engage audiences with history

Understand the methods required to engage audiences with history.

Expand understanding of the historical profession.

Expand understanding of the historical profession.

↑Top

Writing Narrative Biographies

Workshop in writing narrative family, local, and social history, emphasizing the problems of writing biographical narrative.

HIST
433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study also.
Programs	Containing HIST 433

Course Outcomes

This course is no longer offered

This course is no longer offered.

Top

Computers in Family Historical Research and Publication

Use of computer programs and the internet in researching family, local, and social history; including programs and techniques for publishing.

HIST 434

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall
Programs	Containing HIST 434

Course Outcomes

Current Historical Methods

Students will be able to stay current on newly published historical materials by using RSS feeds to notify them of changes in websites, podcasts, weblogs, etc.

Computer Communication

Students will be able to communicate the findings of their historical research and demonstrate a high level of analytical skill through the use of a variety of computerized and online resources.

Online Research Material

Students will be able to locate and use primary source material online, as it continues to be made more available.

Relational Databases for Research and Analysis

Students will be able to design and use basic, custom relational databases for historical research and analysis.

Top

Seminar on Professional Family History Research

Practicum in professional client research exploring advanced genealogical methodologies.

HIST 439

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 217
Taught	Fall, Winter
Programs	Containing HIST 439

Course Outcomes

Research Methods

Students will learn the key methods of family history research in US sources, to solve difficult research problems from the 1700s and 1800s.

Analyze Sources

Students will learn, on an advanced level, to analyze sources and read between the lines, to reconstitute complete families from records of the 1700s and 1800s in US sources.

Compile Research Reports

Students will be able to write and/or compile a variety of analytical research reports, in preparation for potential clients and employers who will hire them to conduct research on ancestral families.

Top

Student Teaching - Social Science

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

HIST
476

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of all course work or departmental approval; requires a total GPA of 3.00; at least a C- in Sc Ed 377; FBI fingerprint and background clearance.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

History and Social Science Teaching Methods and Instruction

Developing meaningful and engaging instruction for secondary students; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

HIST 477

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SC ED 276R; or HIST 276; Fingerprinting and FBI clearance.
Note	Check with Hist 477 instructor for specific prerequisites for the major or minor program.
Taught	Fall, Winter
Programs	Containing HIST 477

Course Outcomes

Learning-Centered Classrooms

Prospective teachers will consider the characteristics of learning-centered classrooms that are based on current theories of learning.

Assessing Students

Students will consider variuos methods of assessing student learning.

Research-supported Teaching Methods

Students will study and apply research-supported teaching methods that foster students' content knowledge, content and literacy skills, and learning and democratic dispositions.

Teacher Work Sample

Students will be assisted in the preparation of the teacher work sample and a multiple text inquiry activity.

Teaching Resources

Students will consider various types of resources including texts, technology, primary source documents and litertaure that they might use to teach social studies to students with diverse backgrounds and learning styles.

Critical Analysis

Students will coordinate and reflect on clinical experiences.

↑Top

Practicum in Secondary Education

Implementing meaningful and engaging instruction for secondary students; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

HIST 478

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	SC ED 276R; or HIST 276; Concurrent enrollment in Hist 477 or comparable major course.
Taught	Fall, Winter
Programs	Containing HIST 478

Course Outcomes

Learning-centered Classrooms

Prospective teachers will consider the characteristics of learning-centered classrooms that are based on current theories of learning

Assessing Students

Students will consider various methods of assessing student learning.

Reearch-supported Teaching Methods

Students will study and apply research-supported teaching methods that foster students' content knowledge, content and literacy skills, and learning and democratic dispositions.

Teaching Resources

Students will be assisted in the preparation of the teacher work sample and a multiple text inquiry activity.

Teacher Work Sample

They will be assisted in the preparation of the teacher work sample and a multiple text inquiry activity.

Critical Analysis Assessment Reflection

The course will provide a forum to coordinate and reflect on the prospective teachers' clinical experiences.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

HIST 479R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing HIST 479R

Course Outcomes

Please contact the individual department for outcome information.

Top

Directed Research in Family History

Student research directed by faculty member on family history topic of mutual interest.

HIST 481R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 481R

Course Outcomes

Genealogical Analysis and Writing

Students will produce a written report, project or portfolio demonstrating knowledge of the studied material.

Genealogical Research

Students will identify and clearly articulate a substantive family history research problem.

Top

Capstone Seminar: Writing and Professional Paths in Family History

Research seminar; evidentiary analysis and writing skills in preparing a compiled lineage and exploring professional alternatives in family history, including professional accreditation or certification.

HIST
482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 439
Taught	Winter
Programs	Containing HIST 482

Course Outcomes

Genealogy Careers

Students will learn about a variety of professional and occupational paths open to the family historian/genealogist and understand the typical work and work setting(s) for a professional genealogical researcher (i.e.: one doing primarily client research).

Evidentiary Concepts

Students will recognize and be able to apply appropriate evidentiary concepts and standards to your genealogical research.

Ethical Standards

Students will understand and apply to practical situations ethical standards of a professional genealogist

Research Methods

Students will refine their genealogical research and writing skills in the following areas: a. preparing and critiquing research projects, b. identifying and using on-site archives, libraries and historical societies, c. use of Internet resources, and d. writing coherent essays.

Certification

Students will learn the requirements of and evaluate their status for accrediting as an AG or certifying as a CG

Narrative Family History

Learn to write a narrative family history in compiled lineage format

↑Top

Topical Readings Seminar

Reading, discussing, and writing about selected historical issues.

HIST
485

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Knowledge

Students will increase their knowledge of the substantive theme of the course, which will rotate (the theme for Fall 2011, for instance, is Changes in Religious Cultures)

Critical Analysis

Better understand how a work of History is put together, learn how to make a fair and detailed judgment of historical work (the act of criticism), all of which will make you better prepared to create History yourself

Effective Communication

Students will, by learning more deeply how a work of history is put together, be better prepared for writing an original research paper in History 490 and for graduate school in either History or a related discipline

Research Literature

Students will learn and practice fundamental analytical tools for analyzing secondary sources more deeply than is possible in most upper-level history courses

Top

Philosophies of History

Fundamental problems and types of historical analysis and interpretation, philosophies of history, and work of outstanding historians.

HIST
487

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Knowledge of Historical Writing

Demonstrate an understanding of major developments in the history of historical writing

Identify Terms and Theories

Learn key historical terms and theories associated with the philosophy of history

Critical Analysis

Distinguish between analytical and speculative philosophies of history

Critical Debates

Consider how philosophies of history inform debates in public history and develop oral skills

Historian's Craft and Religious Belief

Understand debates surrounding reconciling the historian's craft and religious belief and develop insights into how universities sponsored by religious institutions can contribute to higher education.

Top

Capstone Research Seminar

Research seminar; critical, analytical, and writing skills in preparation of a senior thesis.

HIST
490

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HIST 200
Note	Required of all history majors.
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 490

Course Outcomes

Research Literature

Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources

Historical Analysis

Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid assertions;

Effective Communication

Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

Top

Directed Research

Student research directed by faculty member on topic of mutual interest.

HIST
495R

Hours	3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Instructor's prior consent.
Note	Research assistants must do additional work for credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 495R

Course Outcomes

Academic Research

Students will identify and clearly articulate a substantive academic research problem.

Compiling a Bibliography

Students will produce a bibliography for reading and research using historical standards.

Historical Knowledge

Students will produce a written report demonstrating knowledge of the studied material.

Top

Academic Internship--Social Science Teaching

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

HIST 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of all course work or departmental approval; requires a major GPA of 3.00; at least a C- in Sc Ed 377; FBI fingerprint and background clearance.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Student Teaching Internship Experience

Students will put into practice the theories they have learned in content and pedagogy courses including planning lessons, assessing students of all abilities and cultural backgrounds, using a variety of instructional strategies, and collaborating with other teachers and with the community.

↑Top

Academic Internship: Family, Local, and Social History

Work-study involving family, local, and/or social history at one or more archives, libraries, publishers, data providers, or research organizations on the international, national, state, or local level, under supervision of a professional genealogist, historian, archivist, or librarian.

HIST
496R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 496R

Course Outcomes

Internship Experience

Students will put into practice the skills in genealogical and historical research that they have learned through their coursework, in an internship experience.

↑Top

Honors Readings

HIST 497R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Historical Reading

Students will read assigned books and articles critically, thoughtfully, and carefully.

Analytical Writing

Students will write a review of each book and article demonstrating knowledge and analysis of the studied material.

Top

Directed Readings

HIST
498R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing HIST 498R

Course Outcomes

Historical Reading

Students will read assigned books and articles critically, thoughtfully, and carefully.

Analytical Writing

Students will write a review of each book and article demonstrating knowledge and analysis of the studied material.

Top

Special Studies in History

HIST 500R

Hours	1.0 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Directed by visiting or resident faculty. Check with department secretary for current topics and instructor.
Taught	

Course Outcomes

Historical knowledge

Students will increase their understanding of events, themes and historical context relating to specific topics determined by the instructor.

Historiography

Students will examine and analyze the historiography of the assigned topic.

Historical research and writing

Students will improve their skills in historical research and writing.

↑Top

Sources and Problems in Western U.S. History

Lecture, discussion, readings, and student writing on historians' sources and points of view regarding the American West.

HIST
564

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical knowledge

Students will increase their understanding of events, themes, and historical context relating to the history of the American West.

Historiography

Students will examine and analyze the historiography of the American West.

Historical research and writing

Students will improve their skills in historical research and writing.

↑Top

Sources and Problems in Latter-day Saint History

Lecture, discussion, readings, and student writing on historians' sources and points of view regarding Latter-day Saint history.

HIST 565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Knowledge

Students will increase their understanding of events, themes, and historical context relating to the history of the LDS Church.

Historiography

Students will examine and analyze the historiography of relevant literature dealing with the history of the LDS Church.

Historical research and writing

Students will improve their skills in historical research and writing.

↑Top

Sources and Problems in Utah History

Lecture, discussion, readings, and student writing on historians' sources and points of view regarding Utah history.

HIST 566

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Knowledge

Students will increase their understanding of events, themes, and historical context relating to the history of Utah.

Historiography

Students will examine and analyze the historiography of relevant literature on the history of Utah.

Historical research and writing

Students will improve their skills in historical research and writing.

Top

Philosophies of History

Fundamental problems and types of historical analysis and interpretation, philosophies of history, and work of outstanding historians.

HIST 587

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Historical Knowledge of Historical Writing

Demonstrate an understanding of major developments in the history of historical writing

Identify Terms and Theories

Learn key historical terms and theories associated with the philosophy of history.

Critical Analysis

Distinguish between analytical and speculative philosophies of history

Critical Debates

Consider how philosophies of history inform debates in public history and develop oral skills.

Historian's Craft and Religious Belief

Understand debates surrounding reconciling the historian's craft and religious belief and develop insights into how universities sponsored by religious institutions can contribute to higher education

Top

Special Topics

Western American, religious, family, Asian, Latin American, and Near Eastern history.

HIST
590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Historical Knowledge

Students will increase their understanding of events, themes and historical context relating to a specific historical subject determined by the instructor.

Historiography

Students will examine and analyze the historiography of the assigned historical subject.

Historical research and writing

Students will improve their skills in historical research and writing.

↑Top

Special Readings in History

HIST
598R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Historical Knowledge

Students will increase their understanding of events, themes, and historical context relating to a specific historical subject as outlined in an individualized contract between student and instructor.

Historiography

Students will examine and analyze the historiography of the assigned topic.

Analysis of Secondary Sources

Students will improve their ability to read and analyze secondary sources.

Top

Introduction to Public Health

Introduction to public health professions including exploration of current issues, job opportunities, the essential public health services, and an overview of the public health major.

HLTH 100

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing HLTH 100

Course Outcomes

Public Health History

1. Identify key events in the history of public health that have shaped the current state of the profession

Core Values

2. Describe core public health values

Essential Public Health Services

3. Identify the ten essential public health services and describe which aspects of the profession hold the most relevance for employment and personal fulfillment

Determinants of Health

4. Delineate how health is defined and measured as well as recognize the impact of social, environmental, and behavioral determinants of health

Global Health

5. Describe the importance of global health and recognize how actions in the US impact the rest of the world and vice versa

Public Health Disciplines

6. Identify the critical roles and contributions of epidemiology, environmental/occupational health, health promotion, medicine, and allied health within the public health profession

Professional and Education Opportunities in Public Health

7. Determine their interest in the public health degree and identify the types of professional and educational opportunities available to them within public health

↑Top

Contemporary Issues for Student Athletes

Eligibility issues for intercollegiate student athletes. Skills relating to academic performance and career selection.

HLTH 201

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Orientation

Orient new freshman student-athletes to BYU and the resources available for them in the Student Athlete Academic Center.

Basic life skills

Learn basics life skills that will enhance the BYU experience of each student-athlete and prepare them for life after college.

Sport psychology

Learn the basic principles and skills of sport psychology that will enhance performance.

Sport nutrition

Gain a better understanding of sports nutrition and its impact on performance.

Serving the community

Experience the positive benefits of serving in the community.

Top

Exploration of Teaching

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

HLTH
276R

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	FBI fingerprint and background clearance; major area preadmission requirements.
Taught	Fall, Winter

Course Outcomes

Transition 1 Requirements

Complete the BYU educator preparation admission requirements (Transition 1) including: mandatory orientation, LiveText registration, Student Field Experience Demographics (FED), Technology Skills Assessment (TSA), Professional & Interpersonal Behavior Scale (PIBS), Dispositional Scale: Self-Assessment, and Graduation Plan.

Moral Dimensions and Contextual Factors

Identify the moral dimensions of education and the requirements for the Teacher Work Sample (TWS). Write a Contextual Factors for a school observed.

Frameworks and Standards

Demonstrate familiarity with the Utah State health education core curriculum framework, the National Health Education Standards, the CDC's six categories of risk behavior and principles of effective instruction in the 21st Century.

Effective Health Teachers

Identify, observe, and reflect upon the characteristics, behaviors, skills, routines, and practices of effective health

Dispositions, Strengths and Weaknesses

Evaluate personal and professional dispositions, strengths and weaknesses relevant to teaching health education at the secondary level.

↑Top

Chronic Diseases: Prevention and Control

Pathogenesis, epidemiology of major chronic diseases, health costs to society, at-risk populations, population-based prevention, and related best-practice interventions.

HLTH
310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing HLTH 310

Course Outcomes

Chronic Disease Pathophysiology

Describe chronic disease processes and basic changes to the body's normal structure and function that occur in major chronic diseases that are among the leading causes of death and disability.

Chronic Disease Population Patterns

Discuss the distribution of major chronic diseases in the population.

Chronic Disease Causes & Risk Factors

Identify causes and risk factors for major chronic diseases, including biological, behavioral, social, and environmental determinants of individual and population health.

Chronic Disease Consequences

Discuss the physical, emotional, social, and economic effects of major chronic diseases on individuals, families, and society.

Chronic Disease Prevention & Control

Discuss primary, secondary, and tertiary prevention of major chronic diseases, based on an integrated understanding of chronic disease pathophysiology, population patterns, causes & risk factors, and consequences.

Research Analysis

Analyze peer-reviewed scientific articles about major chronic diseases and communicate the public health implications of chronic disease research findings.

Personal Accountability for Chronic Disease Prevention

Analyze one's own personal health behavior and family health history and apply chronic disease prevention measures in one's own life.

↑Top

Infectious Diseases: Prevention and Control

Human infectious disease risk factors; bacterial, viral, and parasitic agents; pathology, diagnosis, treatment, prevention, and control; communicable, vector-borne, zoonotic, and bioterror diseases of public health.

HLTH
311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing HLTH 311

Course Outcomes

Biology, Ecology and Transmission of Infectious Disease Agents

Describe transmission, risk factors, symptoms, pathology, treatment, and control and prevention measures for common viral, bacterial, and parasitic infectious diseases of public health importance.

Prevention and Control in Diverse Settings

Understand the various challenges and opportunities in preventing and controlling infectious diseases in diverse population settings (e.g., healthcare settings, mother-child relationships, resource-poor locations, food protection and emergency situations).

Applying Scientific Literature to Public Health Practice

Research, analyze, and organize published infectious disease information for the purpose of utilizing and communicating scientific information for the reduction of infectious disease risks among diverse populations.

🡅Top

Advanced First Aid and Safety

In-depth coverage of first aid procedures for injuries and sudden illness. Leads to first aid and CPR certifications.

HLTH 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing HLTH 320

Course Outcomes

CPR, AED, Bandaging, and Splinting

Demonstrate the skills involving cardiopulmonary rescuitation (CPR), automated external defibrillation (AED), bandaging, and splinting.

Emergency Problems

Recognize specific emergency problems (i.e., heart attack, fracture, open wound, burn insect sting) through their signs and symptoms.

Importance of First Aid

Identify the importance of first aid and emergency care

Emergency Decisions

Identify the decisions involved during an emergency.

First Aid and Emergency Care Procedures

Describe proper first aid and emergency care procedures for specific emergency problems.

↑Top

Environmental Health

Environmental factors as determinants of human health: ecosystem and population dynamics; biological, chemical, and physical hazards; risk assessment; economic, political, cultural, and genetic factors.

HLTH
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hlth 100.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 322

Course Outcomes

Perspective

Provide a global perspective of environmental issues impacting human health

Hazards

Describe the various biological, chemical and physical hazards of the ambient, indoor, and work environment that can adversely affect human health

Determinants

Discuss those determinants and factors that affect human health and the health of the environment

Environmental Management

Describe how environmental management practices may contribute to or help control emerging diseases

Assessment

Provide an assessment of those national and international health agencies, programs, and other resources that play critical roles in improving human health relative to environmental factors

Policy

Discuss elements of policy making as they influence environmental health issues

↑Top

Occupational Health and Safety

In-depth focus on workplace health and safety through a multidisciplinary approach to the anticipation, recognition, evaluation, and prevention and control of workplace-related illnesses and injuries.

HLTH 324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Chem 105 and Math 110 or equivalent.
Taught	Fall, Winter
Programs	Containing HLTH 324

Course Outcomes

OSHA Standards and Violations

Demonstrate competency in using the OSHA standards by identifying specific violations of current standards.

Safety and Health Legislation

Describe the purpose and scope of the Occupational Health and Safety Act as well as other relevant safety and health legislation and consensus standards.

Accident Investigation

Discuss and demonstrate the elements involved in completing an accident investigation.

Safety and Health Program Management

Explain how the functions of management are utilized to assure safe conditions and practices through the development of specific programs as well as an overall safety and health program.

Loss Control Strategies

Identify, evaluate, and develop loss control strategies to address the hazards associated with operating common manufacturing and construction equipment and processes.

↑Top

Principles and Practices of Health Promotion

Introduction to the health promotion profession, emphasizing current issues, professional preparation and employment, as well as the philosophy and foundations of professional practice in various settings.

HLTH 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hlth 100.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 330

Course Outcomes

Professional Opportunities

Identify professional opportunities available to health education/health promotion specialists in community, school, worksite, and health care settings.

Health Specialist Roles and Responsibilities

Identify the roles and responsibilities for health education/health promotion specialists and opportunities for certifications and advanced study.

Health Promotion Resources and Organizations

Identify organizations, resources, and professional journals associated with health promotion.

Health Promotion Overview

Provide an overview of theories, models, and initiatives used to guide decision-making in the planning and implementation of health promotion programs and health behavior change.

Diverse Populations Health Promotion

Demonstrate awareness and sensitivity of the diverse and unique needs of various age group populations and cultural groups for health promotion.

Effective Communication

Identify techniques for enhancing communication in interactions with clients in health promotion settings.

Health Promotion Solutions

Propose health promotion solutions to address health problems among various populations.

Top

Technology in Health Promotion

Application of computer software and electronic communication technologies in health promotion.

HLTH 332

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Health Behavior Change

Understanding health behavior change theories for individuals and populations. Practical application of related models and theories.

HLTH 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hlth 330.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 335

Course Outcomes

Socio-Behavioral Theories and Models

Students will understand and be able to use the prominent models and theories that are used in public health to predict and to understand human behavior.

Prominent Theoretical Features and Constructs for Informing Practice

Students will be able to design interventions based upon health behavior theories and models.

↑Top

Principles of Epidemiology

Applying analytical tools to study acute and chronic disease to facilitate investigation and control of epidemics.

HLTH
345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Stat 121.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 345

Course Outcomes

Theories of Disease Causation

Students will describe the **theories of disease causation** and apply these models to a variety of health conditions.

Study Designs

Students will describe the major epidemiology **study designs,** their strengths and weaknesses and demonstrate understanding of conditions under which each study design is preferred. Students will apply this knowledge to a variety of health conditions.

Measures of Disease Frequency

Students will define "**measures of disease frequency**" and identify common measures in epidemiology (incidence, prevalence & other health indicators). Students will demonstrate when each measure is appropriate, identify the correct equation, calculate and interpret the results

Disease Distribution

Students will use measures of disease frequency to describe the pattern and distribution of disease.

Measures of Association

Students will define "**measures of association**" and describe their purpose. Students will identify the most common measures of association (relative & absolute) in epidemiology, explain when each measure is appropriate, identify their formulas, calculate and interpret the results of each measure.

Threats to Study Validity

Students will identify and define **"Threats to Study Validity"** (random error, bias, confounding, etc.). Students will evaluate epidemiologic research (conceptually and using basic analysis) for possible threats to study validity. Students will describe and perform strategies for testing and controlling for threats to study validity.

Top

School Health for Elementary Teachers

Preparing for the role as a health educator, emphasizing skill-based teaching methods and acquisition of teaching resources.

HLTH
361

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Content Knowledge

1. Students will demonstrate a sound understanding of health education content included in the Utah State Core Curriculum.

Instructional Design

1. Students will integrate the Utah State Core Curriculum for elementary health instruction into their 9-month teaching calendar.

Teaching Methods

1. Students will demonstrate a variety of methods for teaching the Utah State Core Curriculum for elementary health instruction.

Best Practices

1. Students will apply key health education practices and principles.

Top

School Health Education Methods and Curriculum A

Part A of methods and curriculum preparation; effective implementation of instruction related to substance abuse prevention, safety and injury prevention, and reproductive health for secondary students; unit and lesson planning, assessment of learner performance; practice teaching.

HLTH 381

Hours	3.0 Credit, 2.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HLTH 381

Course Outcomes

Teaching Resources and Standards

Identify and apply teaching resources, national and state standards, and state frameworks for teaching health education.

Classroom Environments

Identify and apply strategies for creating classroom environments conducive to optimal learning and emotional well-being.

Risks, Concerns and Challenges

Identify health risks, concerns, and challenges confronting school-age youth and develop teaching materials for helping strategies.

Instructional Strategies

Identify and experiment with a variety of instructional strategies and teaching methods to enhance health teaching including those that emphasize active learning and skill development.

Best Methods

Evaluate possible teaching methods and select the best method(s) to use when teaching specific health content areas.

Teacher Work Sample Applications

Apply a systematic instructional design process to lesson planning that utilizes Teacher Work Sample steps and provides sufficient detail and clarity for other educators to teach the lesson plan as designed and intended.

↑Top

School Health Education Methods and Curriculum B

Part B of methods and curriculum preparation; effective implementation of instruction related to mental and emotional health, nutrition and fitness, and disease prevention for secondary students; unit and lesson planning, assessment of learner performance; practice teaching.

HLTH
382

Hours	3.0 Credit, 2.5 Lecture, 0.0 Lab
Prerequisites	HLTH 276R
Taught	Winter
Programs	Containing HLTH 382

Course Outcomes

Curriculum Planning

Create a semester outline, unit maps, and lesson plans for a secondary school health education course based upon National School Health Education Standards and the Utah State Office of Education Core Curriculum.

Effective Practices

Know and demonstrate effective characteristics of health education.

Professionalism

Demonstrate professionalism in conduct, character, collaboration, and attitude.

Practicum

Qualify for student teaching field experience by completing a practicum and Teacher Work Sample, passing the Praxis exam, and successfully completing a student teaching application.

↑Top

Mind/Body Health

Theories and research on the effect of emotions and attitudes on health: how negative emotions increase disease susceptibility and positive emotions encourage immune strength, health, and healing. Behavioral medicine and complementary and alternative health practices also presented.

HLTH
383

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing HLTH 383

Course Outcomes

Mental Processes and Disease Development

Identify and understand the connection between mental processes/beliefs and how they contribute to chronic and infectious disease.
(Learning activities: lecture, class discussion, group presentations, videos)

Contributing Influences

Identify and evaluate the behavioral, social, and cultural thought processes that contribute to disease.
(Learning activities: lecture, class discussion, research study reviews, exams)

Top

Special Topics

HLTH 403R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing HLTH 403R

Course Outcomes

Explore Public Health

Reflect a focused analysis of readings and conduct applied projects for a special readings topic important to public health.

Top

Refugee and Migrant Health

Various types of refugees and internally displaced persons (IDPs) evolving from conflict, natural disaster, or trafficking situations. Emphasizing emergency response, along with political, cultural, social, and organizational aspects of health and disease prevention and control, in addition to the challenges and potential solutions of resettlement. Option to work directly with resettle

HLTH
413

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HLTH 413

Course Outcomes

Refugee and Migrant Health

Students will demonstrate knowledge of refugee and migrant health.

Top

Injury and Violence Prevention

Concepts and interventions related to both unintentional injuries and violence.

HLTH
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 100
Taught	Fall, Winter, Spring
Programs	Containing HLTH 420

Course Outcomes

Injury Impact

Describe the impact of injures on health and on society in terms of mortality, morbidity, disability, and cost.

Injury Prevention

Define the terms used in the injury prevention field.

Injury Analysis and Intervention

Describe the models used to analyze injuries and determine interventions.

Injury Prevention Information Sources

Select valid sources of injury prevention information.

Prevention Intervention Selection and Recommendation

Select and recommend proven and effective injury prevention interventions.

↑Top

Disaster Response and Emergency Preparedness

Key elements of public health preparedness and response to the variety of natural, technological, and man-made disasters occurring routinely on a global basis.

HLTH
422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hlth 311, 420.
Note	Taught only as an evening course.
Taught	Fall, Winter
Programs	Containing HLTH 422

Course Outcomes

Hazards

Identify the major types of natural and manmade disasters, and describe how they affect public health, government and non-government roles in disaster situations, and how current laws governing emergency management have evolved in response to disaster events.

Assessment

Be able to use risk assessment tools to identify organizational priorities for public health preparedness, response, and recovery activities.

Management

Describe the emergency management cycle, leadership theories governing emergency management, and the incident command model used in emergency response operations.

Communication

Communicate effectively, both orally and in writing, in the terminology of the emergency management discipline, and demonstrate ability to collaborate in a team setting to solve problems related to public health emergency management and disaster response.

↑Top

Fundamentals of Toxicology

HLTH 426

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent with Hlth 324.
Recommended	Chem 106, 107.
Note	Examines basic concepts of toxicology as they apply to environmental toxicology. Discusses toxicokinetics of foreign chemical agents on biological systems. Focuses on understanding and prevention of mortality and morbidity resulting from environmental exposure to toxic substances.
Taught	Fall
Programs	Containing HLTH 426

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Sampling and Exposure Assessment Lab 1

Theory and application of environmental and occupational sampling methods used to evaluate suspended particulate matter and mineral dusts and indoor environmental exposures; interpretation of sampling results; identification of appropriate control strategies to prevent hazardous exposures.

HLTH
428

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	HLTH 322 & HLTH 324
Recommended	Chem 105 and Math 110 or equivalent.
Taught	Fall
Programs	Containing HLTH 428

Course Outcomes

Sampling and Exposure

Students will improve their ability to solve problems using sampling and exposure assess lab.

Top

Sampling and Exposure Assessment Lab 2

Theory and application of environmental and occupational sampling methods used to evaluate gas and vapor phase exposures and noise; evaluation of local and general exhaust ventilation systems, interpretation of sampling results; and identification of appropriate control strategies to prevent hazardous exposures.

HLTH 429

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	HLTH 322 & HLTH 324 & HLTH 428
Recommended	Chem 105; Math 110.
Taught	Winter
Programs	Containing HLTH 429

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Methods in Health Promotion

Health promotion methods, interventions, and strategies that influence behaviors and advance public health practices within communities.

HLTH
432

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 100 & HLTH 330
Recommended	Hlth 332.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 432

Course Outcomes

Categories of Methods and Strategies

1. Identify major categories of public health methods and strategies.

Intervention Categories

2. Identify the five major categories of methods for public health interventions. Additionally, distinguish between interventions, methods and strategies.

Selection of Methods and Strategies

3. Explain, justify and apply the principles that guide the selection of and implementation of public health methods and strategies to include key factors such as unique community needs, best practice, evidence and effectiveness, political expediency, and cost.

Promote Awareness using Media Products

4. Create awareness/education messages, including media products, to influence stakeholders, policy makers and their constituents on issues of public health importance.

Mobilize and Engage Communities

5. Design plans to engage community members and key stakeholders to become involved in appropriate mobilization, communication, and/or policy strategies.

Advocate for Policy or Environmental Change

6. Identify appropriate advocacy strategies to influence decision makers, or prompt policy change, at organizational and community levels.

Communication

7. Enhance personal advocacy, communication, oral presentation, leadership and team-building skills appropriate for health promotion practice.

Strategy Comparison

8. Compare best practice and promising approach health promotion strategies that make up public health interventions.

Communication

9. Enhance technical writing, oral presentation, leadership and team-building skills.

Top

Evaluation Methods

Design and carry out an evaluation plan that will measure the impact of public health programs at changing behaviors, knowledge, attitudes, and health status. Quantitative and qualitative methods will be discussed.

HLTH 434

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 100 & HLTH 330
Recommended	Hlth 332, 432.
Note	This course should be completed after taking Hlth 432--Methods in Health Promotion, and prior to taking Health 439--Program Planning.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 434

Course Outcomes

Data Collection

Collect primary data

Process, Impact and Outcome Evaluations

Know the appropriate use of process evaluations, including quality improvement, impact evaluation, and outcome evaluations

Logic Model

Create a logic model for program evaluation

Performance Indicators

Identify key performance indicators for process, impact, and outcome evaluations

Evaluation Plan

Develop an evaluation plan for a public health program using the CDC evaluation framework

Role of Evaluation

Describe the role of program evaluation within a health promotion program

Communicate Findings

Present evaluation results to stakeholders

↑Top

Sexuality Education in the Curriculum

Preparing prospective teachers to teach sexuality education related to health curricula. Maturation, family health issues, parenthood, interpersonal skills, and related pedagogy issues.

HLTH 436

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing HLTH 436

Course Outcomes

Resolving Concerns

By the end of this course, each student will address and resolve concerns related to sexuality education and the promotion of sexual health in a caring, professional, and competent manner.

Content Knowledge

By the end of this course, each student will demonstrate a mastery of the content knowledge necessary to teach sexuality education in professional settings.

Instructional Regulations

By the end of this course, each student will be familiar with the rules and regulations for sexuality education in Utah's public schools.

Research

By the end of this course, each student will demonstrate an understanding of sexuality education research related to a specific area of their intended professional service.

Professional Preparation

By the end of this course, each student will demonstrate an understanding of sexuality education information related to a specific area of thier intended professional service.

Top

Social Marketing

Social marketing, including formative research, audience analysis, segmentation, marketing mix, strategies, pretesting; application to health promotion and public health.

HLTH
438

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hlth 330, 332, 437.
Taught	Contact Department

Course Outcomes

Social Marketing Plan

Be able to develop a social marketing plan.

Top

Program Planning

Introduction to needs assessment, program development, implementation, and evaluation in health promotion and public health.

HLTH 439

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 100 & HLTH 330; Concurrent with Hlth 434.
Recommended	Hlth 432.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 439

Course Outcomes

Community Assessment and Data Analysis

Conduct a community assessment by collecting and analyzing data to determine the health needs of a community.

Program Planning

Apply health behavior theory, research methods, and evaluation approaches to develop a program plan for a real-world public health problem using the generalized program planning model.

Community Collaboration and Program Management

- Demonstrate an ability to collaborate with diverse stakeholders to develop a program plan that is responsive to community needs.
- Describe and apply characteristics of an effective teamwork experience.

↑Top

Computer Applications in Epidemiology

Introduction to the basics of SAS and EXCEL focusing on the set of commands useful for data-reporting, data-management, formatting and graphics, and data-analysis. Topics include tables and regression models for epidemiologists (cumulative-incidence, case-control, and incidence rate data).

HLTH
440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 345
Recommended	Stat 121.
Taught	Fall, Winter
Programs	Containing HLTH 440

Course Outcomes

Data Management

Identify the principles of data management.

Presentation of Data

Describe how/when to use tables, charts and graphs for data presentation.

Charts & Graphs

Create tables, graphs and charts in Excel for presenting public health data.

SAS

Use SAS to manipulate datasets provided by sources such as the Centers for Disease Control and Prevention.

SAS Procedures

Use basic SAS procedures to explore, describe and analyze data, including proc contents, proc freq, proc means, proc univariate and proc print.

Data Cleaning & Recoding

Clean and recode data to prepare it for analysis using a variety of data cleaning techniques. Document all cleaning and recoding using comments in the SAS program and external documentation (code books, data dictionaries etc.).

Output

Create clear and documented output using labels, titles, and formats.

Basic Analysis

Conduct basic analyses using SAS including frequencies, proportions, chi-square, relative risk, odds ratio & logistic regression.

Top

Clinical Trials

Introduction to methods used in the design, interim monitoring, and analysis of clinical trials, including the impact of patient exclusions and other causes of incomplete data. Concepts and principles emphasized. Main focus on randomized Phase III (comparative) trials.

HLTH 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 345
Recommended	Stat 121.
Taught	Winter
Programs	Containing HLTH 441

Course Outcomes

Study Design, Analysis, and Interpretation

Develop the capacity to evaluate the design, analysis, and interpretation of human studies.

Research Opportunities

Practice the skills needed to identify research opportunities and design studies that pursue those opportunities.

Written and Oral Evaluation and Presentation

Develop the capacity for oral and written evaluation of research, as well as oral and written presentation of individual study proposals.

Top

Special Topics in Epidemiology

Topics include environmental epidemiology, statistical methods in epidemiology, social epidemiology, genetic epidemiology, categorical data analysis, applied longitudinal analysis, survival analysis, and life table methods.

HLTH
442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Hlth 345, Stat 121.
Taught	Winter
Programs	Containing HLTH 442

Course Outcomes

Elements of Assessment

Explain the Basic Elements of Research, Exposure and Outcome Assessment

Monitor

Show how Monitoring is accomplished in Environmental Health

Designs and Modeling

Describe Epidemiologic Study Designs and explain Statistical Modeling and Causal Inference

Challenges with Investigation

Explain challenges associated with investigating Disease Clusters

Mapping, GIS, Time Series

Describe Mapping, Geographic Information Systems and Time Series

Air Issues

Give examples of current health issues in Indoor and Ambient Air Quality

Contaminant Issues

Give examples of current health issues in Soil and Food Contaminants

Water Issues

Give examples of current health issues in Water and Radiation

Climate Issues

Describe how Climate Change can affect Health

Top

Field Epidemiology

Applying epidemiologic methods, including outbreak investigation; surveillance systems and methods; and infectious disease epidemiology to unexpected health problems when a rapid on-site investigation is necessary for timely intervention.

HLTH
443

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 345
Recommended	Stat 121.
Taught	Fall
Programs	Containing HLTH 443

Course Outcomes

Field Investigation

Be familiar with the steps of a field investigation.

Data Collection, Analysis, and Reporting

Be familiar with surveys and sampling, analyzing and interpreting data, describing and communicating the findings, dealing with the public and the media.

Cluster and Cluster Investigation

Define cluster and cluster investigation methods for assessing reported clusters and discuss the process for investigating clusters. Identify the primary challenges in reported clusters.

↑Top

Introduction to Biostatistics

Introduction to statistical concepts and analytical methods as applied to data encountered in biotechnology and biomedical sciences. Emphasis on the basic concepts of experimental design, quantitative analysis of data, and statistical inferences.

HLTH
447

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HLTH 345
Recommended	Hlth 440 and Stat 121.
Taught	Fall, Winter
Programs	Containing HLTH 447

Course Outcomes

Concepts

- Epidemiologic research questions can be translated into statistical questions that can be addressed using appropriate data and quantitative data analysis methods.
- Data analysis should be informed by an understanding of the epidemiologic study design and data collection methods that gave rise to the data, and limitations of the data such as missingness, information bias, and selection bias.
- Many epidemiologic research questions involve comparisons across groups, where associations between exposures and outcomes are likely confounded by other variables due to a lack of randomization of exposures in the study design. Standardization and regression are two methods of reducing confounding when estimating associations.
- Biostatistical procedures rely on concepts of probability and probability distributions. Using these concepts, samples are used to estimate unknown population parameters, and precision of estimates is shown with confidence intervals.

Procedures

- Summarize nominal, ordinal, and numerical data in tables and graphs
- Calculate sensitivity, specificity, positive and negative predictive values
- Select a probability sample using random numbers
- Standardize means, proportions, and rates across groups for comparison
- Calculate point estimates, confidence intervals, and P values
- Compare means using *t* tests and linear regression
- Compare proportions using chi-square tests, logistic regression, and binary regression
- Compare rates using Poisson regression
- Calculate life tables and Kaplan-Meier curves for survival data
- Compare survival times using log rank tests and Cox proportional hazards regression
- Combine results from multiple studies using meta-analysis procedures

Modes of Communication

- Communicate research findings to a scientific audience in writing (primary focus)
- Communicate research findings to a scientific audience orally (secondary focus)

Top

Women's Health Issues

Overview of selected health topics affecting women's health status. Primary emphasis on steps to enhance personal health and fulfill divine roles from childhood through adulthood.

HLTH
450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HLTH 450

Course Outcomes

Women's Health Issues

Identify and understand the determinants of women's health issues.
(Learning activities: lecture, class discussion, videos, out of class activites, guest lecturers)

Women's Disease Research and Reporting

Identify and report on specific chronic and infectious diseases that affect women.
(Learning activities: lecture, class discussion, book review, guest lecture)

Assessment Sources

Identify ways to improve women's health using a variety of assessment sources.
(Learning activities: lecture, class discussion, review of CDC and other health statistics, interviews, guest lecture)

↑Top

Substance Abuse and Addictive Behavior

Physiological, psychological, sociological, and legal implications of drug use and addictive behaviors, emphasizing nature, cause, treatment, and prevention.

HLTH
460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing HLTH 460

Course Outcomes

Social Policies

List and describe specific social policies that reduce alcohol, tobacco, and other drug use.

Substance Use and Abuse

Explain substance use and abuse from a multidisciplinary perspective.

Substance Use Determinants and Predictors

Explain the major social determinants and predictors of substance use in the United States.

Drug Addiction Biology

Explain the biological basis of drug addiction.

Drug Health Problems and Risks

Describe the health problems and risk associated with specific drugs.

Marketing, PR, and Political Activities of Tobacco and Alcohol

Describe the marketing, public relations, and political activities of the tobacco and alcohol industries.

Substance Abuse Epidemiology

Provide the descriptive epidemiology of substance abuse in the United States.

↑Top

Health and the Aging Process

Public health strategies to promote health and functional independence in the context of the inevitable consequence of aging.

HLTH
466

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing HLTH 466

Course Outcomes

Normal Aging Processes

Understand the physiological aspects of the normal aging process.

Aging Pathology

Understand aging as a pathological process and the factors in both the external and internal milieu, this may contribute to premature aging.

Disease Prevention and Health Promotion Among the Aging

Relate knowledge about the organic and infectious diseases, common disorders, and disabilities prevalent among the elderly to disease prevention and health promotion among the aged.

Gerontology Research

Become exposed to professional literature pertaining to the biological, medical, and health aspects of aging including the use of clinical preventive services as noted by gerontology researchers.

Aging Physiology and Experimental Approaches

Understand the physiological aspects of aging and the experimental approaches used in studying the aging process.

Health Programs and Services for the Aged

Identify and distinguish the federal, state, and community health programs and services for the aged, including medical care, hospitalization, extended care, rehabilitation, and health maintenance.

Preventative Lifestyle Behaviors

Promote healthy lifestyle behaviors that help prevent premature aging, promote the health of the elderly, and contribute to the extension of the prime of life.

End-of-Life Decisions and Planning

Understand decision-making related to end-of-life planning.

Top

Secondary Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

HLTH 476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of course work or department approval; requires a major GPA of 2.85; at least a C- in Hlth 421.
Taught	Fall, Winter

Course Outcomes

Teacher Work Sample

Successful completion of TWS sections 1-7.

Student Teaching

Successful completion of a year long internship or 14 week student teaching placement.

Clinical Practice Assessment Scale

University Supervisor and Mentor Teacher CPAS scores of 3 or higher on each of the the 10 CPAS principles.

Praxis

Completion of the Praxis exam.

Professionalism

Completion of the PIBS university supervisor assessment.
Completion of the PIBS self-assessment.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

HLTH 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing HLTH 477R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

International Health

Identifying disease patterns in "developing" countries, exploring the social and cultural context of health, and reviewing behavior change strategies for improving well-being.

HLTH
480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing HLTH 480

Course Outcomes

Maternal and Child Health Improvement

Idenitfy behaviors that improve maternal and child health and how they may be specific for particular groups.

Global Disease Determinants

Discuss the determinants of global diseases and why inequalities and inequities exist.

Culture and Optimal Health Behaviors

Explain how culture, our own and others, facilitates or hinders practicing optimal health behaviors.

Morbidity and Mortality in Women and Children

Describe the leading causes of morbidity (sickness) and mortablity among women and children in the developing world.

Nutrition and Disease Morbidity and Mortality

Discuss how undernutrition and overnutrition contribute to morbidity and mortality related to infectious and chronic disease.

Morbidity and Mortality in Women and Children: Epidemiology

Using principles of epidemiology, identify the leading causes of morbidity (sickness) and mortablity among women and children in the developing world and compare the burden of disease across different regions of the world.

Health Program Monitoring, Evaluation, and Research

Describe how monitoring, evaluation, and applied research improve health programs.

Health Behavior Strategies

Discuss successful, evidence-based strategies for changing behaviors and improving health.

Top

Applied International Health

Engaging in an applied international health experience.

HLTH 481

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Spring, Summer
Programs	Containing HLTH 481

Course Outcomes

Applied International Health

Students will demonstrate knowledge in applied international health.

Top

Medical Geography

Understanding how geographic locations influence health outcomes. Learning to identify geographic patterns of health and disease as a tool to improve overall understanding of disease etiology and development of effective prevention and control strategies. The course utilizes geographic information systems (GIS) to meet these goals. No prior experience with the software is required.

HLTH
482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 121
Recommended	Hlth 447.
Taught	Fall
Programs	Containing HLTH 482

Course Outcomes

Please contact the individual department for outcome information.

Top

Mentored Research

Collaborate with professors on mentoring grants or other public health-related research and initiatives.

HLTH
491R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing HLTH 491R

Course Outcomes

Conduct applied research

Experience at least one subset of research skills while conducting supervised public health research with a faculty member.

↑Top

Directed Public Health Readings

Self-paced reading and in-depth studying of public health topics.

HLTH 492R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing HLTH 492R

Course Outcomes

Public Health Readings

Students will deepen their understanding of public health by reading books and articles related to the subject.

↑Top

Academic Internship

Senior capstone experience.

HLTH
496R

Hours	0.5 - 9.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	HLTH 439
Taught	Fall, Winter, Spring, Summer
Programs	Containing HLTH 496R

Course Outcomes

Apply professional competencies in Public Health

Obtain experience, as proctored by an approved internship supervisor, to apply professional competencies in public health as assessed through an internship report and internship supervisor rating

Top

Language Study: Hmong

Survival-level conversation, reading, listening, and culture skills in the target language.

HMONG 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Hmong

Beginning speaking, listening, reading, and writing skills.

HMONG
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Hmong

Second-semester speaking, listening, reading, and writing skills.

HMONG 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HMONG 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Hmong

Intermediate speaking, listening, reading, and writing skills.

HMONG
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HMONG 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Hmong

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

HMONG
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HMONG 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing HMONG 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Hmong

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

HMONG 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Hmong

Systematic review of grammar and syntax of target language.

HMONG 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HMONG 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Hmong

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

HMONG
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Hmong 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing HMONG 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Hmong

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

HMONG 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HMONG 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Hmong

Concentration on target-language and target-culture issues for specific careers.

HMONG 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HMONG 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Honors Topics

Introductory seminar for incoming honors students.

HONRS 100R

Hours	0.5 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Introduction to the College Classroom

Develop a basic understanding of how one can get the most out of class attendance and participation.

Introduction to University-level study

Become familiar with what it means to productively learn and study at a university level.

Top

Late Summer Honors

One week introductory seminar for incoming freshmen.

HONRS 101

Hours	1.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall Term 1

Course Outcomes

Introduction to Interdisciplinary Study at the University Level

Become familiar with what it means to study topics using different disciplinary approaches at a university level.

Introduction to a Community of Scholars

Be introduced to working in a collaborative environment with other student-scholars and faculty.

⬆Top

Introduction to Honors: Great Questions

Introduction to Honors curriculum, especially the study of big ("Great") questions. The course models different disciplinary approaches to Great Questions (guest lectures), and concludes by briefly exploring interdisciplinary approaches (preparation for UNIV 291, 292, 293).

HONRS 120

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Interdisciplinary Thinking

Recognize and articulate basic thinking patterns in a variety of disciplines.

Great Question

Describe a Great Question in a selected discipline.

Research Question

Develop and evaluate the value of a *Research Question* in a selected discipline.

Research Plan

Make a preliminary *Research Plan* to address a research question using interdisciplinary thinking.

↑Top

Honors Seminar

Weekly presentation by faculty and invited guests on various research topics. Students will complete one Great Works response.

HONRS 292R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Introduction to University-level research

Be exposed to faculty research projects in specific academic disciplines.

Introduction to Interdisciplinary Research

Be exposed to faculty research projects that are interdisciplinary in nature.

Top

Advanced Writing

Approaches to advanced writing that differ from departmental offerings.

HONRS 300R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Completion of First-Year Writing requirement.
Taught	
Programs	Containing HONRS 300R

Course Outcomes

This course is no longer taught

This course is no longer taught.

Top

Insight: Honors Program Journal

HONRS 301R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

1. Great Works Experience

Student will complete at least one Great Works experience.

3. Problem-Solving Application

Student will demonstrate an additional depth of reflective rigor through anapplication of course principles to solve real-life problems.

Top

Teaching Writing: Writing Fellows

HONRS 301R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

No Longer Taught

This course is no longer taught in the Honors Program.

↑Top

Great Questions Tutorial

This capstone to the Honors Program coursework provides group and individual instruction in researching and writing the Great Question Essay, a multi-disciplinary essay on an approved "big question" of the student's choosing.

HONRS 320

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	HONRS 120; or HONRS 292R
Recommended	Wrtg 150.
Taught	Fall, Winter

Course Outcomes

Great Questions

Identify, conduct independent research on, and respond intelligently to a big or "great" question.

Interdisciplinary Thinking

Apply empirical, behavioral, and interpretive approaches to demonstrate a solid understanding of how different disciplines can work together in unexpected ways to respond to a great question.

Writing

Write well for an educated, non-specialized audience using the essay genre effectively.

↑Top

Honors Experiential Learning

Facilitates substantive experience that augments Honors education through approved BYU international program or internship, Honors peer mentoring, or education-related service. Increases understanding by applying, teaching, expanding, and reflecting on knowledge and skills acquired at BYU.

HONRS
390R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	HONRS 120
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1.

Apply and increase what is learned at BYU in education-related service and in the world beyond BYU.

2.

Live and work in the world with wisdom, reverence, and love.

Top

Honors Student Advisory Council

Course for students elected to the Honors Student Advisory Council. Credit granted for work organizing honors events. Gives leadership and service experiences.

HONRS 391R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Develop Leadership Skills

Learn how to plan and facilitate social and educational activities for other Honors students.

Develop Collaboration in Education Skills

Learn how to work with other faculty, students, and other stakeholders to use social activities to accomplish program aims.

↑Top

Special Topics

For upper-level students on approved special topics supervised under the Honors Program. Topics vary.

HONRS 395R

🕘 **Hours**	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
☑ **Prerequisites**	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Specialized knowledge and skills

Students will develop the particular knowledge, understanding, and skills associated with the specialized focus of the course. Topics vary.

Writing

Students will be able to write on the course topic with appropriate conventions, use of evidence, and level of analysis and argumentation.

Top

Honors Thesis Proposal

Writing the Honors Thesis Proposal in preparation for writing the Honors Thesis. Students find a thesis chair, have initial contact with them, and complete a proposal leading to completing the Honors thesis.

HONRS 398

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Note	This course should be taken preferably during the sophomore or junior year.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Conventions and Practices of Academic Research

Know and be able to demonstrate the ability to conduct original research in your area of specialization within accepted disciplinary practice.

↑Top

Honors Thesis

Advanced research and writing on an approved honors thesis topic.

HONRS
499R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Independent Research

Apply skills of inquiry and analysis to conduct independent, original research on a discipline specific topic or question.

Writing and Communication

Write and successfully defend a publishable thesis in the student's chosen discipline.

Top

Language Study: Hungarian

Survival-level conversation, reading, listening, and culture skills in the target language.

HUNG 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Hungarian

Basic language skills.

HUNG 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Hungarian

Basic language skills.

HUNG
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HUNG 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Top

Second-Year Hungarian

Grammar review and conversation.

HUNG 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	HUNG 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

HUNG 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	HUNG 201
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversation

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

↑Top

Language Skills Development: Hungarian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

HUNG
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Hungarian

Systematic review of grammar and syntax of target language.

HUNG 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Cultural History of Hungary

Study of language and culture using interpersonal, presentational, and interpretive language skills.

HUNG 330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Hung 201 or foreign residence experience.
Note	For returned missionaries and others with extensive Hungarian language experience. Required course for obtaining language credit by examination (Hung 101, 102, 201, 211R). Culminating course for Languages of Learning requirement.
Taught	
Programs	Containing HUNG 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education

Complete language and cultural aspects of General Education "Languages of Learning" and "Global & Cultural Awareness" requirements.

↑Top

Introduction to Literature: Hungarian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

HUNG 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HUNG 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Hungarian

Concentration on target-language and target-culture issues for specific careers.

HUNG 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	HUNG 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Introduction to International Studies

Academic expectations in the major and career orientation; review of campus resources; faculty presentations.

IAS
100

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Disciplinary Knowledge

Students will enhance their knowledge of the discipline(s) of International and Area Studies.

Top

Academic Internship: International

Nonsupervised undergraduate foreign internship.

IAS 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Skill Enhancement

Students will utilize a significant range of skills and abilities in a professional setting

Top

Cultural Survey

Multidisciplinary survey of various countries and regions in preparation for extended experience abroad.

IAS 201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Performing group or ISP participant status.
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

↑Top

Cultural Survey-Africa

IAS
201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-Asia

IAS 201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-China

IAS
201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-Eastern Europe

IAS
201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-England

IAS
201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

↑Top

Cultural Survey-Europe

IAS 201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-Middle East

IAS 201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-Scandinavia

IAS
201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-South Pacific

IAS 201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey-USSR

IAS
201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Cultural Survey: Japan

IAS 201R

Hours	0.5 - 4.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Performing group or ISP participant status.
Taught	

Course Outcomes

Prepare the students to go on their international experience

· Demonstrate a basic understanding of the people, worldview, culture (and language, where applicable) of the foreign setting in which the student studies.
· Recognize one's cultural presuppositions and biases through exposure to, and study of, foreign perspectives on one's own culture.

Course Objectives

1. Prepare a foundation to become competent in understanding, communicating and interacting with the new cultural contexts experienced during time abroad,
2. Train students to be safe and to be ambassadors of BYU
3. Help students understand cultural, political and economic history of their host country
4. Provide a forum for directors to plan with their groups

Practical Information

Students will learn the practical information necessary to succeed in the new cultures they will visit.

Top

Introduction to Development Studies

Exploration of international development in non-formal education, micro-enterprises, community organizations; hunger, poverty, and other special problems in developing areas of the world.

IAS 220

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing IAS 220

Course Outcomes

Intro to Development Studies

Upon successfully completing this course, a student will be able to recognize the historical origins of international development and the various agendas that it embodies.
Upon successfully completing this course, a student will be able to recognize and articulate the complexity of international development issues and their interdisciplinary nature.
Upon successfully completing this course, a student will be able to identify major theories and approaches to international development both in general and across different key disciplines.
Upon successfully completing this course, a student will be able to be intellectually ready to embark on an International Development Minor Internship.

Top

Introduction to Africana Studies

Introduction to the discipline of Africana Studies, focusing on (1) themes that emerge in this field, such as communities and cultures, race and gender, or the legacies of slavery and colonialism, and (2) methods relevant to the study of those themes.

IAS 221

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing IAS 221

Course Outcomes

Area Knowledge

Students will enhance their knowledge of various approaches to understanding and analyzing Africa, its people, and culture.

Top

Kennedy Center Lecture Series

Weekly lectures by national and international authorities on world affairs; designed as an introductory class for all David M. Kennedy Center majors.

IAS 301

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Model United Nations Preparation

Preparation for participating in MUN projects, on campus, in public schools, and at the United Nations in New York.

IAS
351R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

MUN Preparation

• Understand the framework for multilateral diplomacy -Students will demonstrate understanding of the process and politics of international organizations
• Explore the rationale for diplomacy - Students will understand how international law informs diplomacy and relates to international organization.
• Improve public speaking ability - Students will improve oratory ability by learning and demonstrating elements of effective public speaking.
• Improve policy writing ability - Students will demonstrate the ability to write policy papers and resolutions with regular feedback and various opportunities individually, in small groups and in large simulations.
• Improve research ability - Students will demonstrate effective research skills while learning about country policies and international topics in greater depth.
• Develop parliamentary procedure skills - Students will learn and effectively use beginning and intermediate parliamentary procedure in group settings.
• Expand leadership capacity - Students will explore the dynamics of leadership, including motivation, decision making, and group dynamics and will begin to demonstrate leadership abilities, especially in simulations/case study/small group activities.

↑Top

Intercultural Outreach Preparation

Developing abilities to prepare and share international understanding in public and private schools.

IAS
353R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Intercultural Outreach

1. Activelyreflect on your own cultural values, practices, and traditions and develop an articulated sense of respect for them
2. Study, understand, and negotiate the central role cultural values—your own and others'—play in all human interactions
3. Develop a personal framework for effective intercultural participation
4. Probe commonly held views of culture and intercultural competence
5. Develop a pedagogical approach for fostering transformative cultural contact situations and for creating "third zones", as negotiated and productive areas of intercultural work
6. Create written and oral forms of intercultural outreach
7. Become an active agent for intercultural responsibility and competence

Top

Model Arab League Preparation

Understanding Middle Eastern governments and foreign policies. Preparation and attendance at the Model Arab League Conference.

IAS
354R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing IAS 354R

Course Outcomes

Area Knowledge

Students will enhance their knowledge of both the assigned country and the larger context in which the Arab League functions.

Top

International Field Study Preparation

Cross-cultural field research and survival with a regional emphasis and application.

IAS 360R

Hours	0.5 - 9.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Note	For students preparing for International Field Studies and Internships or Study Abroad programs.
Taught	Fall Term 2, Winter, Spring
Programs	Containing IAS 360R

Course Outcomes

Field Studies Preparation

1. Improve your ability to ask analytical and insightful questions as relates to your experience and express yourself more clearly in writing.
2. Develop cross-cultural skills for entering and navigating a new culture and developing new meaningful relationships with people from often very different backgrounds than you.
3. Further develop a working knowledge of field methods and project design, and develop a clearly written and implementable plan for your field study.
4. Develop a basic understanding of research ethics and the IRB process.
5. Collaborate and learn from others in the BYU Field Studies community.
6. Create realistic expectations of yourself and your academic experience abroad.

↑Top

Post-Fieldwork Analysis and Writing

Writing course designed to help students write a quality research paper

IAS
361

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	IAS 360R
Note	Only for those students who have participated in an International Study Programs Field Study Program.
Taught	Fall, Winter
Programs	Containing IAS 361

Course Outcomes

Post Field Analysis and Writing

- Rhetorical Knowledge – Students will demonstrate that they can write clearly, focus on a well-defined purpose in writing, use conventions of format and structure appropriate to their discipline, and adopt a voice, tone, and level of formality suited to multiple purposes and audiences, including audiences both within and outside the discipline in which the course is offered.
- Writing Processes – Students will develop productive and flexible individual and collaborative writing processes, including prewriting, drafting, revising, editing and proofreading. These processes could include the following: collecting data, finding supporting evidence, and creating good arguments; organizing the material for a paper; writing successive drafts of the same paper; group writing; seeking and using peer responses; editing grammar, usage and punctuation; and using conventional formats. These processes will reflect processes of inquiry within the student's discipline.
- Processes of Disciplinary Research – Students will demonstrate the ability to use appropriate research tools and processes of research within their particular discipline, including library research. Students will demonstrate their ability to identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.

↑Top

International Internship Preparation

Orientation on cross-cultural communication, globalization, interfacing with internship providers, culture shock, international safety/health, and BYU policies abroad.

IAS
369R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For students preparing to participate in an internship, field practicum, or experiential learning experience abroad.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Cultural Proofs

Independent research on cultural topics and intercultural communication.

IAS
380R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For students studying abroad.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Factual Knowledge

Gain knowledge from close observation of cultural traditions and practices

Critical Thinking and Effective Writing

Each student will develop in these areas through careful analysis of cultural traditions and practices and the production of field notes and a reflective written summary

Research Skills

Through participation in the cultural proofs exercises, each student will become familiar with basic field study research skills and practices

Top

Icons-Diplom Negot

IAS
397R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Critical Thinking and Effective Writing

The student will develop these skills by producing a well-reasoned and well-written research paper

Research Skills

Develop techniques of advanced research appropriate to the study

Factual Knowledge

Students will gain knowledge through advanced study in focused area of IAS

Top

Icons-Diplom Trans

IAS
397R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Critical Thinking and Effective Writing

The student will develop these skills by producing a well-reasoned and well-written research paper

Research Skills

Develop techniques of advanced research appropriate to the study

Factual Knowledge

Students will gain knowledge through advanced study in focused area of IAS

Top

Topics in International and Area Studies

Study relating to current world problems.

IAS
397R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing IAS 397R

Course Outcomes

Factual Knowledge

Students will gain knowledge through advanced study in focused area of IAS

Critical Thinking and Effective Writing

The student will develop these skills by producing a well-reasoned and well-written research paper

Research Skills

Develop techniques of advanced research appropriate to the study

Top

Academic Internship: International

Individualized work or volunteer experience in an international setting.

IAS
399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Acceptance into program.
Note	Class must be coordinated through International Study Programs.
Taught	
Programs	Containing IAS 399R

Course Outcomes

Academic Internship

· Apply skills and material learned in traditional courses to a real-world workplace environment.
· Demonstrate proficiency in the skills required by the internship supervisor.
· Demonstrate an ability to link insights gained from traditional classes and from real-world workplace experiences.

Top

Seminar on Japanese Workplace: Society and Culture

IAS 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Note	Required seminar for interns in the Japan seminar and intern program held only in Japan.
Taught	Fall, Summer

Course Outcomes

Area Knowledge

Students will deepen their understanding of Japanese workplace, society, and culture.

↑Top

Directed Research for African Studies Minor

Directed research project (library and/or on-site experience) related to African studies or the African diaspora. Must be supervised by faculty with extensive in-field experience in Africa and African Studies.

IAS 491

Hours	3.0 Credit, 2.5 Lecture, 0.0 Lab
Prerequisites	Enrollment in the African Studies minor.
Note	Students may adapt their research project to their individual major requirements with the approval of their major department.
Taught	Fall, Winter

Course Outcomes

Area Knowledge

Student will enhance their knowledge of a specific selected topic in African Studies.

↑Top

First-Year Icelandic

Basic language skills.

ICLND
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall odd years

Course Outcomes

Comprehension

Students will comprehend Icelandic as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Icelandic well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, obtain food and lodging, carry out simple transactions, and talk about a variety of topics of common interest primarily in the present, with limited use of other time frames.)

Writing

Students will be able to write short messages and well-articulated sentences in Icelandic on familiar topics.

Language Learning Strategies

Students will develop comprehension and learning strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Icelandic-speaking countries.

↑Top

First-Year Icelandic

Basic language skills.

ICLND
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Winter even years

Course Outcomes

Comprehension

Students will be able to comprehend Icelandic as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Icelandic well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, carry out simple transactions, and talk about a variety of topics of common interest in present, past, and future times.)

Writing

Students will be able to write short messages and well-articulated sentences in Icelandic on familiar topics.

Language Learning Strategies

Students will develop strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Icelandic-speaking countries.

Top

Second-Year Icelandic

Conversation, vocabulary building, and reading and writing skills, emphasizing writing.

ICLND 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Iclnd 102 or equivalent experience.
Taught	Fall even years

Course Outcomes

Comprehension

Students will be able to comprehend Icelandic as they hear and read authentic language relating to familiar topics with strategies to even derive meaning out of less familiar topics.

Speaking and Writing

Students will be able to speak and write Icelandic well enough to satisfy immediate needs. (Students will learn to communicate in social situations asking and answering questions, carrying out transactions, and talking about a variety of topics of common interest in present, past, and future times.)

Conversation

Students will be able to participate actively in conversations about Icelandic-speaking countries, concrete topics, and current events.

Opinions

Students will be able to begin expressing and supporting opinions about familiar topics.

Top

Second-Year Icelandic

Emphasis on literature and culture with continued writing, grammar, listening, and speaking.

ICLND 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Winter odd years
Programs	Containing ICLND 202

Course Outcomes

Literature and Cultural History

Students will be able to identify and define key characteristics of the important moments in Icelandic cultural history and place significant works in a meaningful cultural and historical context using the basic tools of literary analysis.

Comprehension

Students will be able to comprehend Icelandic as they hear and read authentic language relating to familiar and less familiar topics.

Speaking and Writing

Students will improve their reading and writing skills in Icelandic by beginning to communicate in connected and extended discourse, expressing and supporting opinion, and navigating less-familiar topics and situations.

Icelandic Culture

Students will broaden and deepen their perception and appreciation of Icelandic culture.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

ICLND 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Iclnd 102 or equivalent experience.
Taught	Contact Department

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to speak about autobiographical and concrete topics, initiate and maintain conversations by asking and responding to questions, and cope with gaps in knowledge.

Fluency

Students will be able to use an appropriate variety of vocabulary related to autobiographical and concrete topics.

Vocabulary

Students will speak in a way so as to be understood most of the time without difficulty by native speakers unaccustomed to dealing with non-native speakers.

↑Top

Third-Year Conversation

Advanced conversational skills.

ICLND 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Iclnd 211R or equivalent experience.
Taught	

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to relate current events, plots of books or movies, and state opinion.

Fluency

Students will be able to initiate and maintain fluent conversations and cope with gaps in knowledge in contexts related to concrete topics.

Vocabulary

Students will be able to speak using an appropriate variety of vocabulary related to autobiographical and concrete topics as well as to current and other events.

Pronunciation

Students will speak in a way so as to be understood without difficulty by speakers unaccustomed to dealing with non-native speakers.

Top

Academic Internship

On-the-job experience in Icelandic.

ICLND
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department's consent.
Taught	
Programs	Containing ICLND 399R

Course Outcomes

Professional Experience

Improve professional experience and appreciation of cultural practices in an international context.

↑Top

Old Icelandic Language and Literature

Readings and exercises in Old Icelandic; introduction to Old Icelandic literature and its influence on later Icelandic culture.

ICLND 429

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Iclnd 201 or equivalent experience.
Note	Entry course for returned missionaries or others with equivalent Icelandic language experience. Required course for obtaining language credit by examination (Iclnd 101, 102, 201, 211R). Culminating course for GE Foreign Language requirement.
Taught	Winter odd years
Programs	Containing ICLND 429

Course Outcomes

Reading and Analytic Skills

Students will develop the capacity to read and understand Old Icelandic texts with considerable facility and develop an appreciation for the richness and variety of Old Icelandic literature through close readings from a variety of sagas and poetry.

Linguistic Skills

Students will build upon their previous knowledge of Icelandic (whether as a missionary or through Icelandic 202) by strengthening their understanding of its complex grammar. Students will also develop a clear understanding of the morphological, phonological, syntactic, and semantic differences between Old and Modern Icelandic.

Top

International Cinema

Students will view significant films and discuss them in a seminar setting in order to increase cultural awareness, enrich language acquisition, enhance critical analysis abilities, and develop understanding of cinematic art.

ICS
290R

Hours	1.5 Credit, 1.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ICS 290R

Course Outcomes

Please contact the individual department for outcome information.

Top

Film and Media Theory

Studying historical and contemporary film and media theory and applying it to the analysis of film and other visual media.

ICS 390

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing ICS 390

Course Outcomes

Please contact the individual department for outcome information.

Top

Seminar in International Cinema Studies

Study of the history and analysis of cinema and media arts at an advanced level.

ICS 490R

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	ICS 390
Taught	Fall, Winter
Programs	Containing ICS 490R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

International Cinema Studies Capstone

Producing a final portfolio and project by International Cinema Studies minors.

ICS 491

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	ICS 390
Taught	Fall, Winter
Programs	Containing ICS 491

Course Outcomes

Synthesis

Students will demonstrate an advanced level of knowledge that reflects the culmination of work done throughout their program coursework.

Top

An Introduction to the Humanities

Study of the arts emphasizing forms and relationships, the development of critical skills, and an awareness of traditional humanistic values.

IHUM 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.
Programs	Containing IHUM 101

Course Outcomes

European and American cultural history

Demonstrate basic knowledge of European and American cultural history.

Artistic Production, Methodologies and Techniques

Demonstrate basic knowledge of methods, techniques, and approaches used in the production of artistic artifacts

European and American cultural history

Demonstrate basic knowledge of European and American cultural history.

Critical Thinking and Writing

Demonstrate ability to analyze a cultural artifact, using terminology appropriate to the art form being studied, and evaluate its effectiveness as an expression of cultural values

Artistic Production, Methodologies and Techniques

Demonstrate basic knowledge of methods, techniques, and approaches used in the production of artistic artifacts

Critical Thinking and Writing

Demonstrate ability to analyze a cultural artifact, using terminology appropriate to the art form being studied, and evaluate its effectiveness as an expression of cultural values

Top

Honors Western Humanities 1: Antiquity to Renaissance

Western civilization from Greek antiquity to Renaissance from perspective of traditional humanistic values reflected in its arts and ideas. Examines fundamental questions about human experience, formative events in history, and value of important literary and artistic texts.

IHUM
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Historical Events

Demonstrate factual knowledge of major Western European historical events from approximately 1200 BCE to the late Renaissance.

Figures and Movements

Demonstrate factual knowledge of major Western European figures and movements in philosophy, science, literature, art, architecture, and music from approximately 1200 BCE to the late Renaissance.

Ideology vs. Artifacts

Explain the connections between dominant Western ideologies and cultural artifacts produced from approximately 1200 BCE to the late Renaissance.

Analysis

Analyze the basic components of a literary work, a painting, or a building through the correct use of appropriate terminology and evaluative models

Communication Skills

Improve communication skills through short writing assignments that require higher order thinking skills to connect cultural values discussed in class with daily experiences and evaluate their relevance to modern life.

↑Top

Western Humanities 1: Antiquity to Renaissance

Western civilization from Greek antiquity to Renaissance from perspective of traditional humanistic values reflected in its arts and ideas. Examines fundamental questions about human experience, formative events in history, and value of important literary and artistic texts.

IHUM
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing IHUM 201

Course Outcomes

Historical Events

Demonstrate factual knowledge of major Western European historical events from approximately 1200 BCE to the late Renaissance.

Figures and Movements

Demonstrate factual knowledge of major Western European figures and movements in philosophy, science, literature, art, architecture, and music from approximately 1200 BCE to the late Renaissance.

Ideology vs. Artifacts

Explain the connections between dominant Western ideologies and cultural artifacts produced from approximately 1200 BCE to the late Renaissance.

Analysis

Analyze the basic components of a literary work, a painting, or a building through the correct use of appropriate terminology and evaluative models

Communication Skills

Improve communication skills through short writing assignments that require higher order thinking skills to connect cultural values discussed in class with daily experiences and evaluate their relevance to modern life.

Top

Honors Western Humanities 2: Renaissance to the Present

Western civilization from Renaissance to present from perspective of traditional humanistic values reflected in its arts and ideas. Examines fundamental questions about human experience, formative events in history, and value of important literary and artistic texts.

IHUM 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Historical Events

Demonstrate factual knowledge of major Western European historical events from approximately 1515 AD/CE to the modern period.

Figures and Movements

Demonstrate factual knowledge of major Western European figures and movements in philosophy, science, literature, art, architecture, and music from approximately 1515 AD/CE to the modern period.

Ideologies vs. Artifacts

Explain the connections between dominant Western ideologies and cultural artifacts produced from approximately 1515 AD/CE to the modern period

Analysis

Analyze the basic components of a literary work, a painting, or a building through the correct use of appropriate terminology and evaluative models.

Writing

Construct cogent, lucid, and persuasive arguments in essays and short papers combining formal analysis of cultural artifacts with critical evaluation of the Western ideologies that helped produce them

Communication Skills

Construct cogent, lucid, and persuasive arguments in essays and short papers combining formal analysis of cultural artifacts with critical evaluation of the Western ideologies that helped produce them.

Top

Western Humanities 2: Renaissance to the Present

Western civilization from Renaissance to present from perspective of traditional humanistic values reflected in its arts and ideas. Examines fundamental questions about human experience, formative events in history, and value of important literary and artistic texts.

IHUM
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing IHUM 202

Course Outcomes

Historical Events

Demonstrate factual knowledge of major Western European historical events from approximately 1515 AD/CE to the modern period.

Figures and Movements

Demonstrate factual knowledge of major Western European figures and movements in philosophy, science, literature, art, architecture, and music from approximately 1515 AD/CE to the modern period.

Ideologies vs. Artifacts

Explain the connections between dominant Western ideologies and cultural artifacts produced from approximately 1515 AD/CE to the modern period

Analysis

Analyze the basic components of a literary work, a painting, or a building through the correct use of appropriate terminology and evaluative models.

Writing

Construct cogent, lucid, and persuasive arguments in essays and short papers combining formal analysis of cultural artifacts with critical evaluation of the Western ideologies that helped produce them

Communication Skills

Construct cogent, lucid, and persuasive arguments in essays and short papers combining formal analysis of cultural artifacts with critical evaluation of the Western ideologies that helped produce them.

↑Top

Introduction to the Humanities of Asia

Major arts of Asian cultures in their historical, religious, and philosophical settings.

IHUM 240

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IHUM 240

Course Outcomes

Recognition of Masterpieces

Recognize key architectural, artistic, and musical masterpieces from India, China, and Japan based on a study of the Blackboard examples and class participation.

Familiarity with Major Literary Works

Become familiar with some of the major literary works from India, China, and Japan by completing the reading assignments and attending class lectures and discussions.

Understanding Another Culture

Demonstrate basic understanding of at least one culture in addition to North American and European cultures.

Differences in Traditions

Understand some of the basic similarities and differences between LDS beliefs and Hindu, Buddhist, Confucian, Daoist, and Shinto traditions as they are manifested in the humanities studied during the semester.

↑Top

Humanities of East Asia

This course will introduce students to the humanities of Japan, China, and Korea, paying particular attention to the way visual art, architecture, ritual, film, literature, and other forms shed light on the religious traditions shared by these traditions.

IHUM
241

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing IHUM 241

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introduction to the Humanities of the Islamic World

Major arts of Islamic cultures in their historical, religious, and philosophical settings.

IHUM
242

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IHUM 242

Course Outcomes

Patterns and Parallels in World Religions

To observe patterns and parallels that exist in all world religions in an effort to assess how religious beliefs and practices give meaning to people's lives everywhere

Comparative Religion

To gain a deeper awareness of one's own religious tradition through a comparative (not competitive!) approach to the study of humanities and religion

Analyze Islamic Humanities

Analyze, using appropriate terminology and evaluative models, the key components of Islamic humanities.

Non-Western Cultural Understanding

Demonstrate basic understanding of at least one culture in addition to North American and European cultures

Aesthetic/Intellectual Contributions of the Islamic World

to acquire a basic understanding and appreciation of the history, beliefs, practices, and aesthetic/intellectual contributions of the Islamic world in order to allow students to discuss Islam with accuracy and respect. It should be the aim of the student of comparative religion to explain another religious tradition sympathetically and intelligently so that an adherent of that faith would recognize that explanation as authentic and acceptable

↑Top

Introduction to Interdisciplinary Humanities

Major literary, artistic, and musical forms and their use in the interdisciplinary study of aesthetics and culture and intellectual history. May include International Cinema.

IHUM 250

Hours	3.0 Credit, 3.0 Lecture, 0.5 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IHUM 250

Course Outcomes

Critical Thinking and Analysis

Sharpen your analytical and critical thinking skills

Vocabulary and Technical Terminology

Master vocabulary and technical terms used in the analysis of a variety of artistic artifacts

Individual Counseling

Receive individualized counseling and direction for your Interdisciplinary Humanities major

Artifact Production Methodologies and Techniques

Broaden and deepen your knowledge of methods, techniques, and approaches used in the production of artistic artifacts

Writing Exercises

Improve your writing skills through directed exercises

Close Reading Skills

Learn and practice close reading skills for various disciplines in the humanities

Top

Humanities of Latin America

Achievements of Latin American culture regarding art, philosophy, literature, and music from the pre-Columbian era to the present.

IHUM 260

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IHUM 260

Course Outcomes

Critical Thinking and Analysis

Learn to think, speak, and write critically about literature (poetry, essay, short story, novel), painting, film, and music and to provide thoughtful and insightful interpretations of major works

Culture and Latin American Identity

Understand the vital role culture plays in formulating and promoting Latin American identity and autonomy and in probing universal questions about human experience

Latin American Experience in the Arts

Develop an appreciation for the major racial, social, geographical, and historical challenges of Latin American experience as they are reflected thematically and formally in the arts

Cultural Developments in Latin America

Gain a historical understanding of the major cultural developments in modern Latin America and respect for Latin American people and their cultures

Non-Western Culture

Demonstrate basic understanding of at least one culture in addition to North American and European cultures

Top

Honors American Humanities 1: Colonial Era Through 1876

Value systems reflected in the arts and ideas of the United States from the colonial era to 1876.

IHUM 261

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing IHUM 261

Course Outcomes

Figures and Works in American Arts: Pre-Columbian to 1876

Develop a broad familiarity with some of the most significant figures and works in the history of the American arts from Pre-Columbian times to 1876

Lifelong Learning and Service

Commit to a lifetime of learning and service to humanity

European and American Cultural History

Demonstrate broad interdisciplinary knowledge of European and American cultural and intellectual history

Figures and Works in American Arts: 1876 to Present

Develop a broad familiarity with some of the most significant figures and works in the history of the American arts from 1876 to the present

Scholarly Discourse and Methodology

Engage with current scholarly discourse within the accepted methodology of the field concerned

Cultural Traditions and Voices: Pre-Columbian to 1876

Develop an appreciation for the rich variety of cultural traditions and voices on display in American history from Pre-Columbian times to 1876

Top

Introduction to American Humanities 1: Colonial Era Through 1876

Value systems reflected in the arts and ideas of the United States from the colonial era to 1876.

IHUM 261

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department
Offered	Honors also.
Programs	Containing IHUM 261

Course Outcomes

Figures and Works in American Arts: Pre-Columbian to 1876

Develop a broad familiarity with some of the most significant figures and works in the history of the American arts from Pre-Columbian times to 1876

Lifelong Learning and Service

Commit to a lifetime of learning and service to humanity

European and American Cultural History

Demonstrate broad interdisciplinary knowledge of European and American cultural and intellectual history

Figures and Works in American Arts: 1876 to Present

Develop a broad familiarity with some of the most significant figures and works in the history of the American arts from 1876 to the present

Scholarly Discourse and Methodology

Engage with current scholarly discourse within the accepted methodology of the field concerned

Cultural Traditions and Voices: Pre-Columbian to 1876

Develop an appreciation for the rich variety of cultural traditions and voices on display in American history from Pre-Columbian times to 1876

Top

Honors American Humanities 2: 1877 to the Present

Value systems reflected in the arts and ideas of the United States from 1877 to the present.

IHUM 262

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

European and American History

demonstrate broad interdisciplinary knowledge of European and American cultural and intellectual history

American History: 1876 to Present

develop an appreciation for the rich variety of cultural traditions and voices on display in American history from 1876 to the present

Critical Thinking, Analysis, and Writing

demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively

Figures and Works in American Arts: 1876 to Present

develop a broad familiarity with some of the most significant figures and works in the history of the American arts from 1876 to the present

Research Arguments and Methodologies

produce original arguments based on sound research methodology

Scholarly Discourse

engage with current scholarly discourse within the accepted methodology of the field concerned

Lifelong Learning and Service

commit to a lifetime of learning and service to humanity

↑Top

Introduction to American Humanities 2: 1877 to the Present

Value systems reflected in the arts and ideas of the United States from 1877 to the present.

IHUM
262

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department
Offered	Honors also.
Programs	Containing IHUM 262

Course Outcomes

European and American History

demonstrate broad interdisciplinary knowledge of European and American cultural and intellectual history

American History: 1876 to Present

develop an appreciation for the rich variety of cultural traditions and voices on display in American history from 1876 to the present

Critical Thinking, Analysis, and Writing

demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively

Figures and Works in American Arts: 1876 to Present

develop a broad familiarity with some of the most significant figures and works in the history of the American arts from 1876 to the present

Research Arguments and Methodologies

produce original arguments based on sound research methodology

Scholarly Discourse

engage with current scholarly discourse within the accepted methodology of the field concerned

Lifelong Learning and Service

commit to a lifetime of learning and service to humanity

Top

European Humanities and the Arts

IHUM 270R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	
Offered	Study Abroad only.
Programs	Containing IHUM 270R

Course Outcomes

This course is not currently offered

This course is not currently offered

Top

Sophomore Seminar in Interdisciplinary Humanities

Focused topics exploring ethical, moral, and epistemological issues in the study of the humanities.

IHUM 280R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing IHUM 280R

Course Outcomes

Analytical Writing

Strengthen writing skills through instructor feedback and student response, learning to accept criticism and responding positively to it

Top

Sophomore Seminar: Humanities and Law

Focused topics exploring ethical, moral, and epistemological issues in the study of the humanities.

IHUM 280R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Analytical Writing

Strengthen writing skills through instructor feedback and student response, learning to accept criticism and responding positively to it

↑Top

Sophomore Seminar: Humanities and Popular Culture

Focused topics exploring ethical, moral, and epistemological issues in the study of the humanities.

IHUM 280R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Analytical Writing

Strengthen writing skills through instructor feedback and student response, learning to accept criticism and responding positively to it

Top

Sophomore Seminar: Humanities and Science

Focused topics exploring ethical, moral, and epistemological issues in the study of the humanities.

IHUM
280R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Argumentation

Improve the student's ability to develop persuasive arguments in both oral and written forms

↑Top

Sophomore Seminar: Humanities and the Environment

Focused topics exploring ethical, moral, and epistemological issues in the study of the humanities.

IHUM 280R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Critical Thinking

Expand critical thinking abilities through activities that stretch the student's abilities in reading, writing, and comprehension

↑Top

Sophomore Seminar: Humanities and the Sacred

Focused topics exploring ethical, moral, and epistemological issues in the study of the humanities.

IHUM 280R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Analytical Writing

Strengthen writing skills through instructor feedback and student response, learning to accept criticism and responding positively to it

Top

Special Studies in the Humanities

IHUM
290R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

This course is not currently offered

This course is not currently offered

↑Top

Advanced Writing in Comparative Arts and Humanities

Introduction to the language, methods, and purpose of academic argument, oral and written. Core principles behind academic argumentation and its relevance to logical thinking and effective communication.

IHUM
311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	First-Year Writing.
Taught	Fall, Winter
Programs	Containing IHUM 311

Course Outcomes

Critical Thinking, Analysis, and Writing

Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively.

Scholarly Discourse

Demonstrate in written assignments acquaintance with and understanding of scholarly interpretations of cultural artifacts relevant to the course content.

Research Arguments and Methodologies

Produce original arguments based on sound research methodology

↑Top

Interpretation of Literature and the Arts

Understanding and writing about literature and at least one of the other arts; critical theory.

IHUM
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IHUM 311; IHum 311. IHum 201 and 202 and 250. At least three of the remaining historical foundation courses (item 3 under major requirements).
Note	Should be taken junior year.
Taught	Fall, Winter
Programs	Containing IHUM 350

Course Outcomes

Literary Interpretation and Theory

Develop the student's basic understanding of theories of interpretation in the humanities that relate to questions of gender, class, and race or ethnicity

Humanities Philosophy

Develop a basic understanding of the kinds of philosophical questions that have been and still are important to the study of the humanities

Meaning and Importance

Develop a mature, sophisticated ability to discern meaning and importance in the works we study in the humanities

↑Top

Contemporary Issues in the Humanities

Methods and practices of the discipline. Developing and executing research programs. Writing thoughtful, well-informed and sophisticated papers. Introduction to significant and pressing cultural issues such as globalization, media and the arts, memory and history, among others.

IHUM
370

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IHUM 201 & IHUM 202 & IHUM 250; Engl 311.
Taught	Fall, Winter
Programs	Containing IHUM 370

Course Outcomes

Contemporary Critical Theory and Interpretation

Develop understanding of contemporary theories of interpretation in the humanities that relate to questions of gender, class, and race or ethnicity

Analytical Skills

Improve the ability to discern meaning and importance in cultural artifacts through close reading analysis

Research and Argumentation

Improve library research and persuasive argumentation skills through focused writing exercises

Top

Junior Seminar in the Interdisciplinary Humanities: Movements, Periods, and Areas

Topics could cover significant movements, periods, areas, and genres in a cultural history of the arts. Obtaining a deep understanding of the arts and the values articulated within a particular historical era. The use of concepts usch as history, context, area, and genre in the study of the arts.

IHUM 390R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IHUM 250
Taught	Fall, Winter, Spring Contact Department
Programs	Containing IHUM 390R

Course Outcomes

Cultural and Intellectual History

Demonstrate deep knowledge of a particular historical period's cultural and intellectual creations in a chosen culture.

Transferable Skills

Demonstrate advanced critical thinking, analytical and writing skills in oral and written assignments.

Argumentation and Research Methodology

Demonstrate refined argumentation skills and mastery of library research techniques in written assignments.

Scholarly Discourse

Demonstrate in written assignments acquaintance with and understanding of scholarly interpretations of cultural artifacts from the chosen historical period.

Top

Academic Internship

Combined study-work experience related to the humanities major (museums, government agencies, publishing firms, etc.).

IHUM 399R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	IHUM 350; 12 hours of historical foundation courses in humanities. Humanities major or minor status.
Taught	Fall, Winter, Spring, Summer
Programs	Containing IHUM 399R

Course Outcomes

Experiential Learning

Strengthen social, communication and organizational skills essential to competing successfully in the job market through working on-site in a business environment

Cultural Awareness

Expand understanding and knowledge of world cultures through in-country residency and improvement of foreign language skills

↑Top

Seminar in the Humanities

Interdisciplinary study of problems and major figures in the humanities. Topics vary.

IHUM 490R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IHum 350 or concurrent enrollment.
Recommended	IHum 370.
Taught	Fall, Winter, Spring, Summer
Programs	Containing IHUM 490R

Course Outcomes

Critical Thinking, Analysis, and Writing

Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively.

Subject-Specific Outcomes

Each iteration of this course has more specific outcomes based on the subject matter at hand; those additional objectives are articulated in each instructor's customized syllabus

Research Arguments and Methodologies

Produce original arguments based on sound research methodology

Top

Directed Readings

Course set up only in special circumstances and by permission for focused study of a topic in the humanities.

IHUM 495R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Contract and instructor's consent.
Taught	Contact Department

Course Outcomes

Critical Thinking, Analysis and Writing

Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively, through intensive study of selected texts under the guidance of a faculty mentor.

Argumentation and Research Methodology

Produce original arguments based on sound research methodology, evidenced in a term paper of substantial length submitted to the faculty mentor.

↑Top

Honors Thesis

Complete an honors thesis with the aid of a thesis advisor. Also available for students who are pursuing a pre-approved mentored research project with a faculty advisor.

IHUM 499R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Critical Thinking, Analysis, and Writing

Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively, in a thesis acceptable to the Honors thesis advisor and committee.

Argumentation and Research Methodology

Produce original arguments based on sound research methodology.

Scholarly Discourse

Engage with current scholarly discourse within the accepted methodology of the field concerned.

↑Top

Directed Readings

IHUM 595R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Graduate coordinator's consent
Taught	Contact Department

Course Outcomes

Critical Thinking, Analysis, and Writing Skills

Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively, through intensive study of selected texts under the guidance of a faculty mentor.

Argumentation and Research Methodology

Produce original arguments based on sound research methodology, evidenced in a term paper of substantial length submitted to the faculty mentor.

Scholarly Discourse

Engage with and evaluate scholarly treatments and interpretations of cultural artifacts chosen for intensive study under the guidance of a faculty mentor.

↑Top

Language Study: Ilangot

Survival-level conversation, reading, listening, and culture skills in the target language.

ILANG 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Ilangot

Beginning speaking, listening, reading, and writing skills.

ILANG 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Ilangot

Second-semester speaking, listening, reading, and writing skills.

ILANG 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ILANG 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Ilangot

Intermediate speaking, listening, reading, and writing skills.

ILANG 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ILANG 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Ilangot

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

ILANG
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ILANG 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing ILANG 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Ilangot

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

ILANG 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Ilangot

Systematic review of grammar and syntax of target language.

ILANG 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ILANG 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Ilangot

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

ILANG
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ilang 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing ILANG 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Ilangot

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

ILANG 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ILANG 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Ilangot

Concentration on target-language and target-culture issues for specific careers.

ILANG 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ILANG 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Ilocano

Survival-level conversation, reading, listening, and culture skills in the target language.

ILOCN
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Ilocano

Beginning speaking, listening, reading, and writing skills.

ILOCN 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Ilocano

Second-semester speaking, listening, reading, and writing skills.

ILOCN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ILOCN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Ilocano

Intermediate speaking, listening, reading, and writing skills.

ILOCN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ILOCN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Ilocano

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

ILOCN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ILOCN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing ILOCN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Ilocano

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

ILOCN
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Ilocano

Systematic review of grammar and syntax of target language.

ILOCN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ILOCN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Ilocano

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

ILOCN 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ilocn 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing ILOCN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Ilocano

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

ILOCN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ILOCN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Ilocano

Concentration on target-language and target-culture issues for specific careers.

ILOCN 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ILOCN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Visual Literacy

Understand basic principles of design aesthetics and their application to two and three dimensional compositions. Develop a design vocabulary used to present, critique, and defend aesthetics.

INDES 130

Hours	1.5 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	InDes 131, 132, 133 concurrent in the same semester.
Taught	Fall Term 1, Winter Term 1
Programs	Containing INDES 130

Course Outcomes

Understanding

Students should:

- Understand basic design vocabulary of principles and elements of design
- Understand both 2D and 3D aesthetic principles as they relate to industrial design
- Understand basic visual presentation skills

Application

Students should be able to:
Apply principles of design to create aesthetic 2D and 3D Compositions
Apply basic software skills in Adobe Illustrator and Photoshop
Discuss and critique both 2D and 3D compositions using design terminology

Top

Structured Creativity

Basics of how to evaluate, and applying principles of structured creativity to develop new and useful ideas. Understanding of verbal and visual presentations as a tool for communicating new ideas.

INDES 131

Hours	1.5 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	InDes 130, 132, 133 concurrent in the same semester.
Taught	Fall Term 2, Winter Term 2
Programs	Containing INDES 131

Course Outcomes

Understanding

Students should:

- Understand what is meant by structured creativity.
- Understand the principles for judging/evaluating creative ideas.
- Understand the role of Structured Creativity in industrial design.

Application

Students should:

- Be able to apply creative thinking methods and tools
- Apply evaluation tools to determine the value of their ideas
- Apply principles to create unique and useful product, service, or system solutions.
- Understand principles of presenting compelling and persuasive ideas to others.

Top

Form and Surface Development

Fundamentals of articulating, exploring, and critiquing the application of aesthetic principles related to geometric and organic form. Opportunities to present, critique, and defend aesthetics.

INDES 132

Hours	1.5 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	InDes 130, 131, and 133 concurrent in the same semester.
Taught	Fall Term 2, Winter Term 2
Programs	Containing INDES 132

Course Outcomes

Understanding

Students should:

- Understand aesthetic principles as they relate to geometric and organic forms
- Analyze formal qualities and articulate formal languages

Application

Students should be able to:

- Generate both rough and finished geometric and organic forms
- Recognize abstract three-dimensional elements in design context

Top

Visualization Methods

Introduction of rapid visualization sketching techniques as a tool to develop, evaluate, and communicate ideas.

INDES 133

Hours	1.5 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	InDes 130, 131, 132 concurrent in the same semester.
Taught	Fall Term 1, Winter Term 1
Programs	Containing INDES 133

Course Outcomes

Understanding

Students should:

- Understand sketching as a skill for thinking about and communicating ideas.
- Understand their own level of sketching ability and work to improve their ability to sketch.
- Understand and apply basic sketch presentation techniques.

Application

Students should be able to:

- Present ideas clearly and pursuasively using sketching as a tool.

Top

Intermediate Computer Applications

Computer software programs relative to design disciplines.

INDES 210

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Industrial design core.
Taught	Fall
Programs	Containing INDES 210

Course Outcomes

Understanding

Students should:

- Understand and apply principles of good design intent to develop robust modeled geometry.
- Understand both solid and surface modeling principles and how of effectively apply them.

Application

Students should be able to:

- Use Solidworks and Photoview 360 effectively to develop and communicate ideas.
- Apply solid modeling to develop 3D parts with: Machining and rapid prototyping.

↑Top

Tools, Materials, and Processes for Industrial Design

Manufacturing tools, processes, and materials commonly used in product design.

INDES 214

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing INDES 214

Course Outcomes

Understanding/Recognition

Students should:

- Be able to recognize manufacturing processes used to create products.
- Be able to recognize basic materials used in products.
- Understand limitations and advantages of manufacturing processes.
- Have a basic knowledge of material properties.

↑Top

Second Year Studio

Industrial design research, analysis, and problem-solving methods.

INDES 230R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Industrial design core.
Taught	Fall, Winter
Programs	Containing INDES 230R

Course Outcomes

Understanding

Students will understand form principles with additional constraints.
Form + Human Factors
Form + Mechanism
Form + Materials and Processes
Form + User Experience
From + Problem Finding
Form + Branding

Application

Students will be able to apply:
Principles of aesthetics and form
Design skills to a project in a studio based environment
Make things
Presentation methods to communicate ideas clearly

↑Top

Presentation Methods for Industrial Design 1

Product presentation methods emphasizing perspective, value, scale, accuracy, and color.

INDES 231

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Industrial design core.
Taught	Fall
Programs	Containing INDES 231

Course Outcomes

Understanding

Student should:

- Have an increased appreciation regarding the importance of presentation skills.
- Understand how to visually represent product materials, colors, and finishes.
- Understand how to compose a persuasive presentation

Application

Student will be able to:

- Apply basic rendering skills including lighting effects, materials, colors, surface finish to rendering and sketches.
- Explore the difference between analog and digital based rendering techniques

Critique

Benchmarking and critique – looking at the work of others and judging your own work effectively.

Top

Presentation Methods for Industrial Design 2

Continuation of InDes 231.

INDES 233

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	INDES 231
Taught	Winter
Programs	Containing INDES 233

Course Outcomes

Understanding

Student will:

- Understand how to represent complex topics simply, clearly, and concisely using principles of information organization and effective presentation.
- Understand principles of a good narrative.
- Understand digital tools for the development of presentations and portfolio.
- Understand the principles of building a strong visual representation of their work in a portfolio and for presentations.

Application

Student will be able to:

- Apply design principles to page layout and composition to create a portfolio.
- Apply verbal skills in developing and communicating a persuasive narrative.
- Apply visual skills in presenting information in a clear, concise, and compelling way.
- Produce effective renderings using vector and raster based computer packages.
- Adjust, manipulate, combine, and retouch images using Raster based computer packages.
- Produce complex presentations for industrial design using both vector and raster based packages in combination.

Top

Third Year Studio

Designer responsibilities, structured and unstructured procedures in problem solving, client relationships, functional relationships, and mechanisms and materials.

INDES 330R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Industrial Design core.
Taught	Fall, Winter
Programs	Containing INDES 330R

Course Outcomes

Understanding

Students will be introduced to:
Corporate design research methods
Concise and compelling narratives
User Experience and User Interface
Implementation

Application

Students will be able to apply:
Knowledge and skills they have learned to sponsored projects in a studio based environment.
Principles of story telling
Presentation methods

↑Top

Presentation Methods for Industrial Design 3

Sketching and rendering techniques focused on surface materials and finishes.

INDES 331R

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Acceptance into the BFA program or instructor's consent.
Taught	
Programs	Containing INDES 331R

Course Outcomes

Communication

Be the end of this course students will have gained additional experience with innovating products and conveying the purpose of their new product to various audiences through communication methods such as displays, oral presentations, computer presentations, and other communication channels.

↑Top

ID Field Trip Seminar

Field trip to introduce students to professional designers, corporate and consulting design firms.

INDES
338

Hours	0.5 Credit, Arr Lecture, Arr Lab
Prerequisites	Junior level or above in Industrial Design Professional Program.
Taught	Winter

Course Outcomes

Industry Exposure

Students will deepen their understanding of the Industrial Design industry by traveling to various industry venues.

Top

History of Products

Overview of artifacts and products; how they have influenced society from prehistory to present day.

INDES 339

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Industrial design core.
Taught	Fall
Programs	Containing INDES 339

Course Outcomes

Understanding

Students should:

- Understand and recognize design styles, movements, thoughts and practice over the last 150 years.
- Know and understand significant historical and contemporary designers and their design work

Application

Student will be able to:

- Be able to engage in meaningful discussions about design
- Apply design languages

↑Top

Graphics Studies for Industrial Design 1

Introduction to graphic skills such as corporate identity, packaging design, logo design, and web/interface design elements.

INDES 340

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	BFA acceptance.
Taught	
Programs	Containing INDES 340

Course Outcomes

Understanding

Students should:

- Understand and apply basic graphic design philosophies, processes, and techniques.
- Understand basic typography, mechanical production and preparation of finished "comps"

Application

Basic principles of graphic design

Top

Experience Design

Understanding and improving the human experience with technology products. Exploring design-focused research, evaluation, and presentation techniques. Project based with the goal of learning by doing. No coding skills are required; however, basic visualization skills will be a benefit. Participating in user-centered research methods, mapping experiences, persona development, usability testing, prototyping, and developing new product proposals.

INDES 341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Professional Practices of the Designer

Business aspects of the design profession.

INDES 388

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance to professional program.
Taught	Fall
Programs	Containing INDES 388

Course Outcomes

Understanding

Students should:

- Understand the tools needed for a job search; portfolio and its iterations, resume, and cover letters.
- Understand and apply principles of networking, contacting, interviewing and negotiating with potential employers.
- Understand and apply principles of an effecive and compelling portfolio presentation.
- Understand patents, proposals, contracts, and design briefs.
- Recognize unethical situations that can arise and how to deal with them.

Application

Students should be able to:

- Create and demonstrate effective job hunting skills and materials

Top

Professional Internship

Work experience in professional design studio evaluated by supervisor.

INDES 399R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	School's and faculty advisor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing INDES 399R

Course Outcomes

Understanding

Student acquires professional experiences in Industrial Design.

Application

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.
Student demonstrates professional communication skills (report).

Top

Thesis Studio

Systems design problems from initial research and analysis to final presentation of working drawings and models, with concern for ergonomics, anthropometries, marketing, user and buyer, production, function, and structure.

INDES 430R

Hours	4.0 Credit, 4.0 Lecture, 2.0 Lab
Prerequisites	INDES 330R
Taught	Fall, Winter
Programs	Containing INDES 430R

Course Outcomes

Understanding

INDES

Application

At the end of this course, students will be able to:
Write a cogent design project proposal
Work with judicious guidance on self-directed project
Investigate chosen problem using design methods
Demonstrate elevated competence in: design skills, grasp of theory, design methodology

Top

Special Problems in Design

Individual study in area of special interest.

INDES 494R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	
Programs	Containing INDES 494R

Course Outcomes

Innovation

By the end of this course students will have gained additional experience with creative thining, innovation, execution of new ideas.

↑Top

BFA Final Project

Advanced individual project with minimum guidance, showing high degree of competence within chosen major.

INDES 497R

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA advisor's consent.
Taught	Fall, Winter
Programs	Containing INDES 497R

Course Outcomes

Reseach

Students will define a area of interest

Ability to work on an advance individual project with minimum guidance that focuses skills and knowledge learned on a single complex visualization.

Students should:

- Write a cogent design project proposal
- Work with judicious guidance on self-directed project
- Investigate chosen problem using design methods
- Demonstrate elevated competence in: design skills, grasp of theory, design methodology

Top

Directed Studies

Individual study in current topics of industrial design.

INDES
499R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Knowledge

Students will acquire more experince and knowledge if the Industrial Design industry through close mentorship with the INDES faculty.

Top

Language Study: Indonesian

Survival-level conversation, reading, listening, and culture skills in the target language.

INDON 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Indonesian

Beginning speaking, listening, reading, and writing skills.

INDON 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Indonesian

Second-semester speaking, listening, reading, and writing skills.

INDON 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	INDON 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Indonesian

Intermediate speaking, listening, reading, and writing skills.

INDON 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	INDON 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Indonesian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

INDON 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	INDON 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries
Taught	
Programs	Containing INDON 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Indonesian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

INDON
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Indonesian

Systematic review of grammar and syntax of target language.

INDON
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	INDON 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Indonesian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

INDON 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Indon 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing INDON 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Indonesian

Advanced study of literature of target language. Continued emphasis on communication skills and culture

INDON 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	INDON 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Indonesian

Concentration on target-language and target-culture issues for specific careers.

INDON 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	INDON 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

History of Learning in the Arts, Sciences, and Technology (Part 1)

History of civilization from antiquity to circa A.D. 1500. This course has two primary goals: to study (1) how past civilizations learned and (2) how we as individuals learn.

IP&T
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Key Course Purposes

- *Use the lens of learning to understand world civilization and yourself.*
- *Learn how to learn.*

Remember and Understand

- *Explain so that a lay person would understand, how the great events, persons, and artifacts of civilization influenced the history of the world and approaches to learning.*

Apply

- *Apply to your own life concepts and learning from the historical past.*

Analyze and Evaluate

- *Compare and contrast historical periods and explain so that a lay person would understand, how those periods applied learning.*
- Classify and interpret primary and secondary source documents and artifacts, deconstructing the types of learning reflected.
- Assess the influence of historical contexts on primary and secondary source documents.
- Evaluate authorial intent, *checking* for internal consistency and *critiquing* external consistency.
- *Evaluate yourself as a learner in light of all you are learning from your study of historical events & ideas*

Create and Become

- *Become a better learner by creating a final project that meaningfully demonstrates thoughtful mastery of course content, thinking and writing skills, and how you are integrating your learning with your religious values.*
- Nourish a lifelong appreciation of the great learnings and creations of the ages.
- Become a more skillful, reflective, and aware learner (learning how to learn).
- Skillfully integrate data into a coherent argument through clear writing and oral communication.

Top

History of Learning in the Arts, Sciences, and Technology (Part 2)

History of civilization from circa A.D. 1500 to present. This course has two primary goals: to study (1) how past civilizations learned and (2) how we as individuals learn.

IP&T
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Key Course Purposes

- Use the lens of learning to understand world civilization and yourself.
- Learn how to learn.

Remember and Understand

- Explain so that a lay person would understand, how the great events, persons, and artifacts of civilization influenced the history of the world and approaches to learning.

Apply

- Apply to your own life concepts and learning from the historical past.

Analyze and Evaluate

- Compare and contrast historical periods and explain so that a lay person would understand, how those periods applied learning.

- Classify and interpret primary and secondary source documents and artifacts, deconstructing the types of learning reflected.
- Assess the influence of historical contexts on primary and secondary source documents.
- Evaluate authorial intent, *checking* for internal consistency and *critiquing* external consistency.

- Evaluate yourself as a learner in light of all you are learning from your study of historical events & ideas

Create and Become

- *Become a better learner by creating a final project that meaningfully demonstrates thoughtful mastery of course content, thinking and writing skills, and how you are integrating your learning with your religious values.*

- Nourish a lifelong appreciation of the great learnings and creations of the ages.
- Become a more skillful, reflective, and aware learner (learning how to learn).
- Skillfully integrate data into a coherent argument through clear writing and oral communication.

↑Top

Instructional Technology in Teaching

Using instructional design, visual design, and differentiated staffing principles along with multimedia authoring systems, telecommunication, and other computer-based tools in the development of educational applications for secondary education settings.

IP&T 286

Hours	1.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IP&T 286

Course Outcomes

Understand Technologies

Understand how technologies can enhance teaching, professional work and communication, and personal professional development.

Design

Develop the ability to design technology-enhanced activities and resources.

Identify Resources

Identify resources to assist in learning how to integrate technologies in the future.

Use New Technologies

Be motivated and confident in the ability to learn how to use new technologies in teaching.

↑Top

Instructional Technology for Early Childhood Education

Using instructional design, visual design, and differentiated staffing principles, along with multimedia authoring systems, telecommunication, and other computer-based tools in the development of educational applications for early childhood, elementary, and special education settings.

IP&T
287

Hours	2.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IP&T 287

Course Outcomes

1. TECHNOLOGICAL LITERACY

Students will increase their familiarity with and ability to use a wide range of educational technologies.

2. DISPOSITIONS TOWARD EDUCATIONAL TECHNOLOGY

Students will develop positive dispositions towards using educational technologies that can help improve student learning.

4. TECHNOLOGY INTEGRATION IN EARLY CHILDHOOD SETTINGS

Students will strengthen their knowledge of technologies and teaching methods that can be used effectively with with young children in the K-2 elementary grades.

3. EFFECTIVE CONTENT-SPECIFIC TECHNOLOGY INTEGRATION

Student will strengthen their knowledge of ways to use technology in teaching core content areas (fine arts, language arts, math, science, & social studies) that lead to improved effectiveness, engagement, and/or efficiency.

5. ETHICAL AND SAFE USE OF TECHNOLOGY

Students will understand basic issues related to internet safety for children and create lessons that help children have positive, safe experiences with online technologies. Students will follow fairuse guidelines as they incorporate digital media into their teaching.

↑Top

Educational Psychology

Basic principles of educational psychology applied to teaching, including learning theory, instructional strategies, assessment of learning outcomes, and classroom inquiry.

IP&T
301

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IP&T 301

Course Outcomes

Teaching Theory

Identify your own theory of teaching and examine the underlying assumptions of teaching and learning theories.

Student Thinking and Behavior

Understand student thinking and behavior.

Assessing Student Learning

Construct sound assessments of student learning.

Teaching Practice

Apply concepts learned in this class to your own teaching.

↑Top

Integrating Technology in Early Childhood Education

Integrating instructional technology with early childhood education instructional strategies.

IP&T 334

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent with El Ed 333.
Taught	Fall

Course Outcomes

1. TECHNOLOGICAL LITERACY

Students will increase their familiarity with and ability to use a wide range of educational technologies.

2. DISPOSITIONS TOWARD EDUCATIONAL TECHNOLOGY

Students will develop positive dispositions towards using educational technologies that can help improve student learning.

3. EFFECTIVE CONTENT-SPECIFIC TECHNOLOGY INTEGRATION

Student will strengthen their knowledge of ways to use technology in teaching math and literacy that lead to improved effectiveness, engagement, and/or efficiency.

4. TECHNOLOGY INTEGRATION IN REAL-WORLD SETTINGS

Students will practice their technology integration skills in real-world early childhood elementary level settings and learn to evaluate the strengths and weaknesses of their performance.

5. ETHICAL AND SAFE USE OF TECHNOLOGY

Students will follow fairuse guidelines as they incorporate digital media into their teaching.

Top

Integrating K-12 Educational Technology 1

Teaching majors will learn ideas and skills for integrating technology effectively into their teaching in areas of Internet communication, multimedia development, mobile learning, and Web 2.0 tools for teaching.

IP&T 371

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	This course should be taken first in the series of three technology courses for teaching majors or taken concurrently with 373 and/or 372.
Taught	Fall, Winter, Spring
Programs	Containing IP&T 371

Course Outcomes

Understand Educational Technologies

Understand how educational technologies can enhance teaching, professional work and communication, and personal professional development.

Design Technology-enhanced Activities

Develop the ability to design technology-enhanced activities and resources.

Identify Resources

Identify resources to assist in learning how to integrate technologies in the future.

Technology Self-confidence

Be motivated and confident in the ability to learn how to use new educational technologies in your teaching.

Top

Integrating K-12 Educational Technology 2

Students will develop the knowledge, skills, and dispositions necessary to effectively integrate technology into real-world classroom and school settings.

IP&T
372

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	IP&T 371.
Taught	Fall, Winter, Spring
Programs	Containing IP&T 372

Course Outcomes

Positive Attitudes

Develop positive attitudes toward technology in education and expertise necessary to integrate technology into teaching and learning.

Critical Evaluation

Critically evaluate technology in education.

Legal Uses

Appropriately and legally use educational resources by understanding and abiding by copyright and open licensing requirements.

Professional Behaviors

Exhibit professional behaviors in their use of web resources and the ability to use these tools safely and responsibly with students.

Lifelong Learning

Engage in lifelong and networked learning practices through participation with online communities.

Classroom Planning

Understand classroom planning and management for effective mobile technology use.

Domain-Specificity

Find and integrate domain-specific technologies to support teaching and learning in their classrooms.

↑Top

Teaching in K-12 Online and Blended Learning Contexts

Students will explore foundational concepts related to online/blended learning and will learn to plan, develop, and facilitate learning in these environments. Students will also learn how personalized learning software is used in K-12 education.

IP&T
373

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	IP&T 371.
Taught	Fall, Winter, Spring
Programs	Containing IP&T 373

Course Outcomes

Models and Theory

Students can evaluate general models and theories of online and blended learning.

Data-Driven Practices

Students can analyze data obtained from multiple sources (software, face-to-face interaction, discussions, etc.) to make informed choices about instruction to help all students progress towards mastering learning objectives.

Personalizing Instruction

Students can personalize instruction based on data (performance, activity, mastery, demographic, etc.), teacher observation, student interests, and flexibility regarding pace to help all students progress towards mastery.

Technology-Mediated Interactions

Students can facilitate respectful and meaningful online interactions with and between students utilizing synchronous and asynchronous mediums.

Integration of Online and In-Person Instruction

Students can design lesson activities that effectively integrate in-person and online learning.

Top

Integrating Technology in Special Education 1

Integrating instructional technology with special education instructional strategies.

IP&T
387

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent with CPSE 410.
Taught	Fall

Course Outcomes

Technological Literacy

Students will increase their familiarity with and ability to use a wide range of educational technologies.

Positive Disposition Towards Educational Technology

Students will develop positive disposition towards using educational technologies that can help improve student learning.

Effective Content-Specific Technology Integration

Students will strengthen their knowledge of ways to use technology in teaching core content areas (fine arts, language arts, math, science, & social studies) that lead to improved effectiveness, engagement, and/or efficiency.

Technology Integration in Real-World Settings

Students will practice their technology integration skills in real-world special education settings and learn to evaluate the strengths and weaknesses of their performance.

Ethical and Safe Use of Technology

Students will understand basic issues related to internet safety for children and create lessons that help children have positive, safe experiences with online technologies. Students will follow fairuse guidelines as they incorporate digital media into their teaching.

↑Top

Integrating Technology in Elementary Education

Integrating instructional technology into K-6 instructional strategies.

IP&T
444

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent with El Ed 445 and El Ed 446.
Taught	Fall

Course Outcomes

1. TECHNOLOGICAL LITERACY

Students will increase their familiarity with and ability to use a wide range of educational technologies.

2. DISPOSITIONS TOWARD EDUCATIONAL TECHNOLOGY

Students will develop positive dispositions towards using educational technologies that can help improve student learning.

3. EFFECTIVE CONTENT-SPECIFIC TECHNOLOGY INTEGRATION

Student will strengthen their knowledge of ways to use technology in teaching core content areas (fine arts, language arts, math, science, & social studies) that lead to improved effectiveness, engagement, and/or efficiency.

4. TECHNOLOGY INTEGRATION IN REAL-WORLD SETTINGS

Students will practice their technology integration skills in real-world upper elementary level settings and learn to evaluate the strengths and weaknesses of their performance.

5. ETHICAL AND SAFE USE OF TECHNOLOGY

Students will understand basic issues related to internet safety for children and create lessons that help children have positive, safe experiences with online technologies. Students will follow fairuse guidelines as they incorporate digital media into their teaching.

Top

Undergraduate Research Training

Introduction of undergraduate students to the concepts of research and evaluation through practical experience.

IP&T
470R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Forms of Inquiry

To learn some basic issues associated with research, evaluation, and other forms of inquiry

Conducting and Presenting Inquiry Studies

To develop some basic skills in conducting and presenting inquiry studies.

Mentored Experience

To participate in a mentored inquiry experience with a faculty member.

Top

Integrating Technology in Special Education 2

Integrating instructional technology with special education instructional strategies.

IP&T 487

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent with CPSE 430.
Taught	Winter

Course Outcomes

Technological Literacy

Students will increase their familiarity with and ability to use a wide range of educational technologies.

Positive Disposition Towards Educational Technology

Students will develop positive disposition towards using educational technologies that can help improve student learning.

Effective Content-Specific Technology Integration

Students will strengthen their knowledge of ways to use technology in teaching core content areas (fine arts, language arts, math, science, & social studies) that lead to improved effectiveness, engagement, and/or efficiency.

Technology Integration in Real-World Settings

Students will practice their technology integration skills in real-world special education settings and learn to evaluate the strengths and weaknesses of their performance.

Ethical and Safe Use of Technology

Students will understand basic issues related to internet safety for children and create lessons that help children have positive, safe experiences with online technologies. Students will follow fairuse guidelines as they incorporate digital media into their teaching.

Top

Scholarly Writing and Argumentation

A prerequisite course designed to help improve students' scholarly writing and argumentation. Students work together to strengthen their skills in these areas by analyzing sources from the scholarly literature, completing writing assignments, offering feedback on other students' work, receiving feedback on their own, and completing a course project.

IP&T
510

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Summer

Course Outcomes

Scholarly Writing Skills

Develop improved scholarly writing skills.

Argumentation Skills

Develop improved logical argumentation skills.

Publication Process

Understand the scholarly publication process (e.g., submission, peer review, revision).

APA Style

Understand and apply the fundamentals of the APA style and formatting guidelines.

Top

Special Topics in Instructional Psychology

Topics vary. Topics may include technical applications, effective teaching, student assessment.

IP&T 514R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Special Topics Knowledge

Students will develop understanding and competency in a specific area of instructional psychology and technology through focused learning of a topic.

Top

Authoring Tools

A project-based approach to learning to use both industry-standard and cutting-edge authoring tools. Building practical skills and experience.

IP&T
515R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Instructional Psychology and Technology

Becoming more familiar with key issues in the field of instructional psychology and technology.

IP&T
515R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Creative Collaboration

- Students will collaborate with a client to meet their needs for interactive instruction.

Authoring Tools

Students will become proficient in using industry-standard authoring tools to create interactive instruction.

Top

Foundations of Instructional Technology

Introduction to instructional psychology and technology theory and practice: psychological foundations of human performance technology and learning sciences. Current research issues, professional organization of the field, and ethical issues.

IP&T
520

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Spring

Course Outcomes

Current Issues

Understand the current issues, discussions, research, and debates in this field as well as comparable sister professions.

History

Understand the history of the field of Instructional Technology, including the various trends, people, and issues that shaped it.

Professional Trajectory

Clarify and define your own professional trajectory into your profession including your personal beliefs; the kind of career you are seeking; and the skills, knowledge, and characteristics you need to develop to be successful.

Writing Skills

Begin to develop skills in literature analysis and scholarly writing.

Online Presence

Create an initial professional web presence that you can develop during your career.

Future Roles

Begin defining for yourself what the future of our field is or may be, and what your role may be in that future.

Top

Introduction to Open Education

Students will learn foundational concepts related to open education including the origins of intellectual property law and open licensing, and the impact of openness on teaching, learning, and scholarly publishing.

IP&T 531

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years

Course Outcomes

Understand

Understand the underlying rationale for open education.

Understand Problems

Understand the key problems open education attempts to solve and the progress made to date on solving those problems

Understanding Licensing

Understand the different categories of open licensing and the criteria associated with each.

↑Top

Teaching in Online and Blended Learning Environments

Students will explore foundational concepts related to online/blended learning and will learn to plan, develop, facilitate, and evaluate teaching and learning in these environments.

IP&T
538

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall odd years

Course Outcomes

1. ARTICULATE KEY ISSUES FOR ONLINE/BLENDED TEACHING

- Describe key issues and trends related to online/blended learning.
- Describe key competencies needed for online/blended teaching.
- Identify key concepts for effective online/blended teaching.

2. EVALUATE ONLINE COURSES

- Evaluate the quality of an online course design.

3. DESIGN ONLINE/BLENDED COURSES

- Design effective learner-content interactions for an online or blended course.
- Design effective learner-community interactions for an online or blended course.
- Design effective online assessments for an online or blended course.

4. FACILITATE ONLINE ACTIVITIES

- Effectively facilitate both synchronous and asynchronous online activities.

↑Top

Instructional Product Development

Designing, programming, and debugging a learning product using a high-level computer language.

IP&T 560

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Develop e-learning

Students will design and develop an e-learning program using a technology of the student's choice.

Personal Learning Environment

Students will build a personal learning environment

Online Community Integration

Students will become part of an online community of learners.

↑Top

Instructional Design

Identifying instructional problems; specifying objectives, instructional strategies, and media; analyzing learning outcomes; developing instructional materials and assessment instruments; validating instructional systems.

IP&T 564

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Define the scope and parameters of the instructional design industry

Identify and explain the features of instructional products, common tools used by instructional designers, and current industry trends. Explain/compare both traditional and emerging learning theories, instructional theories, instructional design models, and design processes.

Define an instructional design challenge

Evaluate design contexts and environments to determine the nature of an instructional design challenge.

Assess instructional situations

Conduct basic approaches for analyzing audiences, uncovering stakeholder desires, determining instructional strategies and methods, etc.

Create instructional design documentation and prototypes

Create artifacts that communicate your design intentions to others who will either approve them or help bring them into reality.

Demonstrate design character

Explain how designers understand the world and take action differently than those in other traditions; critique your own or others' actions as examples of design thinking; identify the kind of design thinking you want to develop and the type of growth you need to experience while making progress towards such.

Top

Academic Internship

Practicing skills learned and receiving evaluation and feedback from internship sponsors.

IP&T 599R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 18.0 Lab
Prerequisites	Departmental consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Apply skills

Apply skills learned through coursework in a real-world setting, where you will receive evaluative feedback from internship sponsors.

Develop expertise

Develop greater expertise in a sector of the IP&T industry, through hands-on, practical work.

↑Top

Directed International Study

Study and research in an international setting.

IR
398R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent; international relations major coordinator's consent.
Taught	

Course Outcomes

Disciplinary Knowledge

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

Top

Academic Internship: International

Individualized work or volunteer experience in an international setting.

IR 399R

Hours	0.5 - 12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into program; international relations major coordinator's consent.
Note	Must be coordinated through International Study Programs.
Taught	

Course Outcomes

Integrating Learning

Students will be able to connect and integrate their academic experiences and learning with their work experiences.

↑Top

Computer Spreadsheet Skills

Basic computer skills, focusing on spreadsheet and database programs. No technical background necessary.

IS 100

Hours	0.5 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2, Spring, Summer
Programs	Containing IS 100

Course Outcomes

Excel Spreadsheet

Students will be able to construct an Excel Spreadsheet with appropriate formulas, functions, labels, charts, media inserts, hyperlinks, and data base functions – and output the report.

↑Top

Business Analysis Using Spreadsheets

Basic computer skills focusing on features in MS Excel such as Scenario Manager, Solver, Pivot Tables, and Macros to solve complex business problems.

IS
102

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	IS 100.
Taught	Fall, Winter, Spring
Programs	Containing IS 102

Course Outcomes

Build Spreadsheet Models

Build robust spreadsheet models of business problems to make rational, data-driven managerial recommendations effectively solving those problems.

Manipulate Spreadsheet Models

Manipulate spreadsheet models of business problems to examine the robustness of proposed solutions to those problems.

Automate Spreadsheets

Implement macro programming techniques for automating spreadsheets to create flexible and powerful spreadsheet models of business problems.

↑Top

Spreadsheet Skills and Business Analysis

Basic spreadsheet skills focusing on features in MS Excel such as basic functions, logic and reference functions, statistical functions, what-if analysis, and charting to solve complex business problems. No technical background is necessary.

IS
110

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing IS 110

Course Outcomes

Solving business problems with spreadsheet modeling

Build appropriate spreadsheet models of business problems to make rational, data-driven managerial recommendations effectively solving those problems.

Testing proposed solutions

Manipulate spreadsheet models of business problems to examine the robustness of proposed solutions to those solutions.

↑Top

Academic Internship: Information Systems

Approved on-the-job experience. Applying classroom theory and technology to actual problems; exploring career opportunities; learning role of information systems in business environment.

IS
199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Selection of information systems emphasis in Marriott School of Management.
Note	P/F grade.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introduction to Management Information Systems

Create technology solutions to solve business problems. Learn database, analytics, spreadsheet, and programming skills useful to all business majors; preparing for a variety of internships.

IS
201

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	IS 110 or concurrent enrollment.
Taught	Fall, Winter, Spring, Summer
Programs	Containing IS 201

Course Outcomes

Data Analysis

Manipulate and analyze data to make appropriate recommendations for managerial decision-making.

Building and Querying a data base

Design, build, and query a database to apply correct principles of data storage and extraction.

Internet Search Skills

Develop effective personal computer and Internet search skills.

Top

Introduction to Computer Programming

Object-oriented program design and development. Principles of algorithm formulation and implementation.

IS
303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter, Spring
Programs	Containing IS 303

Course Outcomes

Programming Concepts

Master essential programming concepts and Java syntax.

Programming Logic

Develop critical thinking skills through solving programming problems in homework, on projects, and on tests.

Syntax for Java

Written communication: Be able to identify the problem and solution and then implement a solution using software engineering practices. Learn the standard syntax for Java programs and other programming tools. Demonstrate this knowledge by writing a significant number of programs, including two large programs.s.

↑Top

Systems Analysis

Early phases of systems development life cycle, including project management, planning, investigation, requirements definition, systems specifications, alternative selection. Tools and techniques of object-oriented analysis.

IS
401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to information systems major, concurrent enrollment in same section of IS 402, 403, and 414.
Taught	Fall
Programs	Containing IS 401

Course Outcomes

Working in Groups

Learn to work in groups and be part of an effective team. Demonstrate your skills by delivering a semester-long systems analysis and design project, followed by a week-long, intensive integrative exercise.

Effective Communication

Learn to communicate effectively, both orally and in writing. Learn the standard symbols and notation for expressing systems as UML diagrams. Learn to make a professional presentation to management regarding the artifacts you produce.

Course Content

Course content: Master the essential subject matter of object-oriented systems analysis and design.

Further Technology Skills

Further your technology skills by learning to use tools that support the fundamental tasks of a systems analyst. This semester we will use a new online collaborative diagramming tool, LucidChart, to create UML diagrams. We will also learn to use Microsoft products such as Visio and Project.

Top

Database Systems

Concepts and techniques of database system development, focusing on object-oriented modeling and its implementation methods.

IS
402

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to information systems major; concurrent enrollment in same section of IS 401, 403, and 414.
Taught	Fall
Programs	Containing IS 402

Course Outcomes

Database Concepts

Master essential database concepts.

Develop Critical Thinking Skills

Develop critical thinking skills through producing conceptual data models and solving relational algebra and SQL query problems.

Written Communication

Learn the standard symbols and notation for data modeling and relational database design. Demonstrate this knowledge in conceptual and relational data models.

Group Work

Learn to work well with one or more partners on a major data modeling assignment. On a larger team, complete a major project in the integrative exercise (INTEX).

↑Top

Principles of Business Programming

Programming business systems. Algorithms, data structures, programming patterns, and interfaces.

IS
403

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to information systems major; concurrent enrollment in same section of IS 401, 402, and 414.
Taught	Fall
Programs	Containing IS 403

Course Outcomes

Course content

Master fundamental programming concepts through the use of C# syntax.

Critical Thinking Skills

Develop critical thinking skills through solving programming problems in homework, on projects, and on tests.

Object-oriented Programming Principles

Learn web development model view controller principles, data structures, and libraries. The subject matter of the course is object-oriented development in the ASP.NET MVC using the C# language.

Written Communication

Be able to identify the problem and solution and then implement a solution using software engineering practices. Learn the standard syntax for C# and ASP.NET C# programs and other development tools. Demonstrate this knowledge by writing a significant number of programs and websites.

↑Top

Data Communications

Principles of data communications, local- and wide-area networks, hardware, software, media, standards, management, and business applications. Lab required.

IS 404

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	IS 401 & IS 402 & IS 403; Admission to information systems major; concurrent enrollment in same section of IS 404, 411, and 413; completed IS 414.
Taught	Winter
Programs	Containing IS 404

Course Outcomes

Develop Understanding of Data Communications

Develop an understanding of data communications and network systems in general and specifically be able to:

- Set up and configure basic network components including systems and firewalls.
- Understand basic protocols in TCP/IP network stack.
- Understand and be able to setup and configure basic network services.

Ability to Solve Specific Problems

Ability to solve specific problems using their understanding gained during the course.

Data Communications Competency

Converse competently with IT professionals who specialize in data communications. Understand and debate current data communications issues.

Top

Information Systems Project Management

Principles and skills of project management in an information systems context, including management of risk, schedule, scope, cost, quality control, communications, human resources, and procurement.

IS
405

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 401 & IS 402 & IS 403; IS 414.
Taught	Winter
Programs	Containing IS 405

Course Outcomes

Project management skills

Establish strong practical skills for managing projects in a fast-paced, often-changing environment.

↑Top

Systems Design and Implementation

Later phases of systems development life cycle. System architecture, user interfaces, system interface, and application design. Testing and integration. Object-oriented development.

IS
411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 401 & IS 402 & IS 403; IS 414; be an information systems major; concurrent enrollment in same section as IS 404, 405, and 413.
Taught	Winter
Programs	Containing IS 411

Course Outcomes

System Design Concepts

Master essential system design concepts and patterns.

Producing System Designs

Develop critical thinking skills through producing sound system designs to solve specific business systems processing problems.

Unified Modeling Language Notation

Learn the standard UML symbols and notation for system design.

Group Work for Design of Systems

Learn to work well as a member and leader of a team in developing designs on multiple projects.

↑Top

Enterprise Application Development

Client- and server-side programming. Internet and Web-based applications. Enterprise systems and architectures.

IS
413

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 401 & IS 402 & IS 403; IS 414; be admitted to the Information Systems program; concurrent enrollment in the same sections of IS 404, 405, and 411.
Taught	Winter
Programs	Containing IS 413

Course Outcomes

Current Events

Read current events and think critically about them as an IS professional. You'll be given a weekly quiz on current events, and we'll routinely discuss them in class.

Develop Information Systems in Group Setting

Learn to develop information systems within group settings. The entire semester is based around INTEX II, an intense, group project. You'll need to develop a complex information system clear through implementation and testing.

Work as Leaders and Group Members in Development Teams

Work as leaders and as group members in development teams. You should have opportunity during the semester to work as leader of your team as well as a regular group member. For each phase of the project, pick a leader who will make sure things happen as they should.

Develop Time Management Expertise

Develop time management expertise within intense development projects. The project this semester will be intense--just like projects are in the real world. The semester will give you a chance to further develop your time management skills.

Learn Enterprise System Development Principles

Learn enterprise system development principles and patterns. We'll use best practices models and methods of enterprise development, such as business objects, data layers, and object-relational mappings to develop the project.

Top

Business Processes and Controls

Enterprise-level systems that support basic business processes, information systems control and security issues, systems integration and deployment.

IS
414

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Information systems majors status; concurrent enrollment in same section of IS 401, 402, and 403.
Recommended	Acc 210.
Taught	Fall
Programs	Containing IS 414

Course Outcomes

Business Processes and Controls Identification

Analyze a set of business processes and report control deficiencies -- Evaluated through a cycle report, homework, quizzes, and exams.

Business Processes and Controls Evaluation

Evaluate the appropriateness of various controls -- Evaluated through homework, quizzes, and exams.

Communicating Business Processes and Controls

Communicate effectively both in writing and in presentations -- Evaluated through the cycle report.

Top

Machine Learning and Information Visualization Capstone

Implement machine learning and management dashboards in an information systems capstone project. This project will integrate all of the skills learned in the IS program.

IS
415

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 404 & IS 405 & IS 411; IS 413; majors only.
Taught	Fall
Programs	Containing IS 415

Course Outcomes

Information Systems Knowledge Proficiency

Define and discuss the concepts and philosophy by which management deals with one-time efforts (projects) that end when specified time, cost, and performance objectives are not met.

Systems Problem Solving Skills

Analyze and explain the specialized behavioral, organizational, and management methods used to deal with unique problems that occur when managing projects.

System Documentation Development

Produce project management and system documentation at technical and management levels.

Group Work in System Development

Learn to work well as a member of a team in developing a functioning business processing system.

↑Top

Spreadsheets for Business Analysis

Using spreadsheets to support business analysis and decision making. Includes sensitivity analysis, pivot tables, introductions to databases, macros, charting, and similar topics.

IS
515

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 201 or equivalent.
Taught	Fall, Winter
Programs	Containing IS 515

Course Outcomes

More functionality

Aware of and can you use some features of Excel that you previously were unaware of, or didn't know how to use?

Easier

Use some functions that you knew about before, but perhaps didn't understand fully, or where you were unsure of how to use.

Higher quality

Results of using Excel functions, more complete, better presented, better documented, less error-prone, and more useful than they were before.

↑Top

Business Programming and Spreadsheet Automation

Programming in Excel Visual Basic; automating common tasks; retrieving data from web servers; building optimization models and user forms.

IS
520

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 201 or equivalent or instructor's consent.
Taught	Fall, Winter
Programs	Containing IS 520

Course Outcomes

Automate Repetitive Procedures in Excel

Automate repetitive procedures in Excel.

Understand Basic Programming Concepts

Understand basic programming concepts such as variables, arrays, procedures, conditions, and control of flow statements

Retrieve Data from Internet and Database Servers

Retrieve data from internet web servers and corporate database servers.

Apply Programming Technology to Solve Business Problems

Apply programming technology to solve unstructured business problems.

Build Forms for Gathering User Input

Build forms for gathering user input

↑Top

Enterprise Infrastructure

Principles of IT enterprise infrastructure management, including platform choices, functionality, cost, security, deployment, controls, flexibility, and adaptability.

IS
531

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MISM program; IS 404 or equivalent.
Taught	Fall

Course Outcomes

Need and Value of Data Backup and Recovery

Understand the need for and value of a comprehensive data backup and disaster recovery plan

Implications of Enterprise Scale

Understand the implications of “scale” in the enterprise

Effective Communication

Write effectively for different audiences, including managers, end-users, and key project stakeholders.

Implications of Open Source Software

Understand the implications of Open Source Software

↑Top

Advanced Data Communications

Design, management, and strategic use of local area networks (LANs), wide area networks (WANs), intranets, and the Internet to solve business problems.

IS
533

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 404 or equivalent.
Taught	Fall

Course Outcomes

Basic Network Hardware

Set up and configure basic network hardware such as; cabling, switches, and routers.

Layer 2 Network Infrastructure

Design, install and configure a secure layer 2 network infrastructure

Layer 3 Network Devices

Install, configure secure and manage layer 3 network devices such as routers and firewalls

Infrastructure Security Applications

Install, configure and secure and manage infrastructure security applications.

Secure Network Protocols

Design and configure secure network protocols.

Data Communications Competency

Converse competently with IT professionals who specialize in data communications. Understand and debate current data communications issues.

↑Top

Data Structures and Algorithms

Programming concepts for IS majors pursuing careers in software development. Concepts include lists, stocks, queue, maps, and other structures; sorting and other algorithms; and recursion.

IS
537

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 403
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Spreadsheet and Database Automation Programming

Automating spreadsheets in Excel, interacting with password-protected web sites, writing code to conduct simulations, solving common database interface problems in Access, etc.

IS 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 202 or C S 142; or equivalent; or instructor's consent.
Taught	Winter

Course Outcomes

Automate Repetitive Procedures in Excel

Automate repetitive procedures in Excel

Understand Basic Programming Concepts

Understand basic programming concepts such as variables, arrays, procedures, conditions, and control of flow statements.

Retrieve data from internet and database servers

Retrieve data from internet web servers and corporate database servers.

Apply Programming Technology to Solve Business Problems

Apply programming technology to solve unstructured business problems.

Build Forms for Gathering User Input

Build forms for gathering user input

↑Top

Web Development

Web development techniques, including server-side and client-side processing, database integration, and advanced browser techniques.

IS
542

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 403 or equivalent.
Taught	Winter

Course Outcomes

Modern Web Development

Understand modern web application development

Web Security Issues

Understand security issues for web applications

Apply Design and Security Principles

Be able to apply design and security principles to new problems

Analyze and Solve Real World Problems

Analyze and solve real world problems by:
Exploring a web development framework as an implementation example and create dynamically generated web site complete with user accounts, page level security, modular design using css and themes and data driven content.

Exposure to Web Development Technologies

Exposure to myriad web development technologies.

Presentation and Writing Skills

Develop presentation and writing skills

Top

Mobile Platform Development

Principles of mobile platforms. Application development for mobile platforms such as smart phones and tablets. Emphasizing user experience and business analytics for management decisions.

IS
543

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 413 or equivalent.
Taught	Fall

Course Outcomes

Know Features and Trends of Mobile Platforms

Know the features and upcoming trends of the common mobile platforms so that you can develop a credible and convincing mobile strategy for your organization.

Understand Mobile Platform Human Interface Guidelines

Understand and be able to discuss/explain human interface guidelines for mobile platforms generally, and the iOS platform specifically.

Be Familiar with Development Tools

Be familiar with the tools required for iOS application development

Able to Develop Robust Application

Be able to develop a robust iOS application.

Able to Design and Implement Networked App

Be able to design and implement a mobile application that uses a web services backend to synchronize and centrally store user data.

Top

MISM Capstone Introduction

Presentations by faculty and professionals to make students aware of latest developments in the field and help them prepare a capstone project proposal.

IS
550

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Final year in MISM.
Taught	Fall, Winter

Course Outcomes

Developing a feasible proposal

Draft and clear and feasible proposal for your capstone project. Describe the business problem you trying to solve as well as the IS tools you will apply to your solution. Include a high-level design of the system you will working on.

Project planning and scheduling

Design a schedule for your capstone project that reflects and understanding of the overall scope of the work, the time required in each of the major phases, and the resources needed to complete the work.

Top

User Experience Design and Technical Leadership

Leadership in a technical field, and user experience design in the context of web and mobile application development.

IS 551

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to a Marriott School graduate program.
Taught	Fall

Course Outcomes

1. Build the case for IT-enabled organizational change.

Prepare a written report building the strategic case for IT-enabled organizational change.

2. Discuss technical change management with professionals.

Analyze actual change situations drawing on the principles of effective technical change management and leadership through discussions with professionals.

3. Design and implement user interfaces.

Using a team-based, iterative focus, design and build graphical user interfaces for Web applications. Document and present the process, end-result, and lessons learned.

4. Create a toolkit of user-centered design best practices.

Build a set of best practices for developing user interfaces.

5. Develop a personal leadership strategy.

Establish and document your personal leadership strategy for a career in a technical field.

↑Top

MISM Capstone Project

Development and completion of capstone project integrating information systems knowledge previously gained in the MISM program

IS
552

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MISM.
Taught	Winter, Spring

Course Outcomes

Learn Consulting Tools & Techniques

Learn the tools and techniques used during a consulting engagement, including diagnosis, planning, and problem solving.

Apply Management & IT/IS Knowledge

Apply many of the project management, IT/IS, teamwork, and business knowledge that you have learned in the course of your graduate education.

Apply Management Consulting Skills

Apply management consulting skills to consulting situations.

Contribute to Team

Contribute to your project team through timely communication and assume responsibility for your assigned role.

Demonstrate Effective Oral & Written Communication

Demonstrate through a final written and oral report to the client that you are able to communicate effectively, both orally and in writing.

↑Top

Data Mining for Business Intelligence

Computation of business intelligence from data resources within modern organizations using data mining.

IS 555

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to a Marriott School graduate program; introductory statistics.
Taught	Winter

Course Outcomes

Know Strengths & Limitations of Data Mining Methods

To gain a working knowledge of the strengths and limitations of modern data mining methods (algorithms).

Identify and Adress Problems with Data Mining Methods

To learn to identify problems that can profitably be addressed via data mining methods.

Learn to Set Up Data for Experiments

To learn how to set up data for data mining experiments.

Identify Appropriate Methods

For a given problem, to be able to identify what methods are appropriate.

Proficiency in Evaluating and Comparing Model Performance

To become proficient in methods of evaluating and comparing model performance.

↑Top

Information Security Management

How technology, organizations, and people interact to create secure information systems. Topics include data encryption, physical security, information security policies, and security awareness and training.

IS 560

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	I Sys 404 or equivalent.
Taught	Fall

Course Outcomes

Working Knowledge of Methods of Protecting Data

To gain a working knowledge of modern methods of protecting data: encryption, hashing, confidentiality, authentication, integrity, non-repudiation, certificates, and IP security.

Familiarity with Attack Vectors

To become familiar with attack vectors that are commonly executed in attempting to access and compromise or steal data

Learning Methods of Attack Prevention and Detection

To learn modern methods of attack prevention and detection: antivirus, firewalls, intrusion detection, and system hardening

Learn Methods of Threat Modeling

To learn state-of-the-art methods of threat modeling.

Top

Project Management

Principles and skills of project management in an information systems context, including management of risk, schedule, scope, cost, quality control, communications, human resources, and procurement.

IS
562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to a Marriott School graduate program.
Taught	Winter

Course Outcomes

Academic Foundation

Establish a strong academic foundation for managing projects in a fast-paced, often-changing environment

Practical Skills

Establish strong practical skills for managing projects in a fast-paced, often-changing environment

Immediate Application

Provide skills to Class Members that will assist them in their academic projects immediately

Spiritual Environment

Provide a spiritual environment in which project management learning and practice can be successful

Top

Digital Forensics for Organizations

Digital forensics from an organizational perspective, covering the three functions of digital forensics performed by businesses: employee abuse investigations, incident response, and electronic discovery.

IS
565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	I Sys 404 or equivalent.
Recommended	I Sys 560.
Taught	Winter

Course Outcomes

Aquire Digital Evidence

Acquire digital evidence in a forensically sound manner.

Evaluate Organizational Policies

Evaluate whether organizational policies are sufficient to support forensics investigations, e-discovery, and incident response.

Analyze Forensics Artifacts

Analyze forensics artifacts to determine evidentiary value.

Prepare Forensics Report

Prepare a forensics report for relevant stakeholders and defend your findings.

Top

Advanced Database Management

Advanced data modeling; use of triggers and stored procedures; extracting, transforming and loading data from transaction systems to analytical systems; introduction to data warehouses; introduction to NoSQL.

IS
566

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 402
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Introduction to Academic Research in Information Systems

Conducting academic information systems research, including philosophy of science, causality, validity, research proposal development, and research methods.

IS
571

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to MISM program; instructor's consent.
Taught	Fall

Course Outcomes

Effective Team Work

Learn to work in groups and be part of an effective team.

Effective Oral and Written Communication

Be able to communicate effectively, both orally and in writing.

Ethics Development

Develop a sense of ethics.

Strategic Management Proficiency

Become proficient in the subject matter of the degree (in this case, Strategic Management of IS).

↑Top

Structural Equation Modeling

Science and theory; constructs and measurement; surveys and experiments; data screening; human subjects protocols (IRB); factor analysis; model fit; academic writing.

IS
572

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IS 571; Instructor's consent.
Recommended	Stat 121.
Taught	Winter

Course Outcomes

Teach Students Process of Science & Theory-based IS Research

To teach potential IS Ph.D. students about the process of science and theory-based IS research.

Help Students Learn Forms of IS Research

To help potential IS Ph.D. students learn about various forms of Information Systems (IS) research.

Provide Real-life Academic Research Experience

To provide students with real-life academic research experience with a real project.

Expose Students to Leading Theory in IS

To expose students to some of the leading rigorous theory in IS.

Top

Android Mobile Development

IS 590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Computer Forensics

IS 590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of computer forensics.

Top

Managing a Software Startup

IS 590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Network Administration

IS
590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of network administration.

↑Top

Seminar in Information Systems

Special topics by announcement.

IS
590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will deepen their understanding of topics in a seminar in information systems.

Top

User-Centered Interface Design

IS
590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of user-centered interface design.

↑Top

Academic Internship: Information Systems

Approved on-the-job experience. Applying classroom theory and technology to actual problems; exploring career opportunities; learning role of information systems in business environment.

IS 599R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Admission to Marriott School graduate program; departmental consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Knowledge

Students will use the skill and knowledge they have learning in their program in an academic internship.

↑Top

Cornerstone: Information Technology

Planning and preparing for a successful career in information technology. Developing skills with computers, problem solving, studying, and time management. Comparing information technology to computer science, computer engineering, and information systems.

IT
101

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter
Programs	Containing IT 101

Course Outcomes

IT and related professions

Understand the difference between Information Technology (IT), Information Systems (IS), Computer Science (CS), and Computer Engineering (CE).

Programming

Acquire a beginning knowledge of programming (e.g., variables; functions; logic)

Networking

Acquire a basic knowledge of computer networking

Computer Hardware

Acquire a basic knowledge of computer hardware (e.g., parts of a computer adn their role)

Operating Systems

Acquire a basic knowledge of operating systems (e.g., Linux, virtual machines)

Databases

Acquire a basic knowledge of databases (e.g., SQL queries)

Web Systems

Acquire a basic knowledge of web systems (e.g., HTML, CSS, Javascript)

Human Computer Interaction

Acquire a basic knowledge of human computer interaction (e.g., user needs assessment; prototyping)

Data Representation

Acquire a basic knowledge of how data is represented in a computer (e.g., binary, ASCII, hexidecimal)

IT in Society

Acquire a basic knowledge of the role of IT in our society including computer security.

↑Top

Introduction to Computer Systems

How a computer works, from hardware to high-level programming language. Logic circuits, Boolean algebra, computer instructions, assembly language, binary arithmetic, and C programming.

IT
124

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	C S 142
Taught	Fall, Winter
Programs	Containing IT 124

Course Outcomes

Boolean Logic

Perform computations using Boolean logic

Boolean Circuits

Translate Boolean logic to transistor circuitry

Combinational and Sequential Circuits

Use combinational and sequential circuitry to implement digital components such as adders and counters

Programs

Develop software solutions to meet user needs in high level programming language such as C

Debugging

Analyze and solve program errors using modern software tools

Binary Arithmetic

Demonstrate ability to perform simple arithmetic in binary and two's complement

Computer Operation

Describe the high level organization and operation of a computer, e.g. the von Neumann model

Top

Directed Studies in Information Technology

Introductory course. Special topics in problem solving and technology careers.

IT
198R

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activity.

Top

Academic Internship: Information Technology

Work experience evaluated by supervisor and posted on student's transcript.

IT
199R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Consent of both department chair and cooperative education coordinator.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional Experiences

Student acquires professional experiences in the discipline.

Professional Communication

Student demonstrates professional communication skills (report).

Convert Professional Experience into Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Fundamentals of Web-Based Information Technology

Web technologies including distributed architecture, networking, database concepts, client and server development, infrastructure management, and web system integration.

IT
210A

Hours	2.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	C S 142 & IT 101; or instructor's consent.
Taught	Fall Term 1, Winter Term 1
Programs	Containing IT 210A

Course Outcomes

Understand networking, Internet, and web protocols

Describe the purpose of key networking, Internet, and web protocols (e.g., IP, TCP, HTTP, HTTPS) and standards (e.g., HTML, CSS).

Implement web-based systems

Design, implement, and evaluate (e.g., debug) front-end and back-end web systems that meet a set of computing requirements.

Database and Security

Install, create, and configure a database (e.g., MySQL) and securely connect to it via a website (e.g., protect against SQL injection; limit access rights).

System Administration

Demonstrate system administration skills necessary to install and manage web systems (e.g., effectively use a virtual machine, web server, linux command-line environment).

Information Assurance and Security

Evaluate which information service(s) are affected by a cybersecurity attack and identify strategies to protect against future breaches.

Life-long learning

Acquire and apply life-long learning skills to find, assess, and appropriately utilize information resources to solve technical problems.

Written Communication

Demonstrate skills in technical communication.

Top

Fundamentals of Web-Based Information Technology

Web technologies including distributed architecture, networking, database concepts, client and server development, infrastructure management, and web system integration.

IT
210B

Hours	2.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	IT 210A
Taught	Fall Term 2, Winter Term 2
Programs	Containing IT 210B

Course Outcomes

Web Frameworks

Understand the role of web frameworks (e.g., NodeJS Express) in web development and utilize one on a significant project

Implement web-based systems

Design, implement, and evaluate (e.g., debug) front-end and back-end web systems that meet a set of computing requirements.

System Administration

Develop a project using multiple servers (e.g., NodeJS, IIS) and apply basic system administration tools (e.g., cron jobs)

Information Assurance and Security

Understand different types of security attacks (e.g., viruses, malware, root kits, DDOS, XSS) and their potential impact

Professional Coding Practices

Build off of an existing codebase, use a development and production environment, and meet deadlines to produce a working product.

Life-long Learning

Acquire and apply life-long learning skills to find, assess, and appropriately utilize information resources to solve technical problems.

Written Communication

Demonstrate skills in technical communication

Top

Computer Architecture and Organization

Principles of computer hardware and instruction set architecture. Subjects include: internal CPU organization and implementation, peripheral interconnect and IO systems, and low-level programming and security issues.

IT
252

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 124 & C S 235
Taught	Winter, Spring
Programs	Containing IT 252

Course Outcomes

Assembly Language

Demonstrate ability to understand and program with assembly language.

Development Tools

Demonstrate ability to use a C compiler, an assembler, a disassembler, a debugger, and CPU emulators to develop, debug, test, analyze and optimize programs.

Program Architecture

Know how to write more reliable, secure, and efficient software with an understanding of how the software is executed on the underlying architecture.

CPU Architecture

Demonstrate ability to modify a CPU design to add instructions and to improve the overall efficiency of execution.

Abstraction

Demonstrate understanding of the various abstractions used to manage complexity in computer systems and support application concurrency. e.g. system calls and virtual memory.

Performance

Know how application performance can be affected in a target system by memory hierarchy design factors such as cache size, bus width, clock rate and memory speed.

Security

Demonstrate how vulnerabilities in software coding can be exploited in computer security attacks (eg. buffer overflow).

Input/Output

Demonstrate understanding of how peripherals are accessed in a computer system, e.g. polling or interrupt driven I/O.

↑Top

Electronics, Computers, and Manufacturing

Basics of electricity; behavior and manufacture of resistors, inductors, capacitors, transformers; motors; manufacture of transistors, ICs, MCMs, circuit boards. Computers; digital communications; networking.

IT
318

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	MATH 112 & ME EN 250
Taught	Winter
Programs	Containing IT 318

Course Outcomes

Electronics

Describe the basic laws governing electronic circuits, both DC and AC.

Safety

Describe the basic safety considerations relevant to electricity.

Electronic components

Describe how resistors, potentiometers, inductors, capacitors, integrated circuits, printed wiring boards (PWBs), assembled PWBs, multi-chip modules, and hybrids are manufactured.

Motors

Describe the basic operating characteristics for the following 6 motor types: 1) DC; 2) Stepper; 3) DC Brushless; 4) Universal; 5) AC Induction; 6) Synchronous.

Electronic measuring equipment

Describe the capabilities and limitations of electronic measuring equipment.

Computers

Describe the basic characteristics of a computer and how they operate.

Networking

Describe how industrial networks operate.

↑Top

Digital Communications

Ohm's law, power, inductance, capacitance, reactance, impedance, resonance, transformers. Properties of waves and electromagnetic radiation, including light. Communication systems, wired and wireless. Bandwidth, modulation; Shannon's theorem, telecommunications. Network physical and data link layers (ISO/OSI model). Optics/Coax/Twisted pair; RS-232/Ethernet; Signals/Protocols/Packets; digital communication theory fundamentals.

IT
327

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	PHSCS 121
Taught	Fall, Spring
Programs	Containing IT 327

Course Outcomes

Spectrums

Learn the EM spectrum and spectral analysis.

Communications Links

Understand the limitations of communications links.

Signal Modulation

Learn the main types of signal modulation (amplitude, frequency, phase).

Physical Communication Media

Learn the properties of physical communication media.

Digital Information

Learn about digital information and how it is communicated.

Characterization of Communications Links

Understand how communications links are characterized.

Modern Communication Systems

Learn about modern communication systems, including television, facsimiles, telephone, modems, LANs, WANs, satellite, cell phone and optical systems.

Multiplexing

Understand the main types of multiplexing (time, frequency, spatial, and code division).

Top

Operating Systems

Applying and using computer operating systems. Configuration, file systems, security, administration, network interfacing, multitasking, multiuser, device driver installation. Analyzing operating system performance.

IT
344

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	C S 142 & IT 210B & IT 252; or instructor's consent.
Taught	Fall
Programs	Containing IT 344

Course Outcomes

OS Architecture

Describe the purposes, types, components, functions and inter-relationships of operating systems (desktop, mobile, and enterprise). Describe how hardware enables and integrates with this functionality.

OS Subsystems

Describe how OS sub-systems work (scheduling, memory management, etc).

OS Practice

Demonstrate an ability to work with Operating Systems by installing, compiling, configuring, and optimizing real and virtual systems. Describe Scalability issues.

Information Assurance and Security

Describe common IAS concepts related to system administration. Describe system administration aspects of IAS, including authentication, directory services and access control models.

OS Distribution and Virtualization

Describe distributed/virtualization computing concepts. Implement some distributed services in an enterprise environment.

Development

Independently create systems that are in developing fields or applications of OS and system administration.

Top

Computer Networks

Computer networks. Local and wide-area networking for enterprises and service providers. Workgroups/routers/hubs/switches; network server administration; Internet protocols and routing; security and privacy.

IT
347

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 210B & STAT 201 & C S 236; (or, for C S 236, concurrent enrollment).
Taught	Fall
Programs	Containing IT 347

Course Outcomes

Basic Concepts

Understands computer networking concepts and vocabulary.

Concept Implementation

Has received experience with real implementations of the concepts.

Technology Relationships

Has built an intuition of the relationship between standards bodies and technology.

Problem-Solving

Has built confidence through problem solving.

Nodes and Links

Describe the role of a node and a link in an abstract network model.

Technical Terms

Define bandwidth, latency and throughput.

Data Volume Formula

Explain how bandwidth * latency = data volume is related to the concept of traditional “volume.”

Sliding Window Protocol

Describe the operation of a packet based sliding window protocol.

OSI Model vs. Internet Model Layering

List 7 layers of the OSI Model and compare them to the layering used in the Internet model.

Encapsulation

Explain the concept of encapsulation and its relationship to layering in the network models.

IP Packet Transfers

Describe how an IP packet is carried in an Ethernet frame.

Sliding Window Relationships

Explain how TCP's byte-stream sliding window is related to a traditional packet-based sliding window algorithm.

Hardware Terms

Explain the differences between a hub, switch (bridge), and a router.

Specific Hardware Terms

Explain the relationship between an 802.1D bridge and a modern switch.

Learning Bridges

Describe how a learning bridge "learns" what port should be used to forward a packet to a device.

Spanning Tree

Describe how Spanning tree works and explain why it is necessary.

Distance-Vector vs. Link-State Routing

Compare and contrast distance-vector and link-state routing algorithms.

SOHO Router Components

Explain the operation of the components of a SOHO wireless edge router including, DHCP, NAT/PAT, Routing function, Switching function and relationship to wireless access point.

DNS

Describe how DNS works in the global internet including caching and root servers.

Cons of Guaranteed Delivery

Explain why guaranteed delivery is not desirable in certain multimedia protocols.

Access from Devices

Access MIBS from devices using SNMP on a workstation.

Virtual LANs

Describe the operation of and configuration of Virtual LANs on an 802.1Q switchAccess MIBS from devices using SNMP on a workstation.

Troubleshooting Connectivity

Troubleshoot connectivity problems in a host occurring at multiple layers of the OSI model.

Encryption

Describe applications of symmetric encryption, asymmetric encryption and one-way hash to authentication, non-repudiation, integrity and confidentiality.

↑Top

Database Principles and Applications

Database theory and architecture; data modeling; designing application databases. Query languages, data security, database applications on the Web..

IT 350

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	C S 236 & IT 210B
Taught	Winter
Programs	Containing IT 350

Course Outcomes

Concepts and Terminology of Information Management

Define and apply the concepts and terminology of Information Management.

Conceptual and Data Modeling

Apply conceptual modeling concepts using standard techniques such as Entity Relationship and Universal Modeling Language diagrams and tools.
Use manual and automated techniques for mapping from conceptual to data models (e.g . ER to Relational).

Systems and Administration

Compare and contrast instalation, management, modeling and security features of current database managment systems

Application Development

Use conceptual and data models to design and implement distributed database access applications applying current languages, system technologies and tools.

Database Systems Integration and Test

Integrate, deploy, and demonstrate operational applications on database system infrastructure. Includes use of DDL, DML, programming interfaces and UI implementation.

Top

Human-Computer Interaction

User experience design techniques and best practices including requirements analysis, usability studies, prototyping methods, evaluation techniques, and cognitive, social, and emotional theories.

IT
355

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	IT 210B & TECH 312
Taught	Fall, Winter
Programs	Containing IT 355

Course Outcomes

Empathetic understanding of users

Explain the significance and benefits of an empathetic understanding of users in systems design

Users and environments

Analyze users and their environments for the purpose of designing to meet their needs

Analyze the user experience

Describe and analyze cognitive, social and cultural aspects of the user experience. Incorporate these into new user interface designs

HCI best practices in diverse fields

Describe and analyze user interfaces for best-practice user interface approaches, including diverse form factors and accessibility issues

Design and implement UIs

Design and build user interfaces in an iterative prototyping process

Professional Communication

Create and present a professional presentation including appropriate visuals and videos

Teamwork

Work effectively with a team on a significant project

Top

Information Assurance and Security

Computer security principles. Incident prevention and management. Information assurance dimensions of availability, integrity, authentication, confidentiality and non-repudiations to ensure transmission, storage, and processing of information.

IT
366

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 344 & IT 347 & ENGL 316
Taught	Winter
Programs	Containing IT 366

Course Outcomes

History and Context

Explain information assurance and security models, and relate these to historical and current security problems in the context of standards, best practices, policy, planning, usability and continuous education.

Risk Management

Use risk assessment methods to create a security plan that uses both technical and non-technical countermeasures for a management audience.

Incident Response

Develop as a team, incident response, disaster recovery and business continuity plans with an awareness of laws, regulatory standards and best practices.

Practicum

Install and configure various countermeasures such as firewalls, intrusion detection systems, virtual private networks, and encryption systems; and explain the benefits, limitations and usability impact these may have within an organization.

Penetration Testing

Explain how the processes of certification, accreditation and maintenance can mitigate risks, and be able to support these by performing a penetration test using basic hacking techniques.

Security for technical and non-technical personnel

Instruct technical and non-technical audiences about the key elements of a good security implementation.

Top

Junior/Senior Seminar

Required three times during junior/senior years while in professional program. College Lecture and School of Technology Lecture attendance required.

IT
391R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing IT 391R

Course Outcomes

Professional Issues

Awareness of professional issues in IT.

Life-Long Learning

Motivation for life-long learning.

↑Top

Academic Internship: Information Technology

Experience in industrial environment. Approved job function supervised by employer and electronics and information technology advisor. Formal technical report required.

IT
399R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Consent of both department chair and cooperative education coordinator.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional Experiences

Student acquires professional experiences in the discipline.

Professional Communication

Student demonstrates professional communication skills (report).

Convert Experience into Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Top

Advanced Web Technologies

Practical application of the latest evolving web technologies. Topics include HTMLS, CSS/SASS, JavaScript, NodeJS, Polymer, noSQL, asynchronous programming, functional programming, event driven systems, debugging, testing, workflow optimization, and deployment pipelines.

IT
410

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	IT 210B & C S 235; or instructor's consent.
Taught	Winter
Programs	Containing IT 410

Course Outcomes

Web Development

Understand web development roles and processes

Architecture Analysis

Perform information architecture analysis

Load and Stress Testing

Perform load and stress testing

Speed Web App

Optimize web app for speed

Web Framework

Become proficient at developing a web app using a web framework

Customization

Customize web content for multiple devices and form factors

Best Practices

Identify sources and techniques for keeping up on web development best practices

Top

Embedded Computer Systems

Design and development of embedded computer systems interacting with the physical world. Hardware/software interfacing and multiple types of embedded systems. Integrated IT design approach with networking, IAS and human interaction concerns.

IT
441

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 344
Taught	Winter
Programs	Containing IT 441

Course Outcomes

Embedded Systems Characteristics and types

- Describe the characteristics that define embedded systems. Be able to identify embedded systems in various applications.
- Describe multiple types of embedded systems
- Describe the systems incorporating embedded systems. Analyze case studies to demonstrate the multiple interacting systems required for a successful application.
- Describe the impact of embedded systems on current and future IT systems.
- Define real-time computing and its relationship to embedded systems
- Describe communication technologies used in embedded systems

Sensors and Actuators

Describe and analyze sensors and actuators used in embedded systems, including software and hardware requirements

Applications and Environments

- Design and create applications for both OS-based and small, non-OS, embedded systems.
- Set up and use appropriate development environments.

Integration of Embedded Systems

Integrate more than one type of embedded system to enable networking, sensing and actuation in an IT environment

Labs and Projects

Present and document labs and projects

↑Top

Senior Project / Capstone 1

IT senior project proposal and feasibility studies. Project management, teamwork principles, intellectual property, supplier interactions, identifying and using professional technical literature, oral and written presentations.

IT
446

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	IT 350 & IT 355 & IT 366
Taught	Fall
Programs	Containing IT 446

Course Outcomes

System Integration

Participate in creation of concept definition, system definition, system integration and appropriate artifacts for a real system.

Project Management

Define tasks and use tools for the Project Life Cycle and change management

System life cycle

Demonstrate an understanding of System Life Cycle models, analyze and apply these to contexts for Systems Project Management

Teamwork

Demonstrate applications of teamwork principles and skills.

Communication

Demonstrate oral and written communication skills for professional technical communication

Intellectual Property

Describe intellectual property protections and how they apply to IT projects

Creativity and Innovation

Understand and apply principles of creativity and how they apply to design.

↑Top

Senior Projects/Capstone 2

Senior project design and integration. Second class of two-course sequence. Implementing design. Project management, teamwork, and presentations. Fee.

IT
447

Hours	3.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	IT 446; 200 hours of approved IT work experience (any paid experience involving any of the IT domains of computing, which include networking, human-computer interaction, databases, web systems, programming, cybersecurity, and computer application domains).
Taught	Winter
Programs	Containing IT 447

Course Outcomes

Teamwork

Participate as a responsible member of a team in project activities and regular project review meetings with a coach.

Project Management

Manage tasks and use appropriate tools for the Project Life Cycle and change management of your project.

Risk Management

Evaluate risk in projects and plan to manage it.

Life-Long Learning

Describe and practice skills and methods of life-long learning.

System life cycle

Demonstrate an understanding of System Life Cycle models, analyze and apply these to contexts for Systems Project Management

Communication

Demonstrate written, multimedia, and presentation skills for professional technical communication.

System Integration

Participate in the realization of integerated systems, change management, and demonstration of a real system.

↑Top

Database Administration

The role and responsibilities of database administrators. Database platform, architecture, and configuration; security and account management; backup, restore and disaster recovery; availability, access and performance; data migration. Labs conducted using Oracle's relational database management.

IT
450

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 350
Taught	Fall
Programs	Containing IT 450

Course Outcomes

Organization

Students will create and maintain various databases as methods of information storage.

Top

Current Topics in Information Technology

In-depth analysis of current growth areas in information technology. Detailed discussion and lab experience of a few topics from faculty working in the field.

IT 461R

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Professional Improvement

Through mentored research students will choose a specific topic affecting the current industry and will analyze posible solutions.

↑Top

Professional Seminar

Developing best employment opportunities and strategies. Interviewing, negotiations, resume, and professional etiquette. Professional seminar guest speakers.

IT
491

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing IT 491

Course Outcomes

Resume

Write a great resume

Interview Skills

Ability to interview well

Accepting a Job

Understand the offer and negotiate a contract

Business Etiquette

Understand Business Etiquette and the written and unwritten rules in the workplace

Graduation Requirements

Understand what is required for graduation

↑Top

Special Problems in Information Technology

Individual study in current topics of information technology.

IT
492R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Outcomes depend on course.

The nature of Information Technology is constant change.
This course allows students to pursue personal interests under the direction of a faculty member.

Top

Special Topics in Information Technology

New topics in information technology for graduate and undergraduate students. Standard lecture and lab format.

IT 515R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Special Topics in IT

Learn and apply IT concepts and/or practices in a specialized area of IT.

↑Top

Advanced Networking

Analyzing, selecting, configuring, monitoring, and managing of computer network equipment. SNMP-based monitoring and control in process of fault isolation and root cause analysis.

IT
529

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 344, 347; or equivalents.
Taught	Winter
Programs	Containing IT 529

Course Outcomes

History

Understands history and evolution of 802.1D, Spanning tree, VLANs and their relationships.

Experience

Has received experience with real implementation of the concepts.

Bodies and Technology

Has built an intuition of the relationship between standards bodies and technology.

Problem Solving

Has built confidence through problem solving.

Describe Issues

Describe configuration and management issues relative to SNMP MIB.

Monitoring

Perform basic monitoring with SNMP.

Network Management Systems

Describe function and purpose of network management systems such as Zenoss, HP OpenView, Tivoli, OpenNMS.

Monitoring

Perform basic monitoring using some NMS.

VLAN Routers

Explain the interaction of a router and a switch implemented in the same device where the router forwards between VLANs only.

Enterprise Switches

Describe the architecture of a modern enterprise switch-router.

Distance Vector

Explain the details of Distance Vector routing and its advantages and disadvantages relative to Link State routing.

Link State

Explain the details of Link state routing and its advantages and disadvantages relative to Distance Vector Routing.

Describe

Describe the function of and uses of MPLS.

Presentations

Has gained experience and confidence in presenting technical information.

IPv6

Describe IPv6 and its evolution from IPv4.

IPv6 Adopted Slowly

Explain reasons why IPv6 has not been adopted as rapidly as originally predicted.

Read and Evaluate

Is prepared to read technical literature and evaluate quality of the information.

Read and Present

Is prepared to read technical literature and present the information and its context to an audience of peers.

Continuous Learning

Explain the need for continuous learning in the networking field.

Top

System Administration

Systems and network administration. User management. Server and workstation deployment and maintenance. Network Security. Infrastructure. Systems and infrastructure support. Cross-platform systems integration. Update and patch management. Mobile workforce services.

IT
544

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	IT 366
Taught	Winter
Programs	Containing IT 544

Course Outcomes

Please contact the individual department for outcome information.

Top

Cyber-Physical Systems

Integration of technologies to develop computers and mobile devices that interact with the real world, including control and sensor interfaces. Incorporate IT core topics such as networks, security, and user-space experience design. Analysis and creation of cyber-physical and Internet-of-Things (IoT) systems.

IT
548

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Instructor's consent.
Taught	Winter
Programs	Containing IT 548

Course Outcomes

Mechatronics Disciplines

Explain what disciplines comprise Mechatronics. Explain how the discipline of mechatronics is an integration of ideas and technologies from the contributing disciplines.

Mechatronics and IT

Explain how the fields of Information Technology (IT) and Mechatronics interact

Integrated Systems

Explain design approaches for integrated (multi-disciplinary) systems and how they are applied to Mechatronics (systems design)

Design Mechatronics Modules

Design system modules with heterogenous component technologies including industrial control (PLC/SCADA/other), sensors and actuators, interface electronics and embedded computer components

Application

Design, develop and demonstrate a complete mechatronic project using a variety of mechatronic technologies, including IT design aspects.

Analysis

Analyze and report on design elements from various technologies and their integration for their intended purpose(s) in Mechatronic systems.

↑Top

Advanced Human-Computer Interaction

Advanced techniques for designing, prototyping, building, and evaluating technology-mediated user experiences. Human-computer interaction research methods including experimental design. Ethics of working with human subjects. HCI theories and best practices.

IT
555

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	IT 355; or instructor's consent.
Taught	Fall
Programs	Containing IT 555

Course Outcomes

HCI Research Methods

Apply quantitative and qualitative HCI research methods (e.g. experimental design, ethnographic observation, survey design)

HCI

Understand the role of theory in HCI

Human Interfacing Techniques

Create, extend, and/or evaluate advanced human interfacing techniques (e.g., augmented reality, gesture-based interfaces)

Research Proposals

Design and write HCI research proposals

Ethics

Apply ethical practices when working with human research participants

Cooperation

Apply prototyping, co-design, and other user-centered design techniques as part of a team

Top

Digital Forensics

Fundamentals of digital forensics, legal issues, evidence, chain of custody, media analysis, incident response, corporate forensics, and network forensics.

IT
566

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 466 or concurrent enrollment or equivalent.
Taught	Winter
Programs	Containing IT 566

Course Outcomes

1

Determine the nature and extent of an incident by **applying** the principles of digital forensics, including where appropriate **reconstructing** a cyber-incident.

2

Analyze volatile data, nonvolatile data and files of unknown origin.

3

Compare the priorities of cyber forensics for different communities

4

Evaluate and **integrate** different tools to **create** a personal forensics toolkit.

5

Defend the results of an investigation to various audiences including technical, legal and management.

6

Create and **justify** forensic checklists for both existing and new technologies using established methods.

↑Top

Cyber Security and Penetration Testing

Advanced computer systems security. Vulnerabilities and exploits. System and network attacks. Ethical hacking and penetration testing. Cyber security, cyber weapons, and advanced persistent threats. Legal and regulatory requirements for security and privacy.

IT
567

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	IT 466 or C S 465 or IS 560; or equivalent content course from another institution; or concurrent enrollment.
Taught	Fall
Programs	Containing IT 567

Course Outcomes

Regulatory and Legal issues

1. Explain the regulatory and legal requirements, and rationale for penetration testing

Ethics

2. Hold an in-depth discussion about the ethics of cyber-security and other associated domains.

Tools

3. Demonstrate the use of various security tools, their application in a penetration test and be able to explain how such tools may be abused.

Documentation

4. Illustrate clearly, by means of a written report and verbal presentation, the results of a penetration test with clear recommendations.

Malware Tracking

5. Explain how exploits and vulnerabilities are discovered and the correct protocols to report these for vendor fixes.

Lifelong Learning

6. Be able to discuss new threat-types such as APT's and Cyber-Weapons and use these to explain why lifelong learning is critical for a security professional.

Top

First-Year Italian, Part 1

Daily development of the four language skills: understanding, speaking, reading, and writing.

ITAL
101

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing ITAL 101

Course Outcomes

Grammar Mastery

Become familiar with basic grammatical rules in Italian, including some verb tenses and their conjugations.

Sentence Recognition

Will understand simple sentences on familiar subjects in Italian.

Speaking Competence

Will speak simple sentences on familiar subjects in Italian.

Top

First-Year Italian, Part 2

Continuation of Ital 101.

ITAL 102

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	Ital 101 or equivalent.
Taught	Fall, Winter, Spring Contact Department, Summer
Programs	Containing ITAL 102

Course Outcomes

Grammar Mastery

Become familiar with grammatical rules in Italian, especially the verb tenses and their conjugations.

Sentence recognition

Students will understand simple sentences on familiar topics in Italian.

Speaking Competence

Students will speak simple sentences on familiar topics in Italian.

↑Top

Intermediate Italian 1

Reading, writing, conversation, vocabulary building, and review of grammar.

ITAL
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Ital 102 or two years of high school Italian or equivalent.
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing ITAL 201

Course Outcomes

Grammar Mastery

Students will expand their knowledge of Italian grammar by reviewing and increasing their understanding of rules and structures.

Speaking Competence

Students will learn to handle most uncomplicated communication and social situations in Italian. Sustain a general conversation and understand longer connected discourse on topics dealing with different times and places.

Expected course outcome

Students will develop competence consistent with the "Intermediate" range of the ACTFL Proficiency Guidelines.http://actflproficiencyguidelines2012.org/

Reading Competence

Students will read texts dealing with descriptions and narration.

↑Top

Intermediate Italian 2

Final course for GE Foreign Language requirement (except for returned missionaries); extensive reading in Italian literature and culture.

ITAL 202

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ITAL 201; or instructor's consent.
Note	Capstone course for GE Language of Learning requirement for students who have not served a mission in Italy.
Taught	Fall, Winter
Programs	Containing ITAL 202

Course Outcomes

Read and Analyze Italian Literature

Develop a critical approach to Italian literature through a second-year proficiency level in Italian, analyzing a selection of literary works (listed in the syllabus) within their historical and cultural context.

Understand and apply basic literary analysis

Apply the fundamentals of literary interpretation to the texts we discuss.

Communicate effectively in Italian

Improve oral and written skills in Italian, particularly reading and listening comprehension, written production, and oral expression. Linguistic expected outcome for successful students will target approximately the "Intermediate" range on the ACTFL Proficiency scale.

Top

Second-Year Conversation

Intermediate conversation skills. Can be fulfilled through language residency program.

ITAL 211R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Ital 102 or equivalent.
Note	May be taken concurrently with Ital 201.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Speaking Competence

Students will describe and narrate in present, past and future times in the context of paragraph-level speech, and initiate and maintain conversations about autobiographical and concrete topics by asking and responding to questions and coping with gaps in knowledge.

Vocabulary

Speak using an appropriate variety of vocabulary related to autobiographical and concrete topics.

↑Top

Third-Year Conversation

Advanced conversation skills. Can be fulfilled through language residency program.

ITAL 311R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Ital 102.
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Speaking Competence

Students will describe and narrate in present, past and future time frames in the context of paragraph-level speech about autobiographical and concrete topics, current events, plots of books or movies and state opinion.

Vocabulary

Speak using an appropriate variety of vocabulary related to autobiographical and concrete topics as well as to current events and plots of books or movies.

Top

(Fren-Ital) French and Italian Cinema

Background for understanding and appreciating the best of motion picture art in France and Italy. Includes components of critical theory essential for analyzing film. Language of instruction is English; no knowledge of French or Italian required.

ITAL 317

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ITAL 317

Course Outcomes

History of French & Italian Cinema

Identify major filmmakers, cinematic movements and questions that shaped the history of French and Italian cinema, with particular attention to their respective socio-historical contexts.

Film as technical art

Explore the essential aspects of cinema as an artistic medium and master the technical and critical terminology necessary to intelligently discuss the creative process.

Aesthetic Judgment

Develop critical skills for aesthetic judgment in applying acquired technical knowledge to the films of individual filmmakers from these two traditions.

Top

Advanced Grammar

Intensive review of grammar; vocabulary building.

ITAL
321

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Ital 202 or equivalent.
Taught	Fall, Winter, Summer
Programs	Containing ITAL 321

Course Outcomes

Grammar Mastery

Show control of Italian morphology and increase vocabulary knowledge

Speaking Competence

Handle linguistic tasks and social situations in Italian with confidence, and communicate on topics of current public and personal interest.

Reading Competence

Read and comment on short stories in Italian.

Advanced Functionality on the ACTFL Scale

Students will develop functional abilities consistent with the "Advanced" range of the official ACTFL Proficiency Guidelines.http://actflproficiencyguidelines2012.org/

↑Top

Advanced Composition

Italian syntax and composition.

ITAL
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ital 321 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing ITAL 322

Course Outcomes

Written Expression

Students will write about personal experiences, narrative and descriptions of a factual nature. Students will support points of view in written discourse.

Grammar Mastery

Students will demonstrate control of the morphology and the most frequently used syntactic structures, e.g., common-word order patterns, coordination, subordination. It is expected that some students will make errors in producing complex sentences.

Expected course outcome

Students will develop functional abilities consistent with the Advanced range of the ACTFL Proficiency Guidelines. http://actflproficiencyguidelines2012.org/

Top

Italian Phonetics and Pronunciation

General rules of pronunciation. Introduction to history of Italian language.

ITAL 326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 321
Taught	Fall
Programs	Containing ITAL 326

Course Outcomes

History of Language

Critically discuss how the Italian language has developed from Latin to modern Italian and distinguish between different language samples, from archaic to the most recent.

Phonetics and Pronunciation

Apply phonetics to improve pronunciation. Transcribe words and paragraphs into the International Phonetic Alphabet.

↑Top

Introduction to Italian Literature

Basic literary concepts and terms coupled with readings of Italian works from various genres and periods.

ITAL 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 321
Recommended	Ital 322.
Note	Capstone course for GE Languages of Learning requirement for returned missionaries.
Taught	Fall, Winter
Programs	Containing ITAL 340

Course Outcomes

Reading Analytically

Read, understand, and analyze the Italian literary texts in the syllabus

Poetic Devices

Identify the poetic devices included in the "poetry section" of the syllabus and describe their function within the texts discussed in class

Research Skills

Acquire and implement research skills for the study of Italian literature in order to create two original analytical papers

Effective Communication in Italian

Write and speak clearly and effectively in Italian using functions consistent with the Advanced-level range on the ACTFL scale

Top

Italian Civilization from the Beginning to 1600

Survey of history, architecture, literature, and arts that shaped the Italian culture and civilization from the beginning through the Renaissance.

ITAL 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ital 321 or concurrent enrollment.
Note	Fulfills GE Arts elective.
Taught	Winter even years
Programs	Containing ITAL 360

Course Outcomes

Italian culture and history

Demonstrate knowledge of the chronology of Italian civilization and identify the major intellectual and artistic movements, their defining characteristics and contexts. Also, establish connections between events, movements, and ideas for the time period covered in this course.

Research analysis and methods

Apply appropriate methods of investigation. These include formulating hypotheses; making valid arguments; locating and evaluating resources relevant to course assignments; coping with ambiguity; and evaluating competing interpretations of a given event or topic.

Critical Thinking and Clear Communication

Articulate and defend clear, orderly thought on cultural topics.

↑Top

Italian Civilization from 1600 to the Present

Survey of institutions, fine arts, and great writers that shaped the history of Italy from the Baroque period to the present day.

ITAL 361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ital 321 or concurrent enrollment.
Note	Fulfills GE Arts elective.
Taught	Winter odd years
Programs	Containing ITAL 361

Course Outcomes

Periods of artistic expression in Italian History

Become familiar with the major intellectual and artistic traditions of Italy from the Baroque Period to modern times by identifying the chronology and main characteristics of each period listed in the syllabus.

Form, Composition, and Meaning in the Arts

Apply critical concepts, theory, and history to the texts, music, artifacts, and works of art listed in the syllabus to discover, interpret, and evaluate their multiple meanings.

Critical and Aesthetic Judgment

Develop critical skills and informed aesthetic judgment to discuss and analyze the music, architecture, and works of art listed in the syllabus, paying particular attention to their historical or social setting and their place in shaping culture.

Research and Effective Communication in Italian

Locate and evaluate resources relevant to course assignments and apply appropriate methods of investigation (e.g., formulate hypotheses, make valid arguments, use evidence, cope with ambiguity, evaluate competing interpretations), and communicate findings coherently both orally and in writing.

Top

Italian Civilization on Study Abroad

Survey of history, architecture, literature, and arts that shaped the Italian culture and civilization from the beginning through contemporary times.

ITAL 363

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	ITAL 102.
Taught	Spring even years
Programs	Containing ITAL 363

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship: Italian Language Field Experience

On-the-job experience in Italian.

ITAL 399R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Program coordinator's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ITAL 399R

Course Outcomes

Cross-cultural competence

Evaluate and analyze key elements of a culturally diverse professional and social setting.

Cultural sensitivity

Show cultural sensitivity by learning and implementing different ways of dealing with unfamiliar situations.

Reasoning and communicating

Reason intelligently and communicate your thoughts effectively when evaluating and writing about the professional relevance of your work experience in Italy.

Top

Fourth-Year Conversation

Advanced and Superior conversation skills.

ITAL 411R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent or Italian 311.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Linguistic Proficiency

Initiate and maintain fluent conversations in Italian, and cope with gaps in knowledge in contexts related to concrete topics and in some professional contexts.

Top

Italian Literature of the Late Middle Ages and Renaissance

In-depth study of Italian literature of the late Middle Ages and the Renaissance.

ITAL 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 340
Taught	
Programs	Containing ITAL 441

Course Outcomes

Language Ability

Formulate and express both orally and in writing critical arguments about the readings listed in the syllabus. Successful students will place at least at the "Advanced Low" level (ACTFL scale) in speaking, listening, writing, and reading in Italian. For the written expression, successful students will visit the Italian Writing Lab throughout the semester.

Research

Locate and evaluate primary and secondary sources on a specialized topic. Successful students will be able to complete academic research in the library and/or online, and demonstrate knowledge of appropriate bibliographic literary databases, such as the MLA's. Moreover, students will be throughly familiar with MLA conventions (8th ed) for their writing assignments.

Critical Thinking

Articulate and defend their comments in Italian, in research papers. Successful students will be able to critically comment orally and in writing on any of the literary pieces treated during in this course. They will be able to read, understand and analyze all the Italian literary selections listed in this syllabus. Successful students will be prepared to analyze and critique the main literary currents and authors of Italy's late Middle Ages and the Renaissance.

↑Top

Italian Literature of the Baroque and Enlightenment Periods

In-depth study of Italian literature of the Baroque era and the Enlightenment.

ITAL 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 340
Taught	Fall Contact Department
Programs	Containing ITAL 442

Course Outcomes

Discuss and analyze Italian literature

Read, understand, and analyze all Italian literature selections listed in the syllabus.

Write a critical and analytical paper in Italian

By the end of the semester, successful students will have written a critical and analytical paper on a topic of their choice, incorporating existing peer-reviewed research and adding their own assessment and original ideas to the discourse.

Communicate effectively in Italian

Formulate and express both orally and in writing critical arguments about the readings listed in the syllabus. Successful students will place at the "Advanced" level in speaking, listening, writing, and reading on the ACTFL Proficiency scale.

↑Top

Italian Literature of the Romantic Period

In-depth study of Italian literature of the Romantic period.

ITAL 443

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 340
Taught	Fall
Programs	Containing ITAL 443

Course Outcomes

Language Ability

Formulate and express both orally and in writing critical arguments about the readings listed in the syllabus. Successful students will place at least at the "Advanced Low" level (ACTFL scale) in speaking, listening, writing, and reading in Italian. For the written expression, successful students will visit the Italian Writing Lab throughout the semester.

Research

Locate and evaluate primary and secondary sources on a specialized topic. Successful students will be able to complete academic research in the library and/or online, and demonstrate knowledge of appropriate bibliographic literary databases, such as the MLA's. Moreover, students will be throughly familiar with MLA conventions (8th ed) for their writing assignments.

Critical Thinking

Articulate and defend their comments in Italian, in research papers. Successful students will be able to critically comment orally and in writing on any of the literary pieces treated during in this course. They will be able to read, understand and analyze all the Italian literary selections listed in this syllabus. They will analyze and critique the three main lines of Italian Romanticism: political, religious, and existential/philosophical.

↑Top

Italian Literature of the Twentieth Century

In-depth study of Italian literature of the 20th and 21st centuries.

ITAL 444

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 340
Taught	Winter even years
Programs	Containing ITAL 444

Course Outcomes

Linguistic Ability

Formulate and express both orally and in writing critical arguments about the readings listed in the syllabus. Successful students will place at least at the "Advanced Low" level (ACTFL scale) in speaking, listening, writing, and reading in Italian. For the written expression, successful students will visit the Italian Writing Lab throughout the semester.

Research

Locate and evaluate primary and secondary sources on a specialized topic. Successful students will be able to complete academic research in the library and/or online, demonstrate knowledge of appropriate bibliographic literary databases, such as the MLA's, and properly use the most up-to-date MLA style for writing assignments (8th ed.).

Critical Thinking

Articulate and defend their comments in Italian, in research papers. Successful students will be able to critically comment orally and in writing on any of the literary pieces treated during in this course. They will be able to read, understand and analyze all the Italian literary selections listed in this syllabus. Successful students will be prepared to analyze and critique the main literary currents and authors of Italy's 20th and 21st Centuries.

↑Top

Dante's Divine Comedy

Intensive examination of Dante's major opus.

ITAL
460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 340
Taught	Fall
Programs	Containing ITAL 460

Course Outcomes

Discuss and analyze Dante's poetry

By the end of this semester, successful students will be able to discuss any of the cantos listed in this syllabus from a linguistic, theological, historical and critical point of view.

Write a critical and analytical paper in Italian

By the end of the semester, successful students will have written a critical and analytical paper, incorporating existing peer-reviewed research on their topic and adding their own assessment and original ideas to the discourse. Their written linguistic ability will place in the "Advanced Low" (ACTFL scale) level, with the help of the Italian Writing Lab tutor.

Master MLA Conventions for Research Papers

Successful students will be fully familiar with MLA conventions (8th ed) for their writing assignments., and with the MLA bibliographical database

Top

Individual Study in Italian

Assignments to fit individual needs of the advanced student.

ITAL 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Note	Not accepted for major or minor.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Research

Formulate and express in writing critical arguments on a specialized topic reflecting an understanding of primary and secondary sources.

Top

Senior Oral Proficiency Evaluation and Senior Portfolio

Capstone course including standardized language testing and reflexion on course of study.

ITAL 491

Hours	0.5 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Should be completed the semester in which the last Italian course is taken.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ITAL 491

Course Outcomes

Linguistic Proficiency

Establish an oral proficiency rating by taking the Oral Proficiency Interview.

Oral Proficiency

Students will achieve at least an "Advanced" rating on their Oral Proficiency Interview.

Portfolio

Identify and revise your best papers from Italian courses.

Reflection Paper

Write a reflection paper on the experience of graduating in Italian and the future implications on your life and career.

Top

Senior Seminar in Italian

In-depth study of a limited area of literature, culture, or criticism; content varies; requires research and writing.

ITAL 495R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ITAL 340
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing ITAL 495R

Course Outcomes

Linguistic Ability

Formulate and express both orally and in writing critical arguments about the readings listed in the syllabus.Successful students will place at least at the "Advanced Low" level in Italian speaking, listening, writing, and reading on the ACTFL Proficiency scale

Research

Locate and evaluate primary and secondary sources on a specialized topic.

Critical Thinking

Articulate and defend an analytical research paper.

Top

Honors Thesis

Research and composition of honors thesis.

ITAL
499R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Research

Develop advanced skills in research techniques and academic writing and produce an acceptable Honors thesis.

Top

First-Year Japanese

Writing systems, grammar and vocabulary-building fundamentals, basic conversation and reading.

JAPAN
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer Contact Department
Programs	Containing JAPAN 101

Course Outcomes

Reading and Writing Hiragana and Katakana

Students will be able to read and write hiragana and katakana. A writing sample will be included in the individual student portfolio.

Asking and Giving Directions

Students will be able to ask and give directions

Discussing Schedules and Itineraries

Students will be able to discuss schedules and itineraries

↑Top

First-Year Japanese

Writing systems, grammar and vocabulary-building fundamentals, basic conversation and reading. Includes introduction to Chinese characters.

JAPAN
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Japan 101, or equivalent.
Taught	Fall, Winter, Summer Contact Department
Programs	Containing JAPAN 102

Course Outcomes

Making Social Introductions

Students will be able to make social introductions covering various levels of formality and honorifics

Reading and Writing Simple Texts

Students will be able to read and write simple texts based on 200 elementary kanji characters. A written sample will be included in the individual student portfolio.

Making Comparisons

Students will be able to make comparisons

Top

Second-Year Japanese

Further practice in conversation; basic reading and writing skills.

JAPAN
201

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	Japan 102 or equivalent.
Taught	Fall, Winter
Programs	Containing JAPAN 201

Course Outcomes

Recognizing and Producing Kanji Characters

Students will be able to recognize and produce approximately 400 kanji characters with their readings and meanings. A written sample will be included in the individual student portfolio.

Describing and Modeling Proper Etiquette

Students will be able to describe and model proper etiquette when visiting a home, making hotel reservations, talking about the weather, clothing terms, etc. They will be able to use verbals of giving and receiving; compare activities; use different patterns of reporting information; and employ embedded questions.

Top

Second-Year Japanese

Further practice in conversation, reading, and writing; introducing culture through short stories, articles.

JAPAN 202

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Japan 201 or equivalent.
Note	Not for returned missionaries.
Taught	Fall, Winter
Programs	Containing JAPAN 202

Course Outcomes

Increasing kanji recognition and usage

Students will be able to recognize and use an additional 150 kanji characters in context. A written sample will be included in the individual student portfolio.

Using honorific language

Students will interact appropriately in vertical society situations, using proper levels of honorific language.

Top

Second-Year Conversation

JAPAN 211R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Japan 102 or equivalent.
Note	For Japan Study Abroad or Foreign Language Student Residence students only.
Taught	Spring Contact Department

Course Outcomes

Improving pronunciation, accent, and intonation

Students will learn to speak Japanese with more accurate pronunciation, accent, and intonation.

Increasing listening skills

Students will be able to understand spoken native Japanese with greater accuracy.

Using Japanese in daily life situations

Students will acquire facility in discussing daily life situations in their apartments in Japanese.

Top

Japanese Reading and Culture

Reading and writing emphasizing essential characters, vocabulary, grammar, and culture.

JAPAN
301

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Japan 202 or equivalent.
Note	First course for returned missionaries.
Taught	Fall, Winter, Spring, Summer
Programs	Containing JAPAN 301

Course Outcomes

Reading authentic Japanese texts at intermediate level

Students will be able to read intermediate-level stories, articles, and letters.

Writing about personal experiences

Students will be able to describe their personal experiences in letters to friends. A written sample will be included in the individual portfolio.

Speaking in a more native and idiomatic manner

Students will be able to speak Japanese more like native speakers, using a variety of idiomatic expressions.

Top

Readings in Japanese History and Culture

Readings in Japanese history and literature with essential characters, vocabulary, and grammatical principles.

JAPAN 302

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Japan 301 or instructor's consent.
Taught	Fall, Winter, Summer
Programs	Containing JAPAN 302

Course Outcomes

Read narrative texts at the intermediate high level

Students will be able to read and discuss texts relating to Japanese history, literature, and culture.

Writing on topics in Japanese history and culture

Students will be able to write at the intermediate level on assigned topics relating to Japanese history, literature, and culture.

Speaking on a wide variety of topics

Students will be able to discuss and give oral presentations on key topics in Japanese history, literature, and culture.

Top

Third-Year Conversation

JAPAN 311R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Japan 301 or instructor's consent.
Note	May be repeated for Study Abroad in Japan.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing JAPAN 311R

Course Outcomes

Speaking in public settings

Students will be able to prepare and present speeches in public settings.

Improving pronunciation, accent, and intonation

Students will learn to speak Japanese with more accurate pronunciation, accent, and intonation.

Increasing listening skills

Students will be able to understand spoken native Japanese with greater accuracy.

Top

Reading Modern Documentary Styles

Readings in modern documentary styles, emphasizing reading comprehension, grammar, and vocabulary building.

JAPAN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Japan 302 or equivalent.
Taught	Fall, Winter, Spring
Programs	Containing JAPAN 321

Course Outcomes

Common Vocabulary

Students will increase their ability to understand vocabulary commonly used in newspapers

Reading News Articles

Students will be able to read a range of types of news articles (politics, business, human interest, sports, etc.)

Compare and Contrast News Reports

Students will be able to compare and contrast print and television news reports. A written sample will be included in the individual student portfolio. The student portfolio will be formally reviewed at the conclusion of this course.

↑Top

Reading Modern Short Fiction

Readings in modern short fiction, emphasizing grammar, reading comprehension, vocabulary building, and stylistic analysis.

JAPAN 322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Japan 302 or equivalent.
Taught	Fall, Winter, Summer Contact Department
Programs	Containing JAPAN 322

Course Outcomes

Dictionary Usage

Students will be able to use a variety of dictionary sources that will enable them to read and comprehend modern Japanese prose

Recognition and Reading of Kanji

Students will be able to recognize a majority of standard-usage kanji and identify various readings for the characters

Analysis and Discussion of Texts

Students will be able to analyze and discuss a variety of modern Japanese literary texts at an intermediate level in the target language. A writing sample will be included in the individual student portfolio.

↑Top

Japanese Morphology, Syntax, and Semantics

General overview of grammar and its practical application in composition.

JAPAN 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	JAPAN 302
Taught	Fall
Programs	Containing JAPAN 325

Course Outcomes

Displaying knowledge of features of the Japanese language

Students will demonstrate both orally and in writing their knowledge of and ability to use appropriately essential features of the Japanese language, including parts of speech, modification, vector verbs, and honorifics.

Demonstrating ability to communicate in Japanese

Students will demonstrate, through regular writing assignments and oral presentations, their ability to write and speak Japanese with accuracy and to do contrastive analysis of Japanese and English.

↑Top

Contrastive Analysis of Japanese and English

Contrastive overview of Japanese and English phonology, syntax, semantics, and discourse.

JAPAN 326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	JAPAN 302
Taught	Winter
Programs	Containing JAPAN 326

Course Outcomes

Demonstrating understanding of important syntactic patterns

Students will demonstrate, through appropriate usage, their understanding of important syntactic patterns. A writing sample will be included in the individual student portfolio.

Demonstrating understanding of tense and aspect

Students will be able to describe and narrate in different time frames in Japanese.

Top

Japanese Culture

General survey emphasizing aesthetics, religion, and value systems. All readings in English.

JAPAN 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department
Programs	Containing JAPAN 345

Course Outcomes

Analyze and discuss salient features of Japanese culture

Students will be able to speak and write about such features of culture as language, literature, thought, religion, aesthetics, art and music. A writing sample will be included in the individual student portfolio.

↑Top

Japanese Literature in Translation--Eighth Through Sixteenth Centuries

Reading and discussing selected topics in Japanese literature (narrative, lyric, drama) from 700 through 1600 (Nara, Heian, and medieval periods).

JAPAN 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing JAPAN 350

Course Outcomes

Understanding expressions of human experience in literature

Students will demonstrate their understanding of the human aspects of premodern literature in verbal and written forms. A writing sample will be included in the individual student portfolio.

Understand key works and genres in premodern literature

Students will demonstrate their knowledge and understanding of major works and genres in verbal and written forms.

Japanese Literature in Translation--Seventeenth Through Nineteenth Centuries

Reading and discussing selected topics in Japanese literature (narrative, lyric, drama) from 1600 through 1900 (Edo and Meiji periods).

JAPAN 351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing JAPAN 351

Course Outcomes

Understanding expressions of human experience in literature

Students will demonstrate their understanding of the human aspects of early modern Japanese literature orally and in writing. A writing sample will be included in individual student portfolio.

Understand key works and genres in early modern literature

Students will demonstrate their understanding of key literary works and genres in early modern Japanese literature in verbal and written forms.

↑Top

Japanese Literature in Translation: The Modern Era

Reading and discussing selected topics in Japanese literature (narrative, lyric, drama) from Meiji period to the present.

JAPAN 352

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing JAPAN 352

Course Outcomes

Understand expressions of human experience in literature

Students will demonstrate their understanding of human aspects in works of modern Japanese literature orally and in writing. A writing sample will be included in the individual student portfolio.

Understand key works and genres in modern literature

Students will demonstrate their ability to analyze key works and genres in modern Japanese literature in oral and written form.

↑Top

Japanese Language Teaching Procedures

Acquiring knowledge and skills specific to teaching of Japanese as a foreign language. Conducted in Japanese and English.

JAPAN 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Japan 302 or instructor's consent.
Taught	Fall, Winter
Programs	Containing JAPAN 377

Course Outcomes

Evaluating and creating language teaching materials

Students will evaluate existing language teaching materials, then create and present their own teaching materials. A sample of teaching materials will be included in the individual student portfolio.

Planning and teaching language lessons

Students will plan language lessons and present them in class.

↑Top

Japanese for Special Purposes

Readings, video materials, discussions, and projects in content areas related specifically to business, science, and technology.

JAPAN 390

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Japan 321 or equivalent.
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing JAPAN 390

Course Outcomes

Analyze and discuss Japanese business environment

Students will gain proficiency in analyzing and discussing, in Japanese, important aspects of the business environment in Japan as compared to that in America.

Demonstrate knowledge of specialized vocabulary skills

Students will acquire and be able to use specialized vocabulary in Japanese relating to their fields of interest.

Top

Academic Internship

On-the-job cultural and/or language experience.

JAPAN 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	JAPAN 302
Taught	Contact Department

Course Outcomes

Acquire and use specialized vocabulary in work situations

Students will enhance functional knowledge of vocabulary as it relates to the workplace in Japan.

Increasing understanding of Japanese corporate culture

Students will acquire on-the-job understanding of the corporate culture of the firm where they conduct their internship.

↑Top

Advanced Japanese Pragmatics

Advanced skills in speaking and writing.

JAPAN
411

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	JAPAN 311R & JAPAN 321 & JAPAN 322
Taught	Fall, Winter
Programs	Containing JAPAN 411

Course Outcomes

Reading advanced texts on current events and issues

Students will read and discuss in a variety of settings advanced texts relating to current events and issues.

Writing response and opinion essays in Japanese

Students will write essays that analyze, respond to, and express personal opinions on current events and issues. A sample essay will be included in the individual student portfolio.

Top

Introduction to Classical Japanese

Reading of premodern texts, emphasizing grammar and syntax, and showing differences from and influences on the modern idiom.

JAPAN 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	JAPAN 321 & JAPAN 322
Taught	Fall, Winter
Programs	Containing JAPAN 441

Course Outcomes

Knowing relationship between classical and modern language

Students will be able to analyze and discuss the influence of the pre-modern language on present-day Japanese.

Understanding and analyzing key premodern literary texts

Students will read and analyze the content and linguistic features of important premodern literary texts. A writing sample will be included in the individual student portfolio.

↑Top

Advanced Documentary Style

Reading and discussion of modern expository texts; developing advanced listening skills using authentic materials.

JAPAN 443

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Japan 321, 322; or equivalents.
Taught	Fall, Winter
Programs	Containing JAPAN 443

Course Outcomes

Reading and analyzing advanced modern texts

Students will demonstrate the ability to read and analyze advanced documentary-style texts. A writing sample will be included in the individual student portfolio.

Top

Modern Japanese Literature

Fictional texts from major twentieth-century authors. Texts primarily in Japanese.

JAPAN 444

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Japan 321, 322; or equivalents.
Taught	Fall, Winter
Programs	Containing JAPAN 444

Course Outcomes

Reading and analyzing advanced modern literary texts

Students will demonstrate their ability to read and interpret modern literary texts with sophistication in both oral and written forms. A writing sample will be included in the individual student portfolio.

Top

Christianity in Japanese Literature

Reading and discussing Japanese literary texts relating to Christianity from late 19th century to present day.

JAPAN 445

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Japan 321, 322; or equivalents.
Taught	Fall Contact Department, Winter
Programs	Containing JAPAN 445

Course Outcomes

Knowledge

Students will deepen their understanding of Christianity in Japanese Literature.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

JAPAN 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing JAPAN 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Individual Study in Japanese

Topics vary. Assignments to fit individual needs of the advanced student.

JAPAN 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Consent of advisor and instructor.
Taught	Contact Department

Course Outcomes

Focused acquisition of knowledge and skills

Students will concentrate on a specific topic of study and increase their knowledge of and ability to use language appropriate to that field.

Increased appreciation of aesthetic practices

Students will gain a better appreciation for some of the fine aesthetic and artistic expressions in Japan.

↑Top

Senior Seminar

Capstone course for the Japanese major.

JAPAN 495

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Department approval.
Note	Required of all majors. To be taken the Fall or Winter semester prior to graduation.
Taught	Fall, Winter
Programs	Containing JAPAN 495

Course Outcomes

Analyze and discuss salient features of culture

Students will be able to analyze and discuss such features of the culture as language, literature, thought, religion, aesthetics, art, and music. The student portfolio will be reviewed at the conclusion of this course.

Analyze and discuss the structure of the Japanese language

Students will demonstrate an ability to analyze and discuss aspects of the language, such as phonology, morphology, syntax, semantics, and pragmatics. The student portfolio will be reviewed at the conclusion of this course.

↑Top

Academic Internship

On-the-job cultural and/or language experience.

JAPAN 599R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Japan 302 or equivalent.
Taught	Contact Department

Course Outcomes

Application

The students will utilize a significant range of skills and abilities in a professional setting.

Top

Language Study: Javanese

Survival-level conversation, reading, listening, and culture skills in the target language.

JAVNS 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Javanese

Beginning speaking, listening, reading, and writing skills.

JAVNS 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Javanese

Second-semester speaking, listening, reading, and writing skills.

JAVNS 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	JAVNS 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Javanese

Intermediate speaking, listening, reading, and writing skills.

JAVNS 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	JAVNS 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Javanese

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

JAVNS 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	JAVNS 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing JAVNS 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Javanese

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

JAVNS 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Javanese

Systematic review of grammar and syntax of target language.

JAVNS 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	JAVNS 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Javanese

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

JAVNS 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Javns 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing JAVNS 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Javanese

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

JAVNS 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	JAVNS 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Javanese

Concentration on target-language and target-culture issues for specific careers.

JAVNS 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	JAVNS 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Kazakh

Survival-level conversation, reading, listening, and culture skills in the target language.

KAZAK
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Kazakh

Beginning speaking, listening, reading, and writing skills.

KAZAK 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Kazakh

Second-semester speaking, listening, reading, and writing skills.

KAZAK 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	KAZAK 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Kazakh

Intermediate speaking, listening, reading, and writing skills.

KAZAK 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	KAZAK 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Kazakh

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

KAZAK 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	KAZAK 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing KAZAK 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Kazakh

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

KAZAK 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Kazakh

Systematic review of grammar and syntax of target language.

KAZAK
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KAZAK 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Kazakh

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

KAZAK 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Kazak 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing KAZAK 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Kazakh

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

KAZAK 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KAZAK 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Kazakh

Concentration on target-language and target-culture issues for specific careers.

KAZAK
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KAZAK 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: K'iche

Survival-level conversation, reading, listening, and culture skills in the target language.

KICHE
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: K'iche

Beginning speaking, listening, reading, and writing skills.

KICHE 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: K'iche

Second-semester speaking, listening, reading, and writing skills.

KICHE 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	KICHE 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: K'iche

Intermediate speaking, listening, reading, and writing skills.

KICHE 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	KICHE 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Second-Year Language Study: K'iche

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

KICHE
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	KICHE 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries
Taught	
Programs	Containing KICHE 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: K'iche

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

KICHE 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: K'iche

Systematic review of grammar and syntax of target language.

KICHE 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KICHE 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: K'iche

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

KICHE
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Kiche 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing KICHE 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: K'iche

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

KICHE 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KICHE 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: K'iche

Concentration on target-language and target-culture issues for specific careers.

KICHE 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KICHE 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

First-Year Korean 1

Han'gul, the phonetic system, basic grammar and vocabulary, discourse, reading, and culture.

KOREA
101

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing KOREA 101

Course Outcomes

Outcomes

Students will be able to;
1. Read (with limited comprehension) and write proficiently.
2. Discuss topics such as family, school, months of the year, hobbies, vacation plans.
3. Interact linguistically on a limited basis using middle and high language.

↑Top

First-Year Korean 2

Continuation of Korea 101. Phonetic system, basic grammar, vocabulary, discourse, reading, and culture.

KOREA 102

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Korea 101 or equivalent.
Taught	Winter
Programs	Containing KOREA 102

Course Outcomes

Outcomes

Students will be able to;
1. Comprehend basic reading material
2. Use low language in addition to middle and high language
3. Use expanded grammar and vocabulary in speech ACTFL 1

Top

Second-Year Korean 1

Further practice in discourse and basic reading and writing skills; culture.

KOREA 201

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Korea 102 or equivalent.
Taught	Fall
Programs	Containing KOREA 201

Course Outcomes

Outcomes

Students will be able to;
1. Speak somewhat comfortably in everyday situations with peers and acquaintances.
2. Read and write basic Korean (with grammatical and spelling mistakes).
3. Translate from basic Korean to English and English to Korean
4. Grasp Korean surface and deep culture

↑Top

Second-Year Korean 2

Continuation of Korea 201. Conversation, basic reading and writing skills, culture. Introduction to Chinese characters.

KOREA 202

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Korea 201 or equivalent.
Note	Not for returned missionaries.
Taught	Winter
Programs	Containing KOREA 202

Course Outcomes

Learning outcome 1

1. Speak and understand Korean at an ACTFL 2

Learning outcome 2

2. Read and understand modified or early intermediate level readings

Learning outcome 3

3. Recognize basic hanja

Learning outcome 4

4. Write in Korean without major spelling or grammatical mistakes

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

KOREA 211R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Korea 201 or foreign residence experience.
Taught	

Course Outcomes

Application of conversation

Students will deepen their understanding of Conversation.

Top

Third-Year Korean 1

Vocabulary, grammar, discourse, pronunciation, hanja, and culture.

KOREA 301

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Korea 202 or equivalent.
Note	First course for returned missionaries.
Taught	Fall, Winter, Summer
Programs	Containing KOREA 301

Course Outcomes

Outcome

Students will be able to;
1. Speak in most social and uncomplicated language situations. ACTFL 3-
2. Listen and understand most informal topics spoken by native speaker. ACTFL 3-
3. Read and understand leisure stories, essays and easy formal topics.
4. Compose one page Korean without major flaws in structure of Korean.

Top

Third-Year Korean 2

Continuation of Korea 301. Vocabulary, grammar, discourse, hanja, composition, pronunciation, and culture.

KOREA 302

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Korea 301 or equivalent.
Taught	Fall, Winter
Programs	Containing KOREA 302

Course Outcomes

Outcome 1

1. Speak in most social language situations and some complicated language situations with confidence. ACTFL 3

Outcome 2

2. Read and understand some intermediate level of formal topics.

Outcome 3

3. Compose one page Korean using some four-character proverbs and some high level vocabulary without major structural flaws.

Top

Third-Year Conversation

Advanced conversational skills.

KOREA 311R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Korea 301 or foreign residence experience.
Taught	Fall, Winter
Programs	Containing KOREA 311R

Course Outcomes

Conversation

A third-year level course, students should become coversant in a range of common and sophisticated subjects.

Conversational Korean

Students will begin to develop professional speaking abilities to include conversation at a well-educated natives speakers level, ability to make professional presenations, and respond to questions in a formal setting.

Top

Sino-Korean Character Workshop

Sino-Korean vocabulary and characters necessary for advanced and superior level Korean.

KOREA 315

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Korea 202 or higher, including current enrollment in Korea.
Taught	Fall, Winter
Programs	Containing KOREA 315

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Selected Readings of Modern Korean

Mixed script (with hanja) and other readings from modern documentary and literary texts, emphasizing comprehension, grammar, and vocabulary building.

KOREA 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Korea 301 or equivalent.
Taught	Winter
Programs	Containing KOREA 321

Course Outcomes

readings

students will develop skills in reading advanced level texts in literature and social sciences.

↑Top

Structure of Korean

Applying phonology, morphology, syntax, and semantics to the problems of learning Korean.

KOREA 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Korea 302.
Taught	Fall
Programs	Containing KOREA 325

Course Outcomes

Students will be able to

1. Analyze and discuss aspects of the structure of the Korean language, including phonology, morphology, semantics, and pragmatics. (Direct Measure 6)
2. Analyze and discuss aspects of the structure of the Korean language in relation to other languages.
3. Understand and be able to discuss major linguistic theories and theorists.
4. Understand and be able to discuss current issues and topics among linguists.

↑Top

Korean Literature to 1900

Korean literature from the earliest times to 1900. Emphasis on basic literary concepts.

KOREA 340

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	KOREA 302
Taught	Fall
Programs	Containing KOREA 340

Course Outcomes

Analysis of literature

Students in this course will gain proficiency in reading and analyzing traditional Korean literature.

pre-modern literature

Students will learn of the wide range of literary genre available in Korea prior to the 20th century.

Basic understanding of Chinese characters

Students will be able to use a Chinese character dictionary to identify the meanings of the characters in various literary contexts.

Basic understanding of premodern Korean script

Students will be able to understand texts written in premodern Korean script aided by glosses in modern Korean and English.

poetry

Students will learn at least five styles of poetry common in Korea from the Silla period to the late Joseon period, including hyangga, Chinese (Tang) poetry, sijo, gasa, and the poetry of the Yongbi-eo cheon'ga.

prose

Fiction, in the form of tales, legends, fables, and uniquely Korean "pansori" novels will become familiar to students in this course.

Romanization

Students will learn how to romanize Korean according to the McCune-Reischauer system and the Revised Romanization of Korean system.

Writing skills

Students will be able to write research papers of varying length on the literature of Korea before 1900. They will be able to locate library sources and use MLA format to compile a bibliography and properly cite sources used in their paper. They will write an organized paper with a well-developed topic.

Presentation skills

Students will be able to present their final paper in a thought-provoking and organized manner. They will learn to keep their presentation to a specified time limit.

↑Top

Korean Culture

Selected topics in traditional, modern, and contemporary Korean culture. All readings in English.

KOREA
345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing KOREA 345

Course Outcomes

In the Korean Culture class students will:

- become familiar with the historical framework of Korea, the major dynasties and historic events.
- become familiar with major religions including shamanism, Buddhism, Confucianism, and Christianity as well as some "new religions".
- learn basic concepts of lineage and family structure, organization and activities, including ancestor veneration ceremonies.
- learn the political structure of South Korea and North Korea

↑Top

North Korean Language and Culture

Linguistic, cultural, and social issues related to life in North Korea and the Korean diaspora.

KOREA 346

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	KOREA 202; or foreign residence experience.
Taught	Fall, Winter
Programs	Containing KOREA 346

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Korean Language Teaching Methods

Understanding diverse language teaching methods, strategies, theories, and issues. Teaching other Korea 377 students. Teaching in a real Korean language classroom. Evaluating teaching. Preparing interactive lesson plans and measures of assessment.

KOREA
377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Korea 201.
Taught	Winter
Programs	Containing KOREA 377

Course Outcomes

Application

Students will demonstrate their understanding of teaching methods for the Korean Language.

↑Top

Academic Internship

On-the-job cultural and language experience.

KOREA 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Korea 301; instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing KOREA 399R

Course Outcomes

In a variety of settings (business, government or education)

Students will have hands-on, practical experience in which they will use the language daily and learn and respect the culture of Korea.

Top

Fourth-Year Korean 1

Advanced language preparation in reading, discourse, writing, and hanja.

KOREA
401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KOREA 302
Taught	Fall
Programs	Containing KOREA 401

Course Outcomes

Fourth-year Korean

Students will expand their vocabularies as the work on reading and writing skills primarily. Speaking and listening skills, while assumed to be strong at this level, will also be improved by listening to authentic language production from news media and dramatic presentations.

Top

Fourth-Year Korean 2

Continuation of Korea 401. Advanced reading, discourse, writing, and hanja.

KOREA 402

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	KOREA 401
Taught	Winter
Programs	Containing KOREA 402

Course Outcomes

Fourth-year Korean

Students will expand their vocabularies as the work on reading and writing skills primarily. Speaking and listening skills, while assumed to be strong at this level, will also be improved by listening to authentic language production from news media and dramatic presentations.

Top

Classical Korean (Hanmun)

Reading of premodern, documentary Sino-Korean texts, including genealogy records and the Chosŏn Dynasty Annals.

KOREA 441

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	KOREA 321; or CHIN 441
Taught	Fall
Programs	Containing KOREA 441

Course Outcomes

Advanced reading in Korean (with hanmun)

Students will learn to read academic journals articles, reference works, genealogies, and other primary source documents, all of which contain Sino-Korean vocabulary.
This course will assist students who work for the government or need to take advanced proficiency test to do well and excel on such tests in their future professions.

Top

Korean Literature after 1900

Literary texts from major post-1900 authors, in Korean, emphasizing reading, translating, and criticism.

KOREA 443

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	KOREA 302
Taught	Winter
Programs	Containing KOREA 443

Course Outcomes

Modern Korean Literature

Students will learn of the poetry, short stories and novels of the 20th and 21st centuries. Major literature from Korea before the division in 1945, and post-division in South Korea (with a little readings of North Korean literature) will be covered.

Top

Individual Study in Korean

Individual assignments appropriate to needs of advanced students.

KOREA 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing KOREA 490R

Course Outcomes

Please contact the individual department for outcome information.

Top

Senior Seminar

Individual research, with seminar paper the primary objective.

KOREA 495

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required for Korean majors.
Taught	Winter
Programs	Containing KOREA 495

Course Outcomes

Senior seminar

Students will present their finest research and writing. In some cases they will develop a paper written earlier in their career; in other cases, they will start afresh - but the outcome will be a publishable (or near-publishable) piece of excellence in writing and research.

↑Top

Language Study: Laotian

Survival-level conversation, reading, listening, and culture skills in the target language.

LAO
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Laotian

Beginning speaking, listening, reading, and writing skills.

LAO 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Laotian

Second-semester speaking, listening, reading, and writing skills.

LAO 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LAO 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Laotian

Intermediate speaking, listening, reading, and writing skills.

LAO 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LAO 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Laotian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

LAO 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LAO 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing LAO 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Laotian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

LAO
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Laotian

Systematic review of grammar and syntax of target language.

LAO 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LAO 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Laotian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

LAO
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Lao 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing LAO 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Laotian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

LAO 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LAO 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Laotian

Concentration on target-language and target-culture issues for specific careers.

LAO
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LAO 330
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

First-Year Latin (First Semester)

Fundamentals of Classical Latin grammar, syntax, and vocabulary.

LATIN
101

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing LATIN 101

Course Outcomes

Reading Latin

Successful students will be able to read Latin at an elementary level with a high degree of understanding.

Basic Forms, Grammar, and Vocabulary

Successful students will have command of basic forms, grammatical structures, and vocabulary of Classical Latin.

↑Top

First-Year Latin (Second Semester)

Fundamentals of Classical Latin grammar, syntax, and vocabulary.

LATIN
102

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	LATIN 101; or departmental approval.
Taught	Winter
Programs	Containing LATIN 102

Course Outcomes

Basic Forms, Grammar, and Vocabulary

Successful students will have command of all basic forms, grammatical structures, and vocabulary of Classical Latin.

Reading

Successful students will be able to read Classical Latin at an elementary level with a high degree of understanding.

↑Top

Beginning Latin Accelerated

Equivalent of combined Latin 101, 102.

LATIN
111

Hours	5.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Prepares students for Latin 201.
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing LATIN 111

Course Outcomes

Basic Forms, Grammatical Structures, and Vocabulary

Successful students will have command of all basic forms, grammatical structures, and basic vocabulary of Classical Latin.

Reading

Successful students will be able to read Classical Latin at an elementary level with a high degree of understanding.

Top

Honors Beginning Latin Accelerated

Equivalent of combined Latin 101, 102.

LATIN 111

Hours	5.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Prepares students for Latin 201.
Taught	

Course Outcomes

Basic Forms, Grammatical Structures, and Vocabulary

Successful students will have command of all basic forms, grammatical structures, and basic vocabulary of Classical Latin.

Reading

Successful students will be able to read Classical Latin at an elementary level with a high degree of understanding.

Top

Latin for Genealogists

Fundamentals of Latin emphasizing its use in documentary records.

LATIN 121

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing LATIN 121

Course Outcomes

Reading Latin

Successful students will develop a reading knowledge of simple Latin prose found in parish, notarial, and other records of interest to genealogists, family historians, and archivists.

Basic Understanding of Records

Successful students will develop a basic understanding of the organization, structure, and content of parish, notarial, and other records of interest to genealogists, family historians, and archivists.

Top

Premedical Latin and Greek

Introduction to the Latin and Greek roots of modern medical terminology.

LATIN
123

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For premedical and predental students and students in the physical and natural sciences (usually taught in the evening).
Taught	Fall, Winter

Course Outcomes

Basic Texts

Successful students will demonstrate a familiarity with the basic texts of ancient medical writings. Latin 123 is a service course, provided for pre-med students and not a course that contributes to the program-level outcomes of the Classical Studiens majors. No link to program outcomes is provided.

Basic Vocabulary

Successful students will understand the Latin and Greek roots of modern medical terminology and demostrate that undestanding in examinations.
Latin 123 is a service course, provided for pre-med students and not a course that contributes to program-level outcomes of the Classical Studies major. No link to program outcomes is provided.

Top

Intermediate Latin

Readings from Caesar, with a review and continuation of grammar.

LATIN 201

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	LATIN 102; or LATIN 111; or departmental approval.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing LATIN 201

Course Outcomes

Latin Morphology

Successful students will master Latin morphology. All of the forms introduced in Latin 101/102 or Latin 111 should be mastered in Latin 201. Students should be able to identify fully the forms of nouns, adjectives, verbs (finite and infinitive forms), adverbs, gerunds, gerundives, etc.

Locating Literary Accomplishments

Successful students should be able to locate the literary accomplishments of the chosen author (such as Julius Caesar) in the context of Roman literature generally and of his own literary context specifically.

Grammar and Syntax

Successful students should master Latin grammar and syntax. They should be able to recognize and identify grammatical and syntactical constructions. In other words, students should be able not only to identify the form of a Latin word, but also the function of that word. For example, a student should be able to indentify a verb form as "third person singular present active subjunctive," and then explain why the subjunctive mood is being used.

Translating Classical Latin into English

Successful students should be able to translate a representative Classical Latin text into good English.

Top

Classical Latin Poetry

Selections from Vergil's Aeneid and Ovid's Metamorphoses.

LATIN 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 201
Taught	Winter
Programs	Containing LATIN 301

Course Outcomes

Grammar, Syntax, and Meter of Classical Latin Poetry

Successful students will acquire a foundation in the grammar and syntax of Classical Latin poetry. They will also acquire a basic knowledge of the principles of scanning Latin verse. Vergil's *Aeneid* and Ovid's *Metamorphoses* are regularly chosen as examples.

Morphology of Classical Latin Poetry

Successful students will master the morphology of Classical Latin poetry. Students should be able to identify fully the forms of nouns, adjectives, verbs (finite and infinitive forms), adverbs, participles, etc.

Translation of Latin Poetic Text

Successful students should be able to translate a Latin poetic text into good English.

Locating Literary Accomplishments

Successful students should be able to locate the literary accomplishments of the chosen author (such as Vergil or Ovid) in the context of Latin literature generally and of his own literary context specifically.

↑Top

Classical Latin Prose

Readings in Cicero's Catilinarian orations and Sallust's Catiline.

LATIN 302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 201
Taught	Fall
Programs	Containing LATIN 302

Course Outcomes

Latin Morphology

Successful students will refine their mastery of Classical Latin morphology. Students will be able to identify fully the forms of nouns, adjectives, verbs (finite and infinitive forms), adverbs, participles, etc.

Grammar, Syntax, and Rhetoric

Successful students should master Latin grammar and syntax and begin to master Latin rhetoric. While they should be able to recognize and identify grammatical and syntactical constructions--a practice already refined in Latin 201, they should also be able to recognize and identify rhetorical devices employed by the author(s) being read and begin to understand the effect of those devices as employed.

Translation of Complex Latin Prose

Successful students should be able to translate a complex Latin prose text into good English.

Place in Literary History

Successful students should be able to locate the literary accomplishments of the chosen author(s) (such as Cicero and Sallust) in the context of Latin literature generally and of their own literary context specifically.

↑Top

Secondary Teaching Procedures

Skills mastery, hearing, speaking, reading, writing, and identification of teacher-pupil activities required for conceptual learning. Lectures, demonstrations, and application of linguistic techniques to practical classroom requirements.

LATIN 377

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	SC ED 276R & LATIN 301; or SC ED 276R & LATIN 302
Taught	Contact Department
Programs	Containing LATIN 377

Course Outcomes

Bibliography

Students in 377 will assemble an annotated bibliography of Latin teaching practises.

Evaluation of Textbooks

Students in 377 will learn how to evaluate different elementary Latin textbooks.

Using Assessment Tools

Students in 377 will learn how to put into practice various types of assessment tools (quizzes, exams, spot-checks, feedback, etc.) to evaluate student learning.

Analyzing Pedagogical Methods

Students in 377 will visit a variety of foreign language classrooms and learn to analyze pedagogical method.

Latin Reading and Composition

Students in 377 will demonstrate at the end of the semester that they can write and read Latin at the level of an advanced undergraduate.

↑Top

Practicum in Teaching Latin

Applying methods learned in Latin 377 in the classroom.

LATIN 378

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Latin 377 or concurrent enrollment.
Taught	Contact Department
Programs	Containing LATIN 378

Course Outcomes

Latin Teaching

By attending, observing, and actively assisting in another teachers' Latin classes, students in 378 will sharpen skills in Latin pedagogy.

Top

Latin Prose Composition

Advanced review of Classical Latin Grammar, Syntax, and Rhetoric through Latin prose composition.

LATIN 401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 302; or concurrent enrollment.
Taught	Winter odd years
Programs	Containing LATIN 401

Course Outcomes

Reading Comprehension and Stylistic Awareness

Successful students will be able to read Latin prose literature with a high degree of understanding and with stylistic awareness.

Critical Theory

Successful students will understand and apply principles and practice of critical theory, with specific reference to Latin texts.

Classical and Late Latin Literary History

Successful students will understand the literary history of Classical and later Latin prose literature.

Text Evaluation

Successful students will be able to evaluate texts through a close reading in the original language.

Latin Composition, Grammar, and Style

Successful students will be able to compose grammatically correct and stylistically appropriate Latin prose with proficiency.

↑Top

Latin Vulgate and Early Christian Latin Texts

Topics include Latin Vulgate and selections from other early Christian Latin texts.

LATIN 411R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 302
Taught	
Programs	Containing LATIN 411R

Course Outcomes

Grammar, Syntax, and Vocabulary

Successful students will master the forms, syntax, and substantial vocabulary of the Latin of the Vulgate and/or other contemporary Christian texts.

Reading the Latin Vulgate and other Christian Texts

Successful students will learn techniques for reading the Latin vulgate and other Latin Christian texts with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method, with specific reference to the Latin Vulgate and related texts.

Literary History and Context

Successful students will understand the literary history of Biblical and Classical literature in the larger context of political and cultural history.

Evaluation of Texts

Successful students will evaluate texts through close reading in the original language and express this in examinations and essays.

Top

Livy

Selections from Livy's Ab Urbe Condita.

LATIN 430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 302
Taught	Contact Department
Programs	Containing LATIN 430

Course Outcomes

Reading Latin

By approaching the text of Livy successful students will learn techniques of reading Latin prose literature with subtlety, precision, and a high degree of understanding.

Critical Method

Successful students will understand and apply principles and practice of critical theory, with specific reference to the texts of Livy.

Literary History

Successful students will understand the place of Livy in the literary history of Classical antiquity, locating him and his work in the larger context of politcal and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate the text of Livy through close reading in the original langauge and express this in examinations and essays.

↑Top

Vergil

In-depth study of Vergil's poetry.

LATIN 431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301
Taught	Contact Department
Programs	Containing LATIN 431

Course Outcomes

Reading Latin

By approaching the texts of Vergil, successful students will learn techniques of reading Latin poetic literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of Vergil.

Literary History

Successful students will understand the place of Vergil in the literary history of Classical Literature, locating him in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate texts of Vergil through close reading in the original language and express this in examinations and essays.

Top

Ovid

In-depth study of Ovid's poetry.

LATIN 432

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301
Taught	Contact Department
Programs	Containing LATIN 432

Course Outcomes

Reading Latin with Understanding

By approaching the texts of Ovid, successful students will learn techniques of reading Latin poetic literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of Ovid.

Literary History

Successful students will understand the place of Ovid in the history of Classical Literature, locating him in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will evaluate texts of Ovid through close reading in the original language and express their understanding in examinations and essays.

Top

Cicero

Selections from the works of Cicero.

LATIN 433

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 302
Taught	Contact Department
Programs	Containing LATIN 433

Course Outcomes

Close Reading in Original Language

Successful students will evaluate texts of Cicero through close reading in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching the texts of Cicero, successful students will learn techniques of reading Latin prose literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of Cicero.

Literary History

Students will understand the place of Cicero in the literary history of Classical antiquity, locating him in the larger context of political and cultural history.

↑Top

Plautus and Terence

In-depth study of the comedies of Plautus and/or Terence.

LATIN 434

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301
Taught	Contact Department
Programs	Containing LATIN 434

Course Outcomes

Close Reading in Original Language

Successful students will evaluate texts of Plautus and Terence through close reading in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching the texts of Plautus and Terence successful students will learn techniques of reading Latin verse literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of Plautus and Terence.

Literary History

Successful students will understand the place of Plautus and Terence in the literary history of Classical antiquity, locating them in the larger context of political and cultural history.

↑Top

Catullus

In-depth study of the poetry of Catullus.

LATIN
435

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301
Taught	
Programs	Containing LATIN 435

Course Outcomes

Reading Latin

By approaching the texts of Catullus, successful students will learn techniques of reading Latin poetic literature with subtlety and precision

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of Catullus.

Literary History

Successful students will understand the place of Catullus in the literary history of Classical Literature, locating him in the larger context of political and cultural history.

Close Reading in the Original Language

Successful students will intelligently evaluate texts of Catullus through close reading in the original language and express this in examinations and essays.

Top

Tragedy and Epic of the Early Empire

Selections from Seneca, Lucan, and the Flavian epic poets.

LATIN 436

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301
Taught	
Programs	Containing LATIN 436

Course Outcomes

Close Reading in Original Language

Successful students will evaluate tragedy and epic of the Early Roman Empire through close reading in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching tragedy and epic of the Early Roman Empire, successful students will learn techniques of reading Latin verse literature with subtlety and precision.

Critical Method

Students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the tragedies and epics of the Early Roman Empire.

Literary History

Students will understand the place of tragedy and epic of the Early Roman Empire in the literary history of Classical literature, locating them in the larger context of political and cultural history.

Top

The Latin Epistle

Letters of Cicero, Seneca, Pliny, and the later tradition.

LATIN 437

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 302
Taught	Contact Department
Programs	Containing LATIN 437

Course Outcomes

Close Reading in Original Language

Successful students will evaluate letters of Cicero, Seneca, Pliny, and later authors in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching a variety of Latin epistles successful students will learn techniques of reading Latin prose literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the Latin epistolary tradition.

Literary History

Successful students will understand the place of the Latin epistle in the literary history of Classical antiquity, locating it in the larger context of political and cultural history.

Top

Horace

In-depth study of the poetry of Horace.

LATIN 438

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301
Taught	
Programs	Containing LATIN 438

Course Outcomes

Close Reading in Original Language

Successful students will evaluate texts of Horace in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching texts of Horace successful students will learn techniques of reading Latin verse literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of Horace.

Literary History

Successful students will understand the place of Horace in the literary history of Classical antiquity, locating him in the larger context of political and cultural history.

Top

Tacitus

In-depth study of the prose of Tacitus.

LATIN 439

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 302
Taught	Contact Department
Programs	Containing LATIN 439

Course Outcomes

Close Reading in Original Language

Successful students will intelligently evaluate texts of Tacitus in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching texts of Tacitus successful students will learn techniques of reading Latin prose literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to texts of Tacitus.

Literary History

Successful students will understand the place of Tacitus in the literary history of Classical antiquity, locating him in the larger context of political and cultural history.

Top

Roman Satire

Selections from Horace, Petronius, and Juvenal.

LATIN
440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301
Taught	
Programs	Containing LATIN 440

Course Outcomes

Close Reading in Original Language

Successful students will intelligently evaluate selected texts of Horace, Petronius, and Juvenal in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching texts of Horace, Petronius, and Juvenal successful students will learn techniques of reading Latin prose and verse literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to Roman satire.

Literary History

Successful students will understand the place of Roman satire in the literary history of Classical antiquity, locating it in the larger context of political and cultural history.

↑Top

Medieval Latin

Study of particular periods (e.g., Carolingian renaissance, twelfth-century renaissance) or genres (e.g., historiography, epic, autobiography), or survey of medieval Latin.

LATIN 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATIN 301 & LATIN 302
Taught	Contact Department
Programs	Containing LATIN 441

Course Outcomes

Close Reading in Original Language

Successful students will intelligently evaluate a variety of Medieval Latin texts in the original language and express their understanding in examinations and essays.

Reading Latin with Understanding

By approaching a variety of Medieval Latin texts successful students will learn techniques of reading Latin prose and verse literature with subtlety and precision.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to Medieval Latin texts.

Literary History

Successful students will understand the place of a variety of Medieval Latin authors and texts in the literary history of Classical antiquity and the Middle Ages, locating them in the larger context of political and cultural history.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

LATIN 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing LATIN 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Topics in Latin Literature

Topics vary.

LATIN 490R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing LATIN 490R

Course Outcomes

Reading Latin

By approaching the texts of selected Latin authors successful students will learn techniques for reading Latin with subtlety and precision. The author(s) chosen for study will vary according to the preference of the faculty member teaching the course.

Critical Method

Successful students will understand and apply principles and practice of critical method in all its complexity, with specific reference to the texts of selected Latin authors.

Literary History

Successful students will understand the place of selected Latin authors in the literary history of Classical antiquity and locate them in the larger context of political and cultural history.

Close Reading in Original Language

Successful students will intelligently evaluate texts of selected Latin authors through close reading in the original language and express this is examinations and essays.

Top

Language Study: Latvian

Survival-level conversation, reading, listening, and culture skills in the target language.

LATVI
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Latvian

Begin development of the four language skills: understanding, speaking, reading, and writing.

LATVI 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Foreign residence experience.
Note	Credit by examination only.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Latvian

Continue development of the four language skills: understanding, speaking, reading, and writing.

LATVI 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LATVI 101
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Latvian

Intermediate speaking, listening, reading, and writing skills.

LATVI
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LATVI 102
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Latvian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

LATVI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LATVI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing LATVI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Second-Year Conversation

Discussing autobiographical and concrete topics.

LATVI 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	LATVI 201
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversation

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

Top

Language Skills Development: Latvian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

LATVI
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Latvian

Systematic review of grammar and syntax of target language.

LATVI 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATVI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Cultural History of Latvia

Study of language and culture using interpersonal, presentational, and interpretive language skills.

LATVI
330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Latvi 201 or foreign residence experience.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing LATVI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education

Complete language and cultural aspects of General Education "Languages of Learning" and "Global & Cultural Awareness" requirements.

Top

Introduction to Literature: Latvian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

LATVI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATVI 330
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Latvian

Concentration on target-language and target-culture issues for specific careers.

LATVI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LATVI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Torts

Study of the judicial process in civil actions for damages or equitable relief for physical, appropriational, and defamatory harms to personality, property, and relational interests, with some consideration of alternative reparation systems such as workers' compensation.

LAW
505

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Reading Judicial Opinions

Learn how to read judicial opinions with an eye on the relationship between a case’s procedural posture and its substantive outcome.

Rules and Standards

Understand the distinction between bright line “rules” and more general “standards” like reasonableness.

Roles

Have a greater understanding of the relative roles of jury, trial court and appellate court, particularly including the distinction between questions of law and fact and the concept of a standard of review.

Common Legal Arguments

Recognize common legal arguments such as efficiency, fairness, distributional, precedent, slippery slope, problematic incentives, etc.

Differences

Understand the difference between the common law, statutes, and constitutional law.

Counter-arguments

Develop greater ability to offer counter-arguments and dissect claims and assertions regarding a particular law or policy.

Basic Understanding

Gain a basic understanding of the law of torts (personal injury), including the basic elements of, and defenses to, intentional torts, negligence, and strict liability.

Critical Thinking

Be able to think critically about competing approaches to compensating persons who suffer injuries in our society.

Top

Contracts

Examination of the promises enforced by law, and the nature of the protection given. Inquiry made into the formation, performance, and discharge of contracts; their assignment, termination, and modification; and the variety, scope, and limitations on remedies. Attention will be given to Article 2 of the Uniform Commercial Code.

LAW
510

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Enforceable Promise

Students will be able to apply the legal requirements to create an enforceable promise based on:
a. offer, acceptance, consideration, and satisfaction of the statute of frauds,
b. promissory estoppel, or
c. quasi-contract and moral obligation theories.

Contract interpretation

Students will be able to interpret a contract.

Contract Enforcement

Students will be able to determine the steps necessary to enforce a contract.

Breach of Contract

Students will be able to recognize an anticipatory repudiation and a breach of contract.

Equitable Remedy

Students will understand how to obtain an equitable remedy or calculate damages.

Defenses

Students will understand basic defenses to contract formation and enforcement and identify facts that support such defenses.

↑Top

Civil Procedure

A basic study of the operation of courts, including an introduction to the organization of state and federal courts and relationships between them. Topics studied will include jurisdiction over persons, things, and subject matter; venue; the scope of litigation as to claims, defenses, and parties; pleading, pretrial motions, discovery, and pretrial conferences; trials and the functions of judges, juries, and lawyers; appeals and the role of appellate courts; and the enforcement and finality of judgments and decrees.

LAW
515

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Fundamental Principles

Students will understand the fundamental principles of American Civil Procedure including the rules, principles, and statutes governing the assertion of jurisdiction (subject matter jurisdiction and jurisdiction over the person or thing), the basic elements, principles and requirements of the Federal Rules of Civil Procedure (including pleadings, parties, motions, discovery, etc.), a few variations on or from those rules in state procedural practices, basic American principles of judgment recognition and judgment (primarily claim and issue preclusion rules), and the basic principles of the *Erie* doctrine regarding application of state laws and rules in federal court.

Legal Analysis and Reasoning

Students will develop and in class will practice by class Socratic discussion and case briefing skills of good legal analysis, reasoning, problem solving, and advocacy.

Basic Research

Students will know how to perform basic research regarding issues concerning the Federal Rules of Civil Procedure.

Effective Communication

Students will be able to communicate effectively regarding civil procedure issues orally (in class) and in writing (on the final exam and any possible short-report assignment).

Civil Procedure Issues

Students will be able to recognize and address issues that arise in Civil Procedure that implicate relevant ethical, moral, and religious principles.

Dispute Resolution

Students will understand the value and use of non-adversary alternative dispute resolution procedures and their integration with and use in resolving disputes concerning procedural rules, discovery, etc.

Lifelong Learning

Students will increase their ability and desire to engage in lifelong learning and service in their application, practice and use of the rules of civil procedure.

Top

Property

Inquiry into the nature of "property" and "ownership" of land and structures on land and the ways in which ownership may be established, restricted, transferred, and divided among various persons.

LAW
520

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Foundational Concepts

Students will receive an introduction to the most foundational concepts in property law.

Analytical Skills

Students will develop analytical skills required of law students and lawyers.

Self-directed Learner

Students will become self-directed learners of the law.

Case Interpretation

Learn to interpret cases in a common law system.

Legal Rules

Learn to understand, formulate and question legal rules using public policy analysis.

Prediction

Develop ability to predict arguments and outcomes in scenarios where legal rules are not fully resolved.

Perspectives

Appreciate the significance of property law from various perspectives, including economic efficiency, underprivileged, and feminist perspectives.

Technical Rules

Develop skills for applying technical rules of property transfer.

Top

Criminal Law

Problems in defining what conduct should be subjected to criminal penalties; the limitations of criminal law as a means for prevention and control of undesirable conduct.

LAW
525

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Punishment

Students will be able to understand and apply the various theories of punishment.

Elements of a Crime

Students will understand the elements that make up a crime, including mens rea and actus rea.

Statutory Application

Students will have an ability to read statutory language from the model penal code and apply it to the facts of a given case.

Penal Code & Common Law

Students will be versed in the differences between the model penal code and the common law as they apply to various crimes.

Top

Structures of the Constitution

The Constitution`s distribution of sovereign power between the federal government and the states; its allocation of federal sovereign power among Congress, the president, and the judiciary.

LAW
530

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Allocation of Governmental Authority

Students will have a thorough understanding of the Constitution’s allocation of governmental authority and of the powers and limitations of each of the three branches of government.

Theories of Constitutional Interpretation

Students will appreciate the competing theories of constitutional interpretation.

Principles of Federalism

Students will be able to demonstrate knowledge of the principles of federalism and an understanding of the role of the States in our constitutional scheme.

Top

Legislation and Regulation

Introduction to lawmaking in the modern statutory and administrative state. Examining the way Congress and administrative agencies adopt binding rules of law (statues and regulations, respectively) and the way the implementing institutions - courts and administrative agencies - interpret and apply these laws. Considering the theories and justifications behind modern legislative and regulatory behavior, the incentives that influence the behavior of various actors, and the legal rules that help structure the relationships among Congress, the agencies, and the courts.

LAW
535

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	Winter

Course Outcomes

Lawmaking

Students will gain an understanding of lawmaking in the modern statutory and administrative state.

Statutory Interpretation

Students will be able to confidently identify the strongest arguments for a given interpretation of statutory language and describe the ways in which Congress and administrative agencies adopt binding rules of law and the ways in which implementing instituations interpret and apply these laws.

Critique and Application

Students will be able to critique and apply in practice all of the following: textualist and dynamic methods of interpretation; the major canons of construction; the practice of consulting legislative history; and the rules of judicial deference to agency interpretations.

Top

Introduction to Legal Research and Writing

Introduction to tools and techniques essential to law practice and legal scholarship: legal analysis, research using print sources, and objective writing. Student will write three predictive office memoranda based on library research and complete a series of legal research quizzes and a legal research final exam.

LAW 545

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Research Skills

Identify legal sources in various formats and understand how each contributes to legal research, devise a research strategy, and conduct effective, efficient, and thorough research

Legal Rules

Identify legal rules and principles from a series of cases, synthesize the individual rules or principles into a complete rule, break the synthesized rule down into its component parts, and explain the relationship between them.

Reasoning

Identify and articulate the reasoning behind a rule and its application as explained within a court opinion.

Fact Pattern

Identify legal issues and relevant facts from a fact pattern.

Write a Proof

Write a complete and coherent proof of a conclusion of law that gives the reader the conclusion, states the rules that govern that conclusion, explains and analyzes those rules and shows how they operate, and applies them to the facts of your case.

Communication

Communicate in “plain English” to avoid legalese, unnecessary jargon, and other styles that call attention to the writing itself or in other ways obscure or detract attention from your meaning.

Citations

Properly cite to a legal authority.

Top

Introduction to Advocacy

Focuses on appellate legal writing and oral advocacy. Student will prepare an appellate brief and orally argue the case. Also includes training for online legal databases and introduction to administrative law and legislative history research.

LAW 546

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	LAW 545; Admission to law school.
Taught	

Course Outcomes

Fundamentals

Students will learn the fundamentals of legal research, writing, and analysis, and will produce high quality legal documents, including an appellate brief, and revise your own and critique classmates' work.

Legal rules

Identify legal rules and principles from a series of cases, synthesize the individual rules or principles into a complete rule, break the synthesized rule down into its component parts, and explain the relationship between them.

Legal Research

Complete effective, efficient, and thorough legal research.

Reasoning

Identify and articulate the reasoning behind a rule and its application as explained within a court opinion.

Conclusion of Law

Write a complete and coherent proof of a conclusion of law that shows your reader the conclusion you predict, states the rules that govern that conclusion, explains and analyzes those rules and shows how they operate, and applies them to the facts of your case.

Analogies & Distinctions

Draw meaningful analogies or make relevant distinctions between the facts of precedent cases and the facts of your client's case.

Results

Apply the reasoning drawn from precedent cases to the facts of your case to show your reader why and how that reasoning should lead to the same or a different result.

Legal Issues

Identify legal issues from a fact pattern, and devise and implement a research strategy to locate authority you need to solve the problem.

Communication

Communicate in “plain English” to avoid legalese, unnecessary jargon, and other styles that call attention to the writing itself or in other ways obscure or detract attention from your meaning.

Citations

Properly cite to a legal authority.

Strengths & Weaknesses

Identify organizational, analytical, and communication strengths and weaknesses within another author’s work.

Fact Statement

Identify determinative, contextual, and coincidental facts from a fact pattern, and arrange the necessary facts into a logical and objective fact statement.

Appellate Brief

For the Appellate Brief thespecific learning outcomes are:

- to formulate a persuasive, critical legal theory limited to the legal and factual issues identified by the Court in its Order
- to identify, understand, and apply the correct standard of appellate review in this case
- to analyze and synthesize the relevant authority in light of the facts of the case
- to criticize and synthesize the legal argument of the opposing side and to develop your argument in response to the opposing side
- to devise and implement a coherent and effective research strategy
- to correctly attribute and cite legal authority
- to demonstrate professional style, grammar, and organization
- to edit another associate's work and receive critique of your own work

Oral Argument

For the Oral Argument the specific learning outcomes are:

- to understand the process and procedure for an appellate oral argument
- to know how to speak publicly so your judicial audience will understand.
- to develop analytical listening and observation skills.
- to be able to construct, organize, and deliver an effective appellate oral argument
- to be able to answer questions from judges about the substance of the argument, underlying legal principles, and application to hypothetical fact scenarios

↑Top

Professional Seminar

Integrating religious and moral values into a model of legal professionalism; issues regarding legal education, the legal system, the practice of law, and the roles of lawyers.

LAW
549

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	

Course Outcomes

Process

Students will be able to understand and explain the process of legal education

Professionalism

Students will understand the concept of professionalism.

Roles of Lawyers

Students will understand the roles of lawyers in society.

Religious and Moral Values

Students will be able to integrate religious and moral values into legal work.

↑Top

Professional Development Lecture Series 1

This course is specifically designed to assist law students in determining which career path they want to pursue. Each session features a different practicing attorney who will discuss the nuts and bolts of practicing law in areas such as real estate, law office management, part-time employment options, tax, bankruptcy, international corporate law, alternative dispute resolution, family law,

LAW
550

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	Fall

Course Outcomes

Career Options

Students will be able to understand and explain the different career options available for JD graduates.

Requirements

Students will be able to understand and explain the requirements and recommended background needed for a specific career choice.

Skills Matching

Students will be able to understand and explain whether their particular skills, talents, or personality traits would match with a particular career.

Career Understanding

Students will be able to understand and explain what a particular career involves in terms of day to day duties, and advantages or disadvantages.

Introduction to Experts

Students will be introduced to experts in their field and provided with the opportunity to interact with them.

↑Top

Professional Development Lecture Series 2

This course is specifically designed to assist law students in determining which career path they want to pursue. Each session features a different practicing attorney who will discuss the nuts and bolts of practicing law in areas such as real estate, law office management, part-time employment options, tax, bankruptcy, international corporate law, alternative dispute resolution, family law,

LAW
551

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	Winter

Course Outcomes

Career Options

Students will be able to understand and explain the different career options available for JD graduates.

Career Requirements

Students will be able to understand and explain the requirements and recommended background needed for a specific career choice.

Skills Matching

Students will be able to understand and explain whether their particular skills, talents, or personality traits would match with a particular career.

Career Understanding

Students will be able to understand and explain what a particular career involves in terms of day to day duties, and advantages or disadvantages.

Introduction to Experts

Students will be introduced to experts in their field and provided with the opportunity to interact with them.

↑Top

Professional Development Skills Training

Looking for legal employment can be frustrating if you lack the tools for a successful job search. This course will help students to create resumés, business correspondence, and marketing plans; to understand ways to effectively interview and build a professional network; and to strategically incorporate technology and published resources in the job search.

LAW
552

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Admission to law school.
Taught	Fall

Course Outcomes

Successful Job Search

Students will be able to understand, explain and utilize the tools to implement a successful job search.

Career Path

Students will be able to determine their career path, including self evaluation and career identification.

Job Search Strategy

Students will develop the skills to create and implement a job search strategy, including enhancing interviewing skills and creating professional marketing materials.

Networking

Students will develop networking skills through class instruction and by providing networking opportunities.

Professionalism

Students will be able to understand, explain and utilize the tools that enhance professionalism and develop professional etiquette skills.

Top

Externship

Students are able to earn one credit for each 50 hours of work performed in an approved externship.

LAW
599R

Hours	1.0 - 4.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	First-year law courses.
Taught	

Course Outcomes

Externships

Upon completing a term of uncompensated work in a public agency, court, or other law office, students will have improved their knowledge of law practice and will have enhanced their lawyering skills.

↑Top

Life Sciences Seminar

Services offered by the Life Sciences Student Services Center; choosing an appropriate major in the college.

LFSCI 101

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Life Sciences Seminar

1. Describe the services offered by the Life Sciences Student Services and when those services might be applied to your circumstances.
2. Describe your understanding of what advising is and how you might benefit from the regular use of it.
3. Design a curriculum plan to meet your career goals in the eight or nine semesters you have to graduate from BYU. Be able to articulate why this is important to you, the university, and other students.
4. Demonstrate the ability to utilize MYMAP by organizing your major and general education courses for next semester.
5. Articulate your personal and educational goals as you understand them this semester.
6. Define proper classroom etiquette, and identify behaviors in your paragraph that show respect for faculty and presenters.
7. Become acquainted with either an academic advisor or a faculty member this semester by visiting them at least three times.
8. Deconstruct or evaluate high school learning strategies.
9. Evaluate at least two majors in the College of Life Sciences that interest you by describing the discipline, the learning outcomes, courses required, and possible careers or post-graduate opportunities. If you have learned that none of our majors fit you, explain why.
10. Describe the various university resources and what services they have for students.
11. Describe BYU's unique campus culture.

↑Top

College of Life Sciences Student Council

Active involvement on the student council for the College of Life Sciences. Issues facing students in the college explored and solutions suggested.

LFSCI 190R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Application for student council position.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Life Sciences Student Council

1. Actively develop new leadership skills
2. Represent the students of the College of life Sciences
3. Set a personal goal in the area of leadership development

Top

Nonresearch Academic Internship

Academic internship for work experience or job shadowing. Does NOT involve mentored research.

LFSCI 199R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Approval by Life Sciences Student Services.
Taught	Fall, Winter, Spring, Summer
Programs	Containing LFSCI 199R

Course Outcomes

Nonresearch Academic Internship

1. Gain work experience and/or insight to possible careers by observing qualified providers.
2. Exhibit proficient writing skills by producing a summary paper at the conclusion of the internship.
3. Function as a collaborative team member while participating in the internship experience.

🡑Top

Academic Internship

Approved experiential learning.

LFSCI 399R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Mentor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Academic Internship

1. Demonstrate critical or analytical thinking skills by analyzing and interpreting experimental data.
2. Exhibit proficient writing skills by producing a portfolio, research paper, scientific journal article, and/or a scientific poster.
3. Critically read scientific literature and evaluate the ability of an argument or evidence to support a conclusion.
4. Function as a collaborative team member by participating in student mentored learning groups or research groups.

↑Top

Mentored Internship

Approved experiential learning.

LFSCI
399R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Mentor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentored Internship

1. Demonstrate critical or analytical thinking skills by analyzing and interpreting experimental data.
2. Exhibit proficient writing skills by producing a portfolio, research paper, scientific journal article, and/or a scientific poster.
3. Critically read scientific literature and evaluate the ability of an argument or evidence to support a conclusion.
4. Function as a collaborative team member by participating in student mentored learning groups or research groups.

Top

Senior Library Thesis

Mentored library study that extensively explores relevant questions determined by an approved faculty mentor.

LFSCI
489R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Prospectus approval by Life Sciences Student Services.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Senior Library Thesis

1. Develop a research problem and have the prospectus evaluated by Life Science Student Services.
2. Prepare a thesis following University protocol.

Top

Special Problems

LFSCI
490R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Life Sciences Student Services consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Special Problems

1. The student is expected to have this experience preapproved by Life Science Student Services.
2. Develop a research or problem-solving component which is mutually agreed upon by Life Science Student Services and the student.
3. Develop a portfolio during the experience. This portfolio should discuss topics including but not limited to: an abstract of the project, a description of methods and materials (include tables, graphs, pictures or other visuals as appropriate), results, summary, and significance of the laboratory experience. The portfolio must be a minimum of 5-6 pages in report form.

↑Top

Mentored Research

LFSCI
494R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Mentor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentored Research

1. Demonstrate critical or analytical thinking skills by analyzing and interpreting experimental data.
2. Exhibit proficient writing skills by producing a portfolio, research paper, scientific journal article, and/or scientific poster.
3. Critically read scientific literature and evaluate the ability of an argument or evidence to support a conclusion.
4. Function as a collaborative team member by participating in student mentored learning groups or research groups.

↑Top

Senior Honors Thesis

Topic to be cleared with Honors Program Office and Life Sciences Student Services.

LFSCI 499R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Mentor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Senior Honors Thesis

1. Develop a research problem and have the prospectus evaluated by the Honors Program and Life Science Student Services.
2. Prepare a thesis following the Honors Program protocol.

↑Top

Introduction to Human Language

Introduces students to the basic principles of language. The course considers language as part of our human, biological heritage, as wel as critical for our social and intellectual development.

LING 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding Language Capacity

Think critically about language as an inherent ability, as a tool for reasoning and expressivity, and as an analogue for other capacities, processes, and experiences.(GE Social Science outcomes 2, 3)

Critical Understanding of Language Behavior

Apply new perspectives to a critical understanding of folk conceptions of language behavior using a valid linguistic methodology within an accepted model. (GE Social Science Outcomes 1,4)

Communicate Regarding Language Issues

Demonstrate through written work, an ability to communicate application of an informed, evaluative perspective, applying evidence to a concrete instance when language usage becomes the focus of debate, contention or exposition in the real world of individuals, families, and public policies. (GE Social Science Outcomes 1,4,5)

↑Top

Academic Preparation for Linguistics and English Language Majors

Investigation of careers available with linguistics BA. Emphasis on planning one's major. Students should take this course early in their major.

LING 198

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Ling 201.
Taught	Fall, Winter
Programs	Containing LING 198

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introduction to Linguistics (Modern)

Basic understanding of linguistic systems. Phonology, morphology, syntax, semantics, and pragmatics.

LING 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing LING 201

Course Outcomes

Major Subfields of Linguistics

Be familiar with some of the major subfields of linguistics and the main topics of interest within each subfield.

Structure Understanding

Demonstrate understanding of phonological, morphological, and syntactic structure.

Basic Techniques

Master techniques of basic phonological, morphological, syntactic, and historical analysis.

Top

Sounds of Language

Introduction to the description and analysis of speech sounds.

LING 210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 201.
Taught	Fall, Winter
Programs	Containing LING 210

Course Outcomes

Transcribe and Describe

Transcribe and give articulatory descriptions for common speech sounds of the world's languages, including those of English.

Explain Processes

Explain common phonetic processes.

Analyze Data

Complete basic phonological analyses using knowledge of:

1. the phonemic principle
2. the content and organization of phonological features, and
3. the elements of prosody (syllable, stress, etc).

↑Top

Structure in Language

Introduction to the analysis of word and sentence structure.

LING 220

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 201.
Taught	Fall, Winter
Programs	Containing LING 220

Course Outcomes

Basic Syntactic Analysis

Complete basic syntactic analyses using knowledge of

1. parts of speech
2. constituent structure
3. grammatical relations

Basic Morphological Analysis

Complete basic morphological analyses using knowledge of

1. basic word formation processes
2. the distinction between inflection and derivation and common inflectional categories
3. properties of the interfaces of morphology with phonology and syntax

Terminology and Formalisms

Describe the results of analyses using appropriate terminology and formalisms.

Top

Meaning in Language

Introduction to the analysis of meaning in words, grammar, and discourse.

LING
230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 201.
Taught	Fall, Winter
Programs	Containing LING 230

Course Outcomes

Application of Semantic and Pragmatic Procedures

Conduct semantic and pragmatic analyses and explications of natural human language at the lexical, grammatical, discourse and metaphorical levels applying a variety of semantic and pragmatic analytical procedures

Semantic and Pragmatic Theories

Critique contemporary approaches to semantic and pragmatic analyses by becoming familiar with semantic and pragmatic theories.

Writing about Meaning

Argue for a particular semantic or pragmatic explication through producing papers and project reports.

↑Top

Linguistic Tools 1

Introduction to quantitative and qualitative research methods in linguistics.

LING 240

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 201.
Taught	Fall, Winter
Programs	Containing LING 240

Course Outcomes

Hypothesizing

Be able to formulate testable hypotheses concerning language.

Data Collection Techniques

Be able to collect linguistic data using interviews, surveys, experiments, corpora, etc

Application of Tools for Data Analysis

Be able to use appropriate tools to analyze linguistic data.

Description of Results

Be able to describe the results of linguistic research using appropriate terminology and rhetorical strategies (i.e., talk and write like a linguist).

↑Top

Academic Internship: English Language Teaching

Students with focused training teach specific English skills to speakers of other languages in the U.S. or abroad.

LING
299R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	LING 377R
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Provide service to English language learners

Provide service to English language learners in various, real-world settings

Apply concepts in real situations

Apply linguistic and pedagogical concepts learned in TESOL basic training coursework in real world situations.

Develop confidence and satisfaction

Develop feelings of confidence and satisfaction from experience teaching English as a second language.

Top

Phonetics

General inventory of speech sounds possible in language, from both an acoustic and articulatory point of view.

LING 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 210.
Taught	Fall
Programs	Containing LING 310

Course Outcomes

Producing and Transcribing Sounds

Produce and transcribe approximately 100 of the sounds of the world’s languages and describe the articulatory and acoustic properties of these sounds.

Transcribing and Explaining Phonetic Processes

Transcribe and explain the phonetic processes common to languages of the world.

Field Work in Phonetics

Perform field work in phonetics—learning to record and acoustically analyze phonetics data.

Phonetic Systems

Recognize the phonetic systems of several languages and how and why the languages are organized the way they are.

↑Top

Phonology

Study of natural language sound systems from a variety of theoretical perspectives.

LING
315

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 210.
Taught	Winter
Programs	Containing LING 315

Course Outcomes

Phonological Analysis

Use a theoretical model to complete a phonological analysis at an intermediate level using appropriate methods and techniques.

Communicate Results of Analyses

Present the results of phonological analyses, showing awareness of foundational issues in theories of phonology.

Top

Morphology

Theory and analysis of word structure in human language.

LING 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 220.
Taught	Fall
Programs	Containing LING 320

Course Outcomes

Morphological Analysis

Use a theoretical model to complete a morphological analysis at an intermediate level using appropriate methods and techniques.

Present Results

Present the results of morphological analyses showing awareness of foundational issues in theories of morphology.

↑Top

Theoretical Syntax

Theoretical comparison and contrast of different sentence types. Methods of argument to develop and critique generative theories of lexical categories, grammatical roles, and syntactic structure.

LING
325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 220.
Taught	Winter
Programs	Containing LING 325

Course Outcomes

Recognizing and Classifying Constituents

Recognize and classify different types of constituents, including phrases and sentences.

Theory and Analysis Application

Understand and apply a theoretical framework and analytical techniques to determine and describe constituents.

Argue and Support

In writing and speaking, argue for (or against) particular theory dependent interpretations of structure, and support the argument with empirical evidence.

Application and Relevance

Apply these outcomes to English and investigate their relevance to other languages.

Top

Semantics

Theory and analysis of natural language semantics from a variety of theoretical perspectives.

LING
332

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LING 201 & LING 230; or LING 201 & ELANG 326
Taught	Fall
Programs	Containing LING 332

Course Outcomes

Understand and Apply Theoretical Framework and Analytical Techniques

Understand and apply a theoretical framework and analytical techniques to account for meanings of morphemes, words, phrases, clauses and sentences as determined by intrinsic language form and structure.

Complete a Semantic Analysis

Use a theoretical model to complete a semantic analysis at an intermediate level using appropriate methods and techniques.

Present Results of Semantic Analyses

Present the results of semantic analyses, showing awareness of foundational issues in theories of semantics.

Top

Pragmatics

Theory and analysis of pragmatics from a variety of theoretical perspectives.

LING
335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LING 201 & LING 230; or LING 201 & ELANG 326
Taught	Winter
Programs	Containing LING 335

Course Outcomes

Understand and Apply a Theoretical Framework and Analytical Techniques

Understand and apply a theoretical framework and analytical techniques to account for meanings of words and sentences as determined by their active use in a social or practical context.

Complete a Pragmatic Analysis

Use a theoretical model to complete a pragmatic analysis at an intermediate level using appropriate methods and techniques.

Present Results

Present the results of pragmatic analyses, showing awareness of foundational issues in theories of pragmatics.

Top

(Ling-DigHT) Programming for Text Processing and Analysis

Development of computer applications for research in language and literature (text processing, retrieval, and analysis) in one or more programming languages (e.g., Perl, Python, etc.).

LING 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C S 100 or equivalent experience.
Taught	
Programs	Containing LING 360

Course Outcomes

Understanding of Unicode

Students will have an advanced understanding of Unicode and its advantages over ASCII and other text encoding standards.

Locate Complex Patterns and Make Substitutions

Students will be able to locate complex patterns and make substitutions (e.g., using technologies such as Perl, Python) within texts for the purpose of manipulating and analyzing texts and corpora.

↑Top

Speech Processing

Analyzing and manipulating speech data. Developing software applications that include speech recognition and/or speech generation.

LING 361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ling 360.
Taught	Fall, Winter
Programs	Containing LING 361

Course Outcomes

Speech Processing

Understand the basics of phonetic, phonological, and lexical aspects of speech processing.

Java

Write basic programs in Java.

Java Procedures

Design and implement user interface procedures in Java, in a Unix or Windows environment.

Speech-related Processing

Use common data structures and formats in speech-related processing.

Speech-based Processing Programs

Design and implement speech-based processing programs using widely available speech toolkits.

↑Top

Basic Training in TESOL

Basic preparation to teach English to speakers of other languages in particular settings.

LING
377R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Planned participation in IAS- or U.S.-based English teaching experience.
Note	Especially for international service volunteers who plan to teach ESL or EFL.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship: Linguistics

On-the-job experience and education related to linguistics.

LING
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Program coordinator's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Apply academic coursework to the world

Students will learn to apply concepts learned in their academic classes to everyday, practical, linguistic situations outside the university.

Enrich classroom concepts through work experience

Interns' real-world work experiences will enhance and enrich their understanding of academic concepts they learned in university classes.

Top

Preparation for Graduate Studies in Linguistics

Introduction to phonology, phonetics, morphology, syntax, semantics, and pragmatics for students not majoring in linguistics, but planning to study linguistics in graduate school.

LING 401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Understand the field

Be familiar with the major subfields of linguistics and the main topics of interest within each subfield.

Analytical skills

Demonstrate understanding of phonological, morphological, and syntactic structure and learn basic techniques of phonological, morphological, and syntactic analysis.

↑Top

Phonology and Morphology

Introduction to phonology and morphology in the world's languages emphasizing the analysis of English.

LING
427

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LING 201; or ELANG 223
Taught	Fall, Winter
Programs	Containing LING 427

Course Outcomes

Phonological Analysis

Be able to complete a phonological analysis at an intermediate level by applying knowledge of:

- the phonemic principle,
- the content and organization of the system of phonological features,
- the elements of the prosodic organization of utterances.

Morphological Analysis

Be able to complete a morphological analysis at an intermediate level by applying knowledge of:

- basic word formation processes,
- the distinction between inflection and derivation and common inflectional categories,
- properties of the interfaces of morphology with phonology and syntax.

Effective Fact Descriptions

Be able to describe facts about phonology and morphology and communicate the results of phonological and morphological analyses using appropriate terminology and formalisms.

Top

Linguistic Tools 2

Linguistic research tools and methods; resources, literature, and synthesis of techniques.

LING 440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 240.
Taught	Fall, Winter, Spring, Summer
Programs	Containing LING 440

Course Outcomes

Describe and Use Tools

Describe and use state-of-the-art tools developed for linguistic research.

Evaluate and Discuss Research

Evaluate and discuss research literature relating to linguistic tools and methods.

Apply Current Resources and Methods

Apply current resources and methods in a programming, experiment, or annotation project.

Present and Report Linguistic Research

Present and report linguistic research results using appropriate discipline-specific strategies.

Top

Introduction to Psycholinguistics

How the mind interprets, stores, retrieves, and produces language. Anatomical structures and physiological processes of the brain dealing with language.

LING
445

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Fall
Programs	Containing LING 445

Course Outcomes

Discuss Basic Psycholinguistics

Discuss basic terminology, theories, and issues of psycholinguistics.

Know Area-Specific Findings

Know the basic findings in each area of psycholinguistics (including comprehension, production, acquisition, and language disorders).

Respond to Research

Read and critically respond to psycholinguistic research and articles.

↑Top

Introduction to Historical-Comparative Linguistics

Theory and method of language change via comparison of daughter languages and reconstruction of their ancestral language: phonological, morphological, semantic, and lexical.

LING 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 210 and Ling 220.
Taught	Fall, Winter
Programs	Containing LING 450

Course Outcomes

Comparitive method and Internal Reconstruction

Students will be able to apply the comparative method and internal reconstruction in order to hypothesize earlier states of a language and to examine the relatedness of different languages.

Explanation of Changes

Students will be able to explain how and why linguistic changes occur in phonology, morphology, syntax, semantics, and the lexicon.

Factors that affect Linguistic Change

Students will be able to explain how linguistic change is affected by language contact and psychological, physical, social, and cultural factors.

Using Corpora, Texts, and Lexicons

Students will be able to use corpora, texts, and lexicons in order to obtain data on, and answer questions about, language change.

Top

Introduction to Sociolinguistics

How language functions in culture and society; focus on the development, typology, and description of the relationship between language and society.

LING 452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 223; or LING 201
Taught	Winter
Programs	Containing LING 452

Course Outcomes

Understand Relationship between Language Use and Society

Understand the relationship between language use and society with respect to regional, social, ethnic and contextual variation.

Conduct Sociolinguistic Research

Conduct research into a wide range of sociolinguistic variation.

Impart Sociolinguistic Knowledge

Impart knowledge of sociolinguistics and related research in presentations and papers.

↑Top

Typology

Introduction to the study of language universals and linguistic typology.

LING
460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 220.
Taught	Fall, Winter, Spring, Summer
Programs	Containing LING 460

Course Outcomes

Identify Universals

Identify different kinds of universals (formal, substantive, implicational, syntactic, lexical, morphological).

Apply Typological Concepts

Apply typological concepts to specific languages.

Understand Arguments

Understand arguments for and against language universals.

Top

Language Teaching Methods: MTC

Instructional methods and strategies for teaching second and foreign languages at the Missionary Training Center (MTC).

LING 478

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Connect methodological theory and practice

Students who are teaching language classes at the Missionary Training Center will connect methodological theory learned in this class with real-world practice.

Top

Problems in Translation

History, theory, and practice of human and machine translation.

LING
480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 230 and proficiency in a second language.
Taught	Fall
Programs	Containing LING 480

Course Outcomes

The Future of Translation Technology

Discuss the possible future of translation technology, including future applications of existing technology and future development of new technologies, drawing on class assignments and a personal project.

Bi-text Corpora

Create a bi-text corpus and derive translation memory and terminology from that bi-text corpus.

Specifications for Translation Projects

Define a set of specifications for a translation project based on text type, audience, and purpose.

Translation Project

Use machine translation, translation memory, and terminology in conjunction with a translation environment tool to complete a translation project according to the project's specifications.

↑Top

Corpus Linguistics

Using large collections of texts for research and teaching; focusing on variation (by dialect, genre, time, author, etc.) in language.

LING 485

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ELANG 273; or LING 240
Taught	Fall, Winter
Programs	Containing LING 485

Course Outcomes

Corpora and Corpus-based Materials

Students will be able to understand how corpora and corpus-based materials can best be used for teaching and learning. They will carry out an in-depth investigation of one particular linguistic phenomenon using the best available corpora and corpus-based tools.

Principles of Corpus Design and Construction

Students will be able to apply the basic principles of corpus design and construction to design a corpus for their area of interest.

Approach Differences

Students will be able to understand the differences between corpus-based/empirical and rationalist/non-empirical approaches to linguistics.

Text Analysis Tools

Students will be able to use text analysis tools to investigate frequency, keywords, and do simple concordancing.

Using Corpora to Conduct Research

Students will be able to use corpora to carry out research in the areas of 1) lexicography 2) genre-based differences in language 3) syntax 4) semantics, and 5) historical change.

↑Top

Senior Seminar

Reading and discussing major issues in linguistics, writing a senior paper, and reviewing content of core courses.

LING
490

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LING 201; or ELANG 223
Recommended	Ling 420, 427, 430, 450.
Taught	Fall, Winter
Programs	Containing LING 490

Course Outcomes

Current Issues in Linguistics

Discuss intelligently several current big issues in linguistics.

Issue Resolution

Resolve the tension between two sides of a narrow [linguistic] issue.

Senior Thesis

Relate the narrow issue in your senior thesis to at least one major issue in linguistics and to possible career paths.

↑Top

Senior Capstone

Integrative, culminating experience for linguistics majors; topics vary.

LING
495

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 210 & Ling 220 & Ling 230.
Taught	Fall, Winter, Spring, Summer
Programs	Containing LING 495

Course Outcomes

Demonstrate Integration of Knowledge and Communicate Results

Students will demonstrate that they can integrate their knowledge of core and applied areas of linguistics to produce a linguistic artifact (grammar, lexicon, corpus, experiment, survey, etc), and communicate the results in writing or speaking.

↑Top

Career Preparation for Linguistics and English Language Majors

Finding and interpreting job advertisements related to linguistics. Explaining skills of linguistics major to employers. Students should take near the end of their major.

LING 498

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	LING 201
Recommended	One of the following: Ling 310, 315, 320, 325, 332, 335, 362.
Taught	
Programs	Containing LING 498

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Advanced Research and Writing Techniques for Second Language Writers

Non-native English speaking students will develop research and writing techniques necessary for graduate-level writing.

LING 501

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For graduate international ESL students.
Taught	Winter

Course Outcomes

Organize ideas in English writing

Non-native English-speaking students will gain or increase their ability to organize their ideas into a well-constructed written response in English.

Identify audience, purpose, and strategies in English writin

Identify the audience, purpose, and strategies for a given writing assignment in English and write accordingly.

Structures and vocabulary

Express ideas using well-formed structures and vocabulary acceptable in English academic writing.

↑Top

Field Methods in Linguistics

Documenting an unfamiliar language by interacting with a native speaker.

LING
542

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing LING 542

Course Outcomes

Understanding

Understand the relationship between language use and society with respect to regional, social, ethnic and contextual variation.

Research

Conduct research into a wide range of sociolinguistic variation.

Knowledge

Impart knowledge of sociolinguistics and related research in presentations and papers.

↑Top

Psycholinguistics

Research and theory behind how the mind interprets, stores, retrieves, and produces language. Anatomical structures and physiological processes of the brain dealing with language.

LING
545

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ling 445 or instructor's consent.
Taught	Fall even years, Spring odd years

Course Outcomes

Findings in Each Area

Know the basic findings in each area of psycholinguistics (including comprehension, production, acquisition, and language disorders).

Psycholinguistics Basics

Discuss basic terminology, theories, and issues of psycholinguistics.

Read/Respond to Research Articles

Read and critically respond to psycholinguistic research and articles.

Experimental Research

Create and participate in psycholinguistic experimental research.

↑Top

Sociolinguistics

Research and theory of how language functions in culture and society; focus on development, typology, and description of the relationship between language and society.

LING 550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LING 201; or ELANG 223; Ling 452 or instructor's approval.
Taught	Fall odd years, Winter Contact Department, Spring even years, Summer Contact Department
Programs	Containing LING 550

Course Outcomes

Knowledge

Understand the relationship between language use and society with respect to regional, social, ethnic and contextual variation.

Research

Conduct research into a wide range of sociolingusitic variation

Profess

Impart knowledge of sociolinguistics and related research in presentations and papers

Top

Anthropological Linguistics

Language in culture and society: development, typology, and description.

LING 551

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Fall 2013 & forward admits, Ling 220 and Ling 230; or equivalent.
Taught	Contact Department
Programs	Containing LING 551

Course Outcomes

Familiarity with Foundational Texts

Student will become conversant with foundational texts which inform our cultural understanding and use of language.

Analysis of Linguistic Data in Social Contexts

Upon completion of this course students will be equipped with the conceptual tools to think about and analyze linguistic data in social contexts of use.

Contextualize Varieties of Language

Through readings, weekly exercises and discussions they will acquire the metalinguistic concepts necessary for contextualizing varieties of language.

Transcription Sessions

In class transcription sessions will address the representation of linguistic data, and how that representation may affect one's assessments of semantic intent.

Top

Historical-Comparative Linguistics

Learning theory and method of language change via comparing daughter languages and reconstructing ancestral languages. Language universals and typology.

LING
558

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ling 450 or equivalent.
Taught	Fall

Course Outcomes

Application of Typological Concepts

Students will learn how to apply typological concepts to specific languages during in-class and out of class exercises.

Influential Linguistics Typology Concepts

Students will have achieved an understanding of the most influential concepts of Linguistics typology, including the different kinds of universals (formal, substantive, implicational, syntactic, lexical, morphological).

Arguments Against Language Universals

Students will become conversant with the arguments against language universals.

Top

Problems in Linguistics and Applied Linguistics

Advanced research in language acquisition, sociolinguistics, psycholinguistics, linguistics field study, applied linguistics.

LING 580R

Hours	1.0 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing LING 580R

Course Outcomes

Overview

Each section of Ling 580R could have different learning outcomes from other sections and other semesters. Therefore, each instance of Ling 580R must be evaluated separately.

Top

Natural Language Processing

Intensive overview of natural language processing, including computational techniques, hands-on experience with linguistic technologies and corpora, language modeling approaches, and readings from current research.

LING 581

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Good programming skills in at least one language (preferably LISP, Prolog, C, C++, Perl, or Java) and a knowledge of basic discrete math. Upper-division linguistics/computers and the humanities students with less programming experience may enroll with instructor`s consent.
Taught	Fall
Programs	Containing LING 581

Course Outcomes

NLP Tools

Students will be able to demonstrate by hands-on experience how to use NLP tools in the performance of linguistically interesting tasks.

NLP-related Computation

Students will be able to demonstrate application of a novel, nontrivial programming approach to solving some aspect of NLP-related computation.

Computational Techniques

Students will be able to recognize and describe how computational techniques are used successfully in various areas of natural language processing.

Current Research Literature and Trends

Students will read, understand, discuss, and assess current research literature and trends in the relevant areas.

Top

Research in Corpus Linguistics

Design and use of corpora for research with a focus on variation in language (by register, dialect, time, author, etc.).

LING 585

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ling 485 or instructor's approval.
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Readings in Linguistics

Individual study of current linguistic literature. Occasional discussion sessions with instructor and other class members.

LING
590R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Note	Pass/fail grade only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Study assigned readings

Individual advanced students will study and report on assigned readings under the direction of a professor

Complete individual projects

Advanced students will study and complete individual projects under the direction of a professor

↑Top

Academic Internship: Linguistics

On-the-job experience under faculty supervision, with department approval.

LING 599R

Hours	1.0 - 9.0 Credit, 9.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Apply academic coursework to the world

Students will learn to apply concepts learned in their academic classes to everyday, practical, linguistic situations outside the university.

Enhance classroom concepts through work experience

Interns' real-world work experiences will enhance and enrich their understanding of academic concepts they learned in university classes.

Top

Linguistic Computing Programming 1

Computer programming for language applications: data types, character representation, flow of control, file input/output, string manipulation.

LINGC 220

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LingC 200 or C S 100 or equivalent experience.
Taught	Contact Department
Programs	Containing LINGC 220

Course Outcomes

Computing Algorithms

Understand what a computing algorithm is, as opposed to instructions intended for a human who has agency.

Manipulating Digital Information

Be able to manipulate digital information using algorithms written in a programming language. This includes an ability to understand and write assignment statements, loops, conditionals, and functions.

Creating Simple Graphical User Interfaces

Be able to create a simple graphical user interface for a software application.

↑Top

Linguistic Computing Project

Applying principles from other courses to a substantial research or development project. Students work individually with faculty and technical advisors.

LINGC 489R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Any 300-level linguistic computing course.
Taught	Contact Department

Course Outcomes

Language-related Software Application

Design and implement a language-related software application that satisfies the requirements of a faculty or staff member, drawing on the expertise of a faculty or staff technical advisor.

Top

Current Topics and Issues

Individual or group study of current issues and developments in linguistic computing. Extended readings; research or project required.

LINGC 490R

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Knowledge

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

↑Top

Academic Internship: Linguistic Computing

On-the-job experience in publishing production (print or electronic), courseware/software development, museum/collection/textbase management, language/linguistics research, or other application of linguistic computing.

LINGC
496R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	LingC 300-level course or equivalent experience.
Taught	Contact Department

Course Outcomes

Language-related Software Activites

Participate in the language-related software activities of an off-campus organization, satisfying the requirements of the internship supervisor and the BYU faculty member in charge of the internship course.

↑Top

Language Study: Lithuanian

Survival-level conversation, reading, listening, and culture skills in the target language.

LITHU 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Lithuanian

Begin development of the four language skills: understanding, speaking, reading, and writing.

LITHU
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Foreign residency experience.
Note	Credit by examination only.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Lithuanian

Continue development of the four language skills: understanding, speaking, reading, and writing.

LITHU 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LITHU 101
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Lithuanian

Intermediate speaking, listening, reading, and writing skills.

LITHU
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LITHU 102
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Lithuanian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

LITHU 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	LITHU 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing LITHU 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Second-Year Conversation

Discussing autobiographical and concrete topics.

LITHU 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	LITHU 201; Foreign residence experience.
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversation

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

Top

Language Skills Development: Lithuanian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

LITHU
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Lithuanian

Systematic review of grammar and syntax of target language.

LITHU 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LITHU 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Cultural History of Lithuania

Study of language and culture using interpersonal, presentational, and interpretive language skills.

LITHU
330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Lithu 201 or foreign residence experience.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing LITHU 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education

Complete language and cultural aspects of General Education "Languages of Learning" and "Global & Cultural Awareness" requirements.

Top

Introduction to Literature: Lithuanian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

LITHU 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LITHU 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Advanced Language Study for Career Purposes: Lithuanian

Concentration on target-language and target-culture issues for specific careers.

LITHU 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LITHU 330
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Introduction to Latin American Studies

History, politics, sociology, geography, and culture of Latin America.

LT AM 211

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing LT AM 211

Course Outcomes

Please contact the individual department for outcome information.

Top

Project Work in Latin America

Teaching literacy, health, nutrition, gardening, leadership development, construction, etc., in Latin America.

LT AM 302

Hours	2.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing LT AM 302

Course Outcomes

Area Knowledge

Students will demonstrate an ability to design and implement a project in a specialized area.

Top

Senior Seminar in Latin American Studies

Sources, materials, and methods of research and writing; critical analysis of a research project.

LT AM 495

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent for minors.
Note	Required for all Latin American Studies majors their senior year.
Taught	Fall, Winter
Programs	Containing LT AM 495

Course Outcomes

Critical Thinking/Effective Writing

This a capstone course taylored to individual research and study topics.

Top

Communication in Organizational Settings

Developing written and oral communications for professional organizations, including composing and designing employment communications. Incorporates oral presentations.

M COM 320

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	GE First-Year Writing requirement. Recommended to be taken before senior year. Not for freshmen.
Note	Fulfills GE Advanced Written and Oral Communication requirement.
Taught	Fall, Winter, Spring, Summer
Programs	Containing M COM 320

Course Outcomes

Writing

Compose business text that is complete, correct, clear, organized, and effective.

Grammar

Comply with generally accepted grammar rules and business writing style.

Graphics

Create effective business graphics and implement effective visual-design principles.

Presenting

Give effective oral reports with appropriate media support.

Top

Honors Communication in Organizational Settings

Developing written and oral communications for professional organizations, including composing and designing employment communications. Incorporates oral presentations.

M COM 320

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	GE First-Year Writing requirement. Recommended to be taken before senior year. Not for freshmen.
Note	Fulfills GE Advanced Written and Oral Communication requirement.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Writing

Compose business text that is complete, correct, clear, organized, and effective.

Grammar

Comply with generally accepted grammar rules and business writing style.

Graphics

Create effective business graphics and implement effective visual-design principles.

Presenting

Give effective oral reports with appropriate media support.

Top

Language Study: Modern Greek

Survival-level conversation, reading, listening, and culture skills in the target language.

M GRK 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Modern Greek

Beginning speaking, listening, reading, and writing skills.

M GRK 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Modern Greek

Second-semester speaking, listening, reading, and writing skills.

M GRK 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	M GRK 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Modern Greek

Intermediate speaking, listening, reading, and writing skills.

M GRK 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	M GRK 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Modern Greek

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

M GRK 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	M GRK 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing M GRK 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Modern Greek

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

M GRK 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Modern Greek

Systematic review of grammar and syntax of target language.

M GRK 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	M GRK 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Modern Greek

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

M GRK
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	M Grk 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing M GRK 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Modern Greek

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

M GRK 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	M GRK 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

🡅Top

Advanced Language Study for Career Purposes: Modern Greek

Concentration on target-language and target-culture issues for specific careers.

M GRK 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	M GRK 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Malagasy

Survival-level conversation, reading, listening, and culture skills in the target language.

MALAG 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Malagasy

Beginning speaking, listening, reading, and writing skills.

MALAG 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Malagasy

Second-semester speaking, listening, reading, and writing skills.

MALAG 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MALAG 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Malagasy

Intermediate speaking, listening, reading, and writing skills.

MALAG 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MALAG 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Malagasy

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

MALAG 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MALAG 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing MALAG 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Malagasy

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

MALAG
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Malagasy

Systematic review of grammar and syntax of target language.

MALAG 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MALAG 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Malagasy

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

MALAG 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Malag 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing MALAG 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Malagasy

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

MALAG 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MALAG 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Malagasy

Concentration on target-language and target-culture issues for specific careers.

MALAG 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MALAG 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Top

Language Study: Malay

Survival-level conversation, reading, listening, and culture skills in the target language.

MALAY 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Malay

Beginning speaking, listening, reading, and writing skills.

MALAY 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Malay

Second-semester speaking, listening, reading, and writing skills.

MALAY 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MALAY 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Malay

Intermediate speaking, listening, reading, and writing skills.

MALAY 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MALAY 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Malay

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

MALAY 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MALAY 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing MALAY 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Malay

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

MALAY 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Malay

Systematic review of grammar and syntax of target language.

MALAY 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MALAY 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Malay

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

MALAY
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Malay 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing MALAY 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Malay

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

MALAY 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MALAY 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Malay

Concentration on target-language and target-culture issues for specific careers.

MALAY 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MALAY 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Maori

Survival-level conversation, reading, listening, and culture skills in the target language.

MAORI 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Maori

Beginning speaking, listening, reading, and writing skills.

MAORI
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Maori

Second-semester speaking, listening, reading, and writing skills.

MAORI 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MAORI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Maori

Intermediate speaking, listening, reading, and writing skills.

MAORI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MAORI 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Maori

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

MAORI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MAORI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing MAORI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Maori

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

MAORI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Maori

Systematic review of grammar and syntax of target language.

MAORI 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAORI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Maori

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

MAORI
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Maori 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing MAORI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Maori

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

MAORI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAORI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Maori

Concentration on target-language and target-culture issues for specific careers.

MAORI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAORI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Marshallese

Carry out survival tasks in language and function in routine social situations.

MARSH
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Survival-level conversation, reading, listening, and culture skills in the target language.
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Marshallese

Beginning speaking, listening, reading, and writing skills.

MARSH 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Marshallese

Second-semester speaking, listening, reading, and writing skills.

MARSH 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MARSH 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Marshallese

Intermediate speaking, listening, reading, and writing skills.

MARSH
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MARSH 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Marshallese

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

MARSH 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MARSH 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing MARSH 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Marshallese

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

MARSH 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Marshallese

Systematic review of grammar and syntax of target language.

MARSH 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MARSH 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Marshallese

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

MARSH
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Marsh 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing MARSH 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Marshallese

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

MARSH 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MARSH 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Marshallese

Concentration on target-language and target-culture issues for specific careers.

MARSH 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MARSH 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Intermediate Algebra

Elementary logic, real number system, equations and inequalities (linear, polynomial, rational, and radical expressions), graphing, function notation, inverse function, exponential functions, systems of equations, variations.

MATH
097

Hours	0.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	High school algebra.
Note	Fee.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Elementary logic, real number system, etc.

This course is not offered on BYU campus, but is available only through BYU Independent Study. Elementary logic, real number system, equations and inequalities (linear, polynomial, rational, and radical expressions), graphing, function notation, inverse functions, exponential functions, systems of equations, variations. 56 lessons, 2 assignment submissions, all instructor-graded; 4 proctored midcourse exams, all computer-graded Speedback; proctored computer-graded final exam.
For more detailed information, visit the Math 97 Independent Study website.

Top

Quantitative Reasoning

Practicing and applying quantitative reasoning: personal finance, consumer statistics, etc.

MATH 102

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For students who do not need developmental algebra for subsequent courses.
Taught	Fall, Winter

Course Outcomes

Practicing and applying quantitative reasoning

For students who do not need developmental algebra for subsequent courses. For more detailed information, visit the Math 102 Wiki page.

↑Top

College Algebra

Functions, polynomials, theory of equations, exponential and logarithmic functions, matrices, systems of linear equations, permutations, combinations, binomial theorem.

MATH
110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 97 or equivalent (see Independent Study).
Taught	Fall, Winter, Spring, Summer
Programs	Containing MATH 110

Course Outcomes

Functions and their graphs

- Graph functions using horizontal and vertical shifts
- Graph functions using compressions and stretches
- Graph functions using reflections about the x-axis or y-axis
- Form composite functions and find the domain
- Determine the inverse of a function and graph an inverse function from the graph of a function

Functions, polynomials, theory of equations, etc.

This course prepares students to take courses in calculus, statistics, mathematics for elementary education majors, and other areas where algebra skills are required. Fluent skills in algebra are necessary for success in any area that uses mathematical analysis. The mastery of college algebra requires well-developed skills, clear conceptual understanding, and the ability to model phenomena in a variety of settings. College Algebra develops the concepts of graphing functions, polynomial and rational functions, exponential and logarithmic functions, conic sections, solving systems of equations, the binomial theorem, permutations, combinations, and probability. This course contributes to all the expected learning outcomes of the Mathematics BS degree. For more detailed information, visit the Math 110 Wiki page.

Polynomial and Rational Functions

- Quadratic functions
- Polynomial functions
- Rational functions
- Polynomial and rational inequalities
- The real zeros of a polynomial function
- Complex zeros and the Fundamental Theorem of Algebra

Exponential and Logarithmic Functions

- Exponential functions
- Logarithmic functions
- Properties of Logarithms

- Logarithmic and exponential equations
- Compound interest
- Exponential growth and decay

Conic Sections

- Graph parabolas, ellipses, and hyperbolas
- Find the equation of parabolas, ellipses, and hyperbolas
- Discuss the equation of conic sections to find vertices, foci, asymptotes, and the directrix
- Work with conic sections that are not centered at the origin

Systems of Equations and Inequalities

- Solve systems of linear equations using substitution and elimination
- Solve systems of non-linear equations using substitution and elimination
- Decompose rational functions using partial fractions

Sequences and Induction

- Find terms in a sequence using a formula and a recursive definition
- Find a formula for terms in an arithmetic sequence and be able to add the terms of a finite arithmetic sequence
- Find a formula for the terms in a geometric sequence and be able to find the sum of finite and infinite geometric series
- Prove statements using mathematical induction

Counting, Probability, and the Binomial Theorem

- Work with operations on sets such as union, intersection and complement and count the number of elements in a set
- Compute permutations and combinations
- Evaluate binomial coefficients and expand binomials using the Binomial Theorem
- Compute probabilities of equally likely outcomes

↑Top

Trigonometry

Circular functions, triangle relationships, identities, inverse trig functions, trigonometric equations, vectors, complex numbers, DeMoivre's theorem.

MATH 111

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Math 110 or equivalent.
Taught	Fall, Winter, Spring
Programs	Containing MATH 111

Course Outcomes

Circular functions, triangle relationships, identities, etc.

Students should gain familiarity and proficiency with the basic theorems of trigonometry. For more detailed information, visit the Math 111 Wiki page.

↑Top

Calculus 1

Differential and integral calculus: limits; continuity; the derivative and applications; extrema; the definite integral; fundamental theorem of calculus; L'Hopital's rule.

MATH
112

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing MATH 112

Course Outcomes

Differential and integral calculus

This course is designed for students majoring in the mathematical and physical sciences, engineering, or mathematics education and for students minoring in mathematics or mathematics education. Calculus is the foundation for most of the mathematics studied at the university level. The mastery of calculus requires well-developed skills, clear conceptual understanding, and the ability to model phenomena in a variety of settings. Calculus 1 develops the concepts of limit, derivative, and integral, and is fundamental for many fields of mathematics. This course contributes to all the expected learning outcomes of the Mathematics BS. For more detailed information, visit the Math 112 Wiki page.

Top

Honors Calculus 1

Differential and integral calculus: limits; continuity; the derivative and applications; extrema; the definite integral; fundamental theorem of calculus; L'Hopital's rule.

MATH
112

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing MATH 112

Course Outcomes

Differential and integral calculus

This course is designed for students majoring in the mathematical and physical sciences, engineering, or mathematics education and for students minoring in mathematics or mathematics education. Calculus is the foundation for most of the mathematics studied at the university level. The mastery of calculus requires well-developed skills, clear conceptual understanding, and the ability to model phenomena in a variety of settings. Calculus 1 develops the concepts of limit, derivative, and integral, and is fundamental for many fields of mathematics. This course contributes to all the expected learning outcomes of the Mathematics BS. For more detailed information, visit the Math 112 Wiki page.

Top

Calculus 2

Techniques and applications of integration; sequences, series, convergence tests, power series; parametric equations; polar coordinates.

MATH 113

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Math 112.
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing MATH 113

Course Outcomes

Techniques and applications of integration, etc.

This course is designed for students majoring in the mathematical and physical sciences, engineering, or mathematics education and for students minoring in mathematics or mathematics education. Calculus is the foundation for most of the mathematics studied at the university level. The mastery of calculus requires well-developed skills, clear conceptual understanding, and the ability to model phenomena in a variety of settings. Calculus 2 develops techniques of integration, applications of integration, infinite sequences and series, parametric curves, polar coordinates, and conic sections. This course contributes to all the expected learning outcomes of the Mathematics BS. For a more detailed course description, visit the Math 113 Wiki page.

↑Top

Honors Calculus 2

Techniques and applications of integration; sequences, series, convergence tests, power series; parametric equations; polar coordinates.

MATH
113

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	MATH 112
Taught	
Programs	Containing MATH 113

Course Outcomes

Techniques and applications of integration, etc.

This course is designed for students majoring in the mathematical and physical sciences, engineering, or mathematics education and for students minoring in mathematics or mathematics education. Calculus is the foundation for most of the mathematics studied at the university level. The mastery of calculus requires well-developed skills, clear conceptual understanding, and the ability to model phenomena in a variety of settings. Calculus 2 develops techniques of integration, applications of integration, infinite sequences and series, parametric curves, polar coordinates, and conic sections. This course contributes to all the expected learning outcomes of the Mathematics BS. For a more detailed course description, visit the Math 113 Wiki page.

Top

Essentials of Calculus

Review of algebra, graph of line, slope. Limits and derivatives (standard functions, compositions of such functions), derivative for polynomials, exponentials, logarithms. Product, quotient and chain rule. Optimization (extrema), application to business problems. Newton's method.

MATH 116

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Math 110.
Taught	Fall Term 2, Winter Term 2, Spring, Summer
Programs	Containing MATH 116

Course Outcomes

A brief overview of differential calculus

Students receive a brief overview of differential calculus. Topics covered include limits, derivatives, and applications of differentiation to optimization of functions.For more detailed information visit the Math 116 Wiki page.

Top

Finite Mathematics

Language of set theory, counting and combinations. Probability theory, elementary stochastic processes, conditional probabilities. Repeated experiments, random variables, expectation, variance, linear equations, matrix algebra, application to economics or similar. Linear programming. Markov chains including applications.

MATH 118

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 110.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MATH 118

Course Outcomes

The basic elements and applications of finite mathematics

Prepares students for a broad range of applications in business, the life sciences, and the social sciences.For more detailed information visit the Math 118 Wiki page.

↑Top

Introduction to Calculus

Introduction to plane analytic geometry and calculus.

MATH
119

Hours	4.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	Math 110 and Math 111; or equivalent.
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study only.
Programs	Containing MATH 119

Course Outcomes

Introduction to plane analytic geometry and calculus.

This course is designed to provide beginning undergraduate students a first exposure to Calculus concepts, theorems, and techniques. In general, theorems will not be proved. An understanding of the theorems and their applications to solve calculus problems will be taught. Students will be expected to develop effective problem solving skills based on their understanding of the theory and not just memorize a set of routines to solve problems. For a more detailed course description, visit the Math 119 Wiki page.

↑Top

Seminar in Mathematics 1

Careers, topics, and problems in mathematics.

MATH
191

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Math 113.
Taught	Fall
Programs	Containing MATH 191

Course Outcomes

Students should be familiar with the following items:

1. Scholarships, undergraduate research, departmental activities, and summer programs available to BYU mathematics majors.
2. Career options available to mathematics majors;
3. Several current research topics in mathematics; and
4. Aspects of the culture of the mathematics community.

For more information, visit the Math 191 Wiki page.

↑Top

Seminar in Mathematics 2

Careers, topics, and problems in mathematics. Use of Maple, Mathematica, and TeX in mathematics.

MATH 222

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	MATH 191
Taught	Contact Department

Course Outcomes

Careers, topics, and problems in mathematics.

1. Scholarships, undergraduate research, departmental activities, and summer programs available to BYU mathematics majors.
2. Career options available to mathematics majors;
3. Several current research topics in mathematics; and
4. Aspects of the culture of the mathematics community.

↑Top

Fundamentals of Mathematics

Achieving maturity in mathematical communication. Introduction to mathematical proof; methods of proof; analysis of proof; induction; logical reasoning.

MATH 290

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 112 or concurrent enrollment with instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing MATH 290

Course Outcomes

Achieving maturity in mathematical communication.

This course is aimed at undergraduate mathematics and mathematics education majors. It is a first course in mathematical thinking. It is intended as an introduction to mathematical proof, and students who finish the course should achieve maturity in mathematical communication. For more detailed information visit the Math 290 Wiki page.

↑Top

(Math-MthEd) History and Philosophy of Mathematics

Historical development of important mathematical ideas and philosophies; implications for the mathematical curriculum.

MATH
300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 113.
Taught	Fall, Winter, Spring
Programs	Containing MATH 300

Course Outcomes

Origin and Nature of Mathematics

Students understand and can describe the major approaches—cultural, philosophical, and psychological—to explaining the origin and nature of mathematics and its relation to understanding and modeling the physical world.

Historical Periods and Contributions

Students understand and can describe the major historical periods of development of mathematical thought, as well as the contributions of various cultures and individuals within those periods.

Historical Development of Concepts and Practices

Students understand and can describe the historical development of concepts and practices central to school mathematics, including numeration, arithmetic, algebra, geometry, calculus, and probability.

Complexity of Human Mathematical Activity and Learning

Through understanding the complex relationship between mathematical practices and human experience, students appreciate the complexity of teaching and learning mathematics and the different approaches and experiences adolescents will bring to learning those practices.

↑Top

Mathematics for Engineering 1

Multivariable calculus, linear algebra, and numerical methods.

MATH
302

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Math 113.
Taught	Fall, Winter
Programs	Containing MATH 302

Course Outcomes

Multivariable calculus, linear algebra, numerical methods

This course is designed to give students from the College of Engineering and Technology the mathematics background necessary to succeed in their chosen field. For more detailed information, please visit the department wiki for this course at Math 302 Wiki page.

Top

Mathematics for Engineering 2

ODEs, Laplace transforms, Fourier series, PDEs.

MATH 303

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	MATH 302
Taught	Fall, Winter
Programs	Containing MATH 303

Course Outcomes

ODEs, Laplace transforms, Fourier series, PDEs

This course is designed to give students from the College of Engineering and Technology the mathematics background necessary to succeed in their chosen field. For a more detailed course description, visit Math 303 Wiki page.

↑Top

Elementary Linear Algebra

Linear systems, matrices, vectors and vector spaces, linear transformations, determinants, inner product spaces, eigenvalues, and eigenvectors.

MATH 313

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 112.
Recommended	Math 290.
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing MATH 313

Course Outcomes

Linear systems, matrices, vectors and vector spaces, etc.

This course is aimed at majors in mathematics, the physical sciences, engineering, and other students interested in applications of mathematics to their disciplines. Linear algebra is used more than any other form of advanced mathematics in industry and science. A key idea is the mathematical modeling of a problem via systems of linear equations. For more detailed information visit the Math 313 Wiki page.

Top

Honors Elementary Linear Algebra

Linear systems, matrices, vectors and vector spaces, linear transformations, determinants, inner product spaces, eigenvalues, and eigenvectors.

MATH 313

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Math 112.
Recommended	Math 290.
Taught	Contact Department
Programs	Containing MATH 313

Course Outcomes

Linear systems, matrices, vectors and vector spaces, etc.

This course is aimed at majors in mathematics, the physical sciences, engineering, and other students interested in applications of mathematics to their disciplines. Linear algebra is used more than any other form of advanced mathematics in industry and science. A key idea is the mathematical modeling of a problem via systems of linear equations. For more detailed information visit the Math 313 Wiki page.

↑Top

Calculus of Several Variables

Partial differentiation, the Jacobian matrix, and integral theorems of vector calculus.

MATH
314

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 113
Taught	Fall, Winter, Spring, Summer
Programs	Containing MATH 314

Course Outcomes

Partial differentiation, the Jacobian matrix, etc.

This course is aimed at students majoring in mathematical and physical sciences, and engineering, and students minoring in mathematics or mathematical education. Calculus is the foundation for most of the mathematics studied at the university level. The mastery of calculus requires well-developed manipulative skills, clear conceptual understanding, and the ability to model phenomena in a variety of settings. Calculus of several variables extends the concepts of limit, integral, and derivative from one dimension to higher dimensional settings and is therefore fundamental for many fields of mathematics. This course contributes to all the expected learning outcomes of the Mathematics BS degree. For more detailed information visit the Math 314 Wiki page.

Top

Algorithm Design and Optimization 1

A treatment of algorithms used to solve these problems. Topics include complexity and data, approximation theory, recursive algorithms, linear optimization, unconstrained optimization, constrained optimization, global optimization.

MATH 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 290 & MATH 313 & MATH 314; concurrent enrollment in Math 321, 334, 344.
Taught	Fall
Programs	Containing MATH 320

Course Outcomes

Introduction to Algorithms and Approximation

Coverage of the fundamentals of algorithm analysis including, convergence, stability, mathematics for algorithm analysis, data structures, probability, and introductory statistics. Discrete optimization and algorithms employing stochastic guessing are investigated. Additionally, students will learn about approximation methods including Fourier series and wavelets. For detailed information about desired learning outcomes visit the Math 320 Wiki page.

↑Top

Algorithm Design and Optimization 1 Laboratory

Programming algorithms and using functions to implement the optimization algorithms taught in Math 320. Applications presented. Developing models and applying results of computations to the application domain.

MATH
321

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	C S 142 or equivalent; concurrent enrollment in Math 320, 345.
Taught	Fall
Programs	Containing MATH 321

Course Outcomes

Model Applications

Students will be able to model many applications effectively using the concepts covered in Math 320. They will be able to use software to do the computations that are central to these concepts, and will be able to interpret and apply the results of those computations in the contexts in which the models originated.

↑Top

Algorithm Design and Optimization 2

Algorithms used to solve dynamic programming problems and advanced computing problems. Topics include finite-horizon and infinite-horizon dynamic programming, discrete transforms, compressed sensing, heuristics, branch and bound, conditioning and stability.

MATH 322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 320; concurrent enrollment in Math 323, 346.
Taught	Winter
Programs	Containing MATH 322

Course Outcomes

Algorithms for approximation and optimization

Algorithms for polynomial approximation and interpolation will be presented. Algorithms for optimization will be covered including those for unconstrained optimization, linear optimization, nonlinear constrained optimization, and convex optimization. Dynamic optimization and stochastic problems will also be covered. For a detailed description of desired learning outcomes visit the Math 322 Wiki page.

Top

Algorithm Design and Optimization 2 Laboratory

Using existing software and writing code for algorithms taught in Math 322. Applications presented. Developing models and applying results to the application domain.

MATH 323

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	MATH 321; concurrent enrollment in Math 322, 347.
Taught	Winter
Programs	Containing MATH 323

Course Outcomes

Effectively Model Applications

Students will be able to model many real-world applications effectively using the concepts covered in Math 322. They will be able to use software to do the computations that are central to these concepts, and will be able to interpret and apply the results of those computations in the contexts in which the models originated.

Top

Ordinary Differential Equations

Methods and theory of ordinary differential equations.

MATH 334

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 113 and Math 313.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MATH 334

Course Outcomes

Methods and theory of ordinary differential equations.

This course is aimed at students majoring in mathematical and physical sciences and mathematical education. The main purpose of the course is to introduce students to the theory and methods of ordinary differential equations. The course content contributes to all the expected learning outcomes of the Mathematics BS. For more detailed information visit the Math 334 Wiki page.

Top

Theory of Analysis 1

Rigorous treatment of calculus of a single real variable: topology, order, completeness of real numbers; continuity, differentiability, integrability, and convergence of functions.

MATH 341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 113 and Math 290.
Taught	Fall, Winter, Summer
Programs	Containing MATH 341

Course Outcomes

Rigorous treatment of calculus of a single real variable.

The main purpose of this course is to provide students with an understanding of the real number system and of real-valued functions of a single real variable, with the focus being on the theoretical and logical foundations of single-variable calculus. A secondary purpose of this course is to reinforce students' prior training in discovering and writing valid mathematical proofs.For more detailed information visit the Math 341 Wiki page.

Top

Theory of Analysis 2

Rigorous treatment of calculus of several real variables; metric spaces, geometry and topology of Euclidean space, differentiation implicity function theorem, integration on sets and manifolds.

MATH 342

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 313 & MATH 341
Taught	Fall, Winter
Programs	Containing MATH 342

Course Outcomes

Rigorous treatment of calculus of several real variables.

Math 342 is the multivariable sequel to Math 341. It provides a rigorous treatment of multivariable calculus. Unlike the case with Math 341, Math 342 students are not required to have had an introductory course in the subject matter, so Math 342 needs to treat both computation and theory in some depth. For more detailed information visit the Math 342 Wiki page.

↑Top

Mathematical Analysis 1

Development of theory of vector spaces, linear maps, inner product spaces, spectral theory, metric space topology, differentiation, contraction mappings and convex analysis.

MATH
344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 290 & MATH 313 & MATH 314; concurrent enrollment in Math 334, 345.
Taught	Fall
Programs	Containing MATH 344

Course Outcomes

Development of theories relating to specific concepts

Development of the theory of vector spaces, linear maps, inner product spaces, spectral theory and metric space topology. For a detailed description of desired learning outcomes visit the Math 344 Wiki page.

Top

Mathematical Analysis 1 Laboratory

Programming algorithms to implement the key mathematical methods taught in Math 344. Applications presented. Developing models and applying results of computations to the application domain.

MATH 345

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	C S 142 or equivalent; concurrent enrollment in Math 344.
Taught	Fall
Programs	Containing MATH 345

Course Outcomes

Essential Python and numerical linear algebra

Students will learn the fundamentals of Python and program algorithms to implement the key linear algebra methods taught in Math 344. Applications will be presented, and students will develop models and apply the results of computations to the application domain.

↑Top

Mathematical Analysis 2

Theory of Riemann-Darboux integration, calculus on curves and surfaces, complex integration, spectral calculus, generalized inverses of matrices, basic matrix perturbation theory, groups of permutations and matrices. Time permitting, exterior calculus and differential forms.

MATH
346

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 344; concurrent enrollment in Math 347.
Taught	Winter
Programs	Containing MATH 346

Course Outcomes

Topics from nonlinear and linear analysis

Differentiation, contraction mappings, calculus on curves and surfaces, complex analysis, spectral calculus, generalized inverses of matrices. Time permitting iterative methods, basic matrix perturbation theory and pseudospectra. For a detailed description of desired learning outcomes visit the Math 346 Wiki page.

↑Top

Mathematical Analysis 2 Laboratory

Programming algorithms and using functions to implement the mathematical methods taught in Math 346. Applications presented. Developing models and applying results of computations to the application domain.

MATH
347

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	MATH 345; concurrent enrollment in Math 346.
Taught	Winter
Programs	Containing MATH 347

Course Outcomes

Expectations

Students will be able to relate the concepts covered in Math 346 to specific aspects of many applications. They will be able to use software to do the computations that are central to these concepts, and will be able to interpret and apply the results of those computations in the contexts in which the models originated.

Top

Introduction to Complex Analysis

Complex algebra, analytic functions, integration in the complex plane, infinite series, theory of residues, conformal mapping.

MATH 352

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 290; Math 341 or concurrent enrollment.
Taught	Fall, Winter, Summer
Programs	Containing MATH 352

Course Outcomes

Complex algebra, analytic functions, infinite series, etc.

This course is aimed at graduates majoring in mathematical and physical sciences and engineering. In addition to being an important branch of mathematics in its own right, complex analysis is an important tool for differential equations (ordinary and partial), algebraic geometry and number theory. Thus it is a core requirement for all mathematics majors. It contributes to all the expected learning outcomes of the Mathematics BS degree.For more detailed information visit the Math 352 Wiki page.

Mastery of Concepts

Students will master complex numbers, limits, analytic functions, elementary functions in the complex plane, contour integrals, Taylor series, Laurent series, isolated singularities, residue theory and applications, and conformal mappings.

Top

Graph Theory

Maps, graphs and digraphs, coloring problems, applications.

MATH
355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 313
Taught	Fall
Programs	Containing MATH 355

Course Outcomes

Maps, graphs and digraphs, coloring problems, applications.

Graphs, trees, paths and cycles, connectedness, chromatic number, planarity conditions, genus of a graph, the Five Color Theorem. Students should also be aware of Kuratowsky's Theorem, and the Four Color Theorem. If there is time, it is good to study the proof of Kuratowski's Theorem. For more detailed information visit the Math 355 Wiki page.

↑Top

(Math-MthEd) Survey of Geometry

Logical and historical development of Euclidean and non-Euclidean geometry, transformations and symmetry; relationships among axiomatic systems; use of software and other geometric models; proofs and Van Hiele levels.

MATH
362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 290
Taught	Fall, Winter, Spring
Programs	Containing MATH 362

Course Outcomes

Knowing and Learning Geometry

Students understand central objects, concepts, relationships, definitions, and theorems of Euclidean geometry, how adolescents come to understand these, and the canonical examples and alternative approaches germane to teaching secondary school geometry.

Communicating Geometric Ideas and Arguments

Students can communicate geometric ideas effectively using a variety of appropriate representations and can construct valid proofs of geometric theorems within a given axiom system.

Multiple Geometries

Students understand and can describe the relationships among neutral, Euclidean, and non-Euclidean geometries in terms of fundamental geometric concepts, objects, and properties (particularly parallelism), and can use the fundamental properties of axiom systems and models to provide convincing arguments about these relationships.

Top

Abstract Algebra 1

Groups, group homomorphisms, rings, ideals, and polynomials.

MATH
371

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 290 & MATH 313
Taught	Fall, Winter, Spring
Programs	Containing MATH 371

Course Outcomes

Groups, group homomorphisms, rings, ideals, and polynomials.

This course is aimed at undergraduate mathematics and mathematics education majors. It is a first course in abstract algebra. In addition to being an important branch of mathematics in its own right, abstract algebra is now an essential tool in number theory, geometry, topology, and, to a lesser extent, analysis. Thus it is a core requirement for all mathematics majors. Outside of mathematics, algebra also has applications in cryptography, coding theory, quantum chemistry, and physics. For more detailed information visit the Math 371 Wiki page.

Top

Abstract Algebra 2

Fields, Galois theory, solvability of polynomials by radicals.

MATH 372

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 371
Taught	Fall
Programs	Containing MATH 372

Course Outcomes

Fields, Galois theory, solvability of polynomials by radicals

Students should achieve mastery of the topics listed in the minimal learning outcomes on the Math 372 Wiki page. This means that they should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the below concepts, related to, but not identical to, statements proven by the text or instructor.

Top

Seminar in Mathematics

Topics from classical problems of antiquity, combinatorial mathematics, graph theory, real functions, number theory, functional equations.

MATH
391R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MATH 391R

Course Outcomes

Topics from any area of mathematics.

Specified by the instructor on a case-by-case basis. Topics may be drawn from any area of mathematics. Typical topics include the Putnam Examination, dynamic systems, combinatorial mathematics, graph theory, real functions, number theory, functional equations, etc.

↑Top

Survey of Advanced Mathematics

A series of lectures designed to give students an overview of active research areas in advanced mathematics.

MATH
393

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Majors only.
Taught	Contact Department
Programs	Containing MATH 393

Course Outcomes

Survey of Advanced Mathematics

Students should be familiar with the areas of mathematical research described (naturally in a highly schematic way) by the lecturers in the course. The areas of research will be essentially those that are currently being pursued by BYU faculty in the mathematics department. Students will be able to make an informed choice if they wish to begin a program of undergraduate research with one of the faculty. For more information see the course Wiki page.

Top

Academic Internship

On-the-job experience.

MATH 399R

Hours	0.5 - 9.0 Credit, 9.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing MATH 399R

Course Outcomes

On-the-job experience

To be defined by the professor on a case-by-case basis. In general, via the internship the student should obtain additional mathematical knowledge, and/or apply non-trivial mathematical techniques in creative ways.

↑Top

Modeling with Uncertainty and Data 1

Theory of probability and stochastic processes, emphasizing topics used in applications. Random spaces and variables, probability distributions, limit theorems, martingales, diffusion, Markov, Poisson and queuing processes, renewal theory, and information theory.

MATH
402

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 322 & MATH 346; concurrent enrollment in Math 403.
Taught	Fall
Programs	Containing MATH 402

Course Outcomes

Probability and Statistics 1

Theory of probability and stochastic processes, emphasizing topics used in applications. Random spaces and variables, probability distributions, limit theorems, martingales, diffusion, Markov, Poisson and queuing processes, renewal theory, and information theory. For detailed information about the desired learning outcomes visit the Math 402 Wiki page.

Top

Modeling with Uncertainty and Data 1 Laboratory

Using and developing algorithms for the content of Math 402; developing I/O wrappers for numerical libraries. Applications presented. Developing models and applying results of computations.

MATH 403

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	C S 142 & MATH 323 & MATH 347; concurrent enrollment in Math 402.
Taught	Fall
Programs	Containing MATH 403

Course Outcomes

Expectations

Students will be able to model specific applications using the concepts covered in Math 402, and to critique the models in the context from which the application was taken. They will be able to use software to do the computations that are central to these concepts, and will be able to interpret and apply the results of those computations in the contexts in which the models originated.

↑Top

Modeling with Uncertainty and Data 2

First course in mathematical statistics, focusing on mathematical aspects. Topics include estimation, inference, analysis of variance, regression, multivariate statistics, Bayesian statistics, state estimation, Kalman filtering, time series, GARCH models.

MATH 404

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 402; concurrent enrollment in Math 405.
Taught	Winter
Programs	Containing MATH 404

Course Outcomes

A First Course in Mathematical Statistics

A first course in mathematical statistics, focusing on the mathematical aspects of the subject. Specific topics include estimation, inference, analysis of variance, regression, multivariate statistics, Bayesian statistics, state estimation, Kalman filtering, time series, GARCH models. For a more detailed description of desired learning outcomes visit the Math 404 Wiki page.

↑Top

Modeling with Uncertainty and Data 2 Laboratory

Using and developing software to implement the content of Math 404 and handle large data sets. Applications presented. Designing and executing statistical tests and applying computations to application domains.

MATH 405

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	MATH 403; concurrent enrollment in Math 404.
Taught	Winter
Programs	Containing MATH 405

Course Outcomes

Expectations

Students will be able to apply the models and methods covered in Math 404 to specific real-world settings. They will be able to use software to do the relevant computations, including the handling of large data sets and the interpretation of numerical results. They will be able to devise a specific plan for the use of statistical methods, for an application setting in which the goals are stated in general terms rather than specific statistical terms.

↑Top

Topics in Mathematics

Topics selected from various aspects of mathematics. Possibilities include, but are not limited to, combinatorial theory, factorization and primality testing, game theory, harmonic analysis, hyperbolic geometry, linear programming, Lie groups, p-adic numbers, set theory and mathematical logic stochastic processes, supply chain management, voting theory.

MATH 406R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Topics in Mathematics

1. Students will deepen understanding and skills as outlined in individualized contract between student and professor.
2. Students will demonstrate an advanced level of knowledge in a chosen specialty area.
3. Students will improve their understanding of a focused topic through mentored inquiry and the completion of related writing or design activity.

For more detailed information visit the Math 406R Wiki page

Top

Introduction to Numerical Methods

Root finding, interpolation, curve fitting, numerical differentiation and integration, multiple integrals, direct solvers for linear systems, least squares, rational approximations, Fourier and other orthogonal methods.

MATH
410

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 314; C S 142 or equivalent.
Taught	Fall even years
Programs	Containing MATH 410

Course Outcomes

Root finding, interpolation, curve fitting, etc.

Root finding, interpolation, curve fitting, numerical differentiation and integration, multiple integrals, direct solvers for linear systems, least squares, rational approximations, Fourier and other orthogonal methods. [This official course description appears to differ with current standard practice, in that iterative solvers of linear systems are taught in this course, while "Fourier and other orthogonal methods" are postponed until Math 411.] For more detailed information visit the Math 410 Wiki page.

Numerical Solutions

Students will master numerical solution of equations of one variable, interpolation, numerical differentiation, numerical integration, and numerical solution of linear systems.

Top

Numerical Methods

Iterative solvers for linear systems, eigenvalue, eigenvector approximations, numerical solutions to nonlinear systems, numerical techniques for initial and boundary value problems, elementary solvers for PDEs.

MATH
411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 334
Taught	Winter odd years
Programs	Containing MATH 411

Course Outcomes

Knowledge of Numerical Methods

Students should be able to describe, derive, and implement the numerical methods listed on the Math 411 Wiki page. They should be able to explain the advantages and disadvantages of each method. They should understand error analysis and be able to make practical decisions based on the outcomes of that analysis.

Top

Mathematical Biology

Using tools in mathematics to help biologists. Motivating new mathematics with questions in biology.

MATH 425

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 334
Taught	Winter even years

Course Outcomes

Mathematical Biology

Students should gain a familiarity with how the disciplines of mathematics and biology can complement each other. Increasingly, mathematics is used to understand complex biological systems. Without some familiarity with the mathematical techniques, it is difficult to know how to interpret the results. In this class, a variety of applications to medicine and biology will be studied, highlighting the different mathematical techniques. The objective of the class is not only to introduce the students to various applications and methods but also to help determine the strengths and weaknesses of different methods. For more detailed information visit the Math 425 Wiki page.

Top

Probability Theory

Axiomatic probability theory, conditional probability, discrete / continuous random variables, expectation, conditional expectation, moments, functions of random variables, multivariate distributions, laws of large numbers, central limit theorem.

MATH
431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 313
Taught	Fall odd years
Programs	Containing MATH 431

Course Outcomes

Reasoning

The ability to use probabilistic reasoning and the foundations of probability theory to describe probabilistic engineering experiments in terms of sample spaces, event algebras, classical probability, and Kolmogorov's axioms.

Probability

The ability to use and simulate random variables, distribution functions, probability mass functions, and probability density functions, through calculus and functional transformations, to answer quantitative questions about the outcomes of probabilistic systems.

Variables

The ability to use and simulate multivariate distributions, independence, conditioning, and functions of random variables, including the ability to compute expectations, moments, and correlation functions, to describe relationships between different experimental conditions.

Statistical Inference

The ability to use statistics from measurements and acquired data to make reasonable quantitative inferences about engineering systems.
For more detailed information visit the Math 431 Wiki page.

↑Top

Mathematical Finance

The binomial asset pricing model (discrete probability). Martingales, pricing of derivative securities, random walk in financial models, random interest rates.

MATH
435

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 431
Taught	Winter odd years

Course Outcomes

The binomial asset pricing model (discrete probability)

The minimal expectation for this course is that students learn about mathematical finance in *the context of discrete time and finite state-spaces*. It is therefore not required that students be taught about Brownian motion, the Black-Scholes model, etc. For more detailed information visit the Math 435 Wiki page.

↑Top

Modeling with Dynamics and Control 1

Theory and applicatiions of dynamic systems and partial differential equations. Topics include dynamic systems; bifurcation theory; control theory; hyperbolic, parabolic, and elliptic partial differential equations; commonly-used algorithms.

MATH
436

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 322 & MATH 341 & MATH 346; concurrent enrollment in Math 437.
Taught	Fall
Programs	Containing MATH 436

Course Outcomes

Introduction to the modeling and qualitative theory of differential equations

Introduction to the modeling and qualitative theory of differential equations, both ordinary and partial. Specific topics include: existence/uniqueness of ordinary differential equations (ODE), stability theory for smooth continuous dynamical systems, modeling with ODEs, bifurcation theory, modeling with partial differential equations (PDE), method of characteristics, parabolic operators and viscous effects, conservation laws, Sturm-Liouville operators, eigenfunction expansions, and Green's functions.
For detailed information about desired learning outcomes visit the Math 436 Wiki page.

Top

Modeling with Dynamics and Control 1 Laboratory

Using and developing software to implement the content of Math 436. Developing models and applying results of computations to several application domains. Introduction to parallel computation.

MATH 437

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	C S 142 & MATH 323 & MATH 347; concurrent enrollment in Math 436.
Taught	Fall
Programs	Containing MATH 437

Course Outcomes

Applications

Students will be able to model many real-world applications effectively using the concepts covered in Math 436. They will be able to use commercial software to do the computations that are central to these concepts, and will be able to interpret and apply the results of those computations in the contexts in which the models originated.

↑Top

Modeling with Dynamics and Control 2

Introduction to integral equations, calculus of variations, stochastic differential equatons, optimal stochastic control; common algorithms used for these systems.

MATH 438

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 402 & MATH 436; concurrent enrollment in Math 404, 439.
Taught	Winter
Programs	Containing MATH 438

Course Outcomes

Introduction to modeling with the Calculus of Variations, Optimal Control, and Uncertainty Quantification

Introduction to modeling with the Calculus of Variations, Optimal Control, and Uncertainty Quantification. Specific topics include: specific problems in the calculus of variations, Euler-Lagrange equations, natural boundary conditions, higher order derivatives, secondary conditions for maxima/minima, derivation of Pontraygin's maximum principle, modeling with optimal control applied to biological, physical and the health sciences, Bayesian approach to uncertainty quantification for simple models.
. For detailed information about the desired learning outcomes visit the Math 438 Wiki page.

Top

Modeling with Dynamics and Control 2 Laboratory

Using and developing software for problems in the calculus of variations, stochastic differential equations, and stochastic optimal control. Developing models and applying the results of computations to several application domains.

MATH
439

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	MATH 437; concurrent enrollment in Math 405, 438.
Taught	Winter
Programs	Containing MATH 439

Course Outcomes

Real World Applications

Students will be able to model many real-world applications effectively using the concepts covered in Math 438. They will be able to use commercial software to do the computations that are central to these concepts, and will be able to interpret and apply the results of those computations in the contexts in which the models originated, including the handling of large datasets.

↑Top

Introduction to Partial Differential Equations

Boundary value problems; transform methods; Fourier series; Bessel functions; Legendre polynomials.

MATH
447

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 303; or MATH 314 & MATH 334
Taught	Fall even years
Programs	Containing MATH 447

Course Outcomes

Boundary value problems; transform methods; etc.

The main purpose of this course is to teach students how to solve the canonical linear second-order partial differential equations on simple domains. Secondarily, students should be introduced to the theory concerning the validity of such solutions. For more detailed information visit the Math 447 Wikipage.

Top

Combinatorics

Permutations, combinations, recurrence relations, applications.

MATH
450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 371
Taught	Summer
Programs	Containing MATH 450

Course Outcomes

Basics of combinatorics and its relation to other math areas

Permutations and combinations basics, including the Pigeonhole Principle, binomial coefficients and the Binomial Theorem, Stirling's Approximation, Inclusion/exclusion, Generating functions and recurrence relations (rational functions), Groups, permutations and counting problems -- Polya's Theorem. For more detailed information visit the Math 450 Wiki page.

Top

Introduction to Topology

Developing topological concepts, beginning from a linear setting. Developing proofs or counterexamples from axioms to a structured sequence of topological propositions using only notes provided.

MATH 451

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 341
Taught	Winter even years
Programs	Containing MATH 451

Course Outcomes

Develop topological concepts

Developing topological concepts, beginning from a linear setting. Developing proofs or counterexamples from axioms to a structured sequence of topological propositions using only notes provided. For more detailed information visit the Math 451 Wiki page.

Top

Differential Geometry

Geometry of smooth curves and surfaces. Topics include the first and second fundamental forms, the Gauss map, orientability of surfaces, Gaussian and mean curvature, geodesics, minimal surfaces and the Gauss-Bonnet Theorem.

MATH 465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 314; Math 341 or equivalent.
Recommended	Math 342 or equivalent.
Taught	Fall odd years

Course Outcomes

Geometry of smooth curves and surfaces.

The main purpose of this course is to provide students with an understanding of the geometry of curves and surfaces, with the focus being on the theoretical and logical foundations of differential geometry. For more detailed information visit the Math 465 Wiki page.

↑Top

Group Representation Theory

FG-modules; Maschke's theorem; Schur's lemma; characters of groups; orthogonality relations of characters; induced, lifted and restricted characters; construction of character tables; Burnside's theorem.

MATH
473

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 371
Taught	Winter

Course Outcomes

A second course in abstract algebra; representation theory

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the below concepts, related to, but not identical to, statements proven by the text or instructor. For more detailed information visit the Math 473 Wiki page.

Top

Mathematical Cryptography

A mathematical introduction to some of the high points of modern cryptography.

MATH 485

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 313
Recommended	Math 371.
Taught	Fall
Programs	Containing MATH 485

Course Outcomes

A mathematical introduction to modern cryptography

Students should know the definitions, being familiar with standard examples, and being able to solve mathematical and algorithmic problems by directly using the material taught in the course. This includes appropriate use of Maple, Mathematica, or another appropriate computing language. For more detailed information visit the Math 485 Wiki page.

Top

Number Theory

Foundations; congruences; quadratic reciprocity; unique factorization, prime distribution or Diophantine equations.

MATH
487

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 371
Taught	Winter
Programs	Containing MATH 487

Course Outcomes

A first course in number theory

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the below concepts, related to, but not identical to, statements proven by the text or instructor. For more detailed information visit Math 487 Wiki page.

Top

Readings in Mathematics

Directed readings beyond the scope of usual undergraduate courses.

MATH 495R

Hours	0.5 - 2.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MATH 495R

Course Outcomes

Increase in Mathematical Expertise

To be defined by the professor on a case-by-case basis. In general, a significant, coherent set of readings will be defined, and the student's base of mathematical knowledge and expertise will increase in notable, measurable ways.

↑Top

Senior Thesis

MATH 499R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing MATH 499R

Course Outcomes

The student will complete a strong Senior Thesis which is compatible with the policies of the Honors Program and meets the standards set by the student's thesis advisor.

↑Top

(Math-Chem-C S-Geol-MthEd-Phscs-Stat) Business Career Essentials in Science and Math

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

MATH 500

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing MATH 500

Course Outcomes

Business Skills

Demonstrate knowledge of business skills necessary to function as a scientist working in industry.
Be able to explain how corporate politics can affect your career.

Project Management

Learn the basics of project management and understand why this is important to business success

Effective Communication

Learn how to present concepts and ideas in a clear and effective manner in both oral and written form.

Business Finance

Learn how to read and understand a business financial accounting statement (both internal and external)

Technology Readiness

Understand the different levels of technology readiness and the process of moving a project through these levels to completion

Business Projects and Finances

Learn to read and understand corporate accounting statements and data and understand the basic ideas of project and portfolio management.
Learn the steps to moving an idea from concept to completion in a business setting.

Business Presentations and Writing

Learn the basics of effective business presentations and writing

↑Top

Numerical Methods for Linear Algebra

Numerical matrix algebra, orthogonalization and least squares methods, unsymmetric and symmetric eigenvalue problems, iterative methods, advanced solvers for partial differential equations.

MATH 510

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 410 or equivalent.
Taught	Fall
Programs	Containing MATH 510

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor.

Overview

This course is designed to prepare students to solve linear algebra problems arising from many applications such as mathematical models of physical or engineering processes. Students are introduced to modern concepts and methodologies in numerical linear algebra, with particular emphasis on the methods that can be used to solve very large-scale problems. In-depth discussion of theoretical aspects such as stability and convergence will be used to enhance student understanding of the numerical methods. Students will also be required to perform some programming and computation so as to gain experience in implementing and observing the numerical performance of the various numerical methods.
For more detailed information visit the Math 510 Wiki page.

↑Top

Numerical Methods for Partial Differential Equations

Finite difference and finite volume methods for partial differential equations. Stability, consistency, and convergence theory.

MATH
511

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 303 or 447; 410; or equivalents.
Taught	Winter
Programs	Containing MATH 511

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor.

Overview

This course is designed to prepare students to solve mathematical models represented by initial or boundary value problems involving partial differential equations that cannot be solved directly using standard mathematical techniques but are amenable to a computational approach. Numerical solution of partial differential equations has important applications in many application areas. Students are introduced to the discretization methodologies, with particular emphasis on the finite difference method, that allows the construction of accurate and stable numerical schemes. In-depth discussion of theoretical aspects such as stability analysis and convergence will be used to enhance the students' understanding of the numerical methods. Students will also be required to perform some programming and computation so as to gain experience in implementing the schemes and to be able to observe the numerical performance of the various numerical methods. For more detailed information visit the Math 511 Wiki page

↑Top

Advanced Topics in Applied Mathematics

MATH 513R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Learning Outcomes

Students should gain a familiarity with a particular area of applied mathematics selected by the instructor. In general, a significant, coherent set of readings will be defined, and the student's base of mathematical knowledge and expertise will increase in notable, measurable ways. The students are expected to demonstrate mastery of the material in a manner that is acceptable to the professor. Further information can be found on the Math 513R Wiki page

↑Top

Methods of Applied Mathematics 1

Possible topics include variational, integral, and partial differential equations; spectral and transform methods; nonlinear waves; Green's functions; scaling and asymptotic analysis; perturbation theory; continuum mechanics.

MATH
521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 334 or equivalent.
Recommended	Math 352.
Taught	Contact Department
Programs	Containing MATH 521

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor.

Overview

The object of this course is to familiarize students with classical techniques in applied mathematics and demonstrate their application to specific problems. Possible topics include variational, integral, and partial differential equations; spectral and transform methods; nonlinear waves; Green's functions; scaling and asymptotic analysis; perturbation theory; continuum mechanics. For more detailed information visit the Math 521 Wiki page.

↑Top

Methods of Applied Mathematics 2

Possible topics include variational, integral, and partial differential equations; spectral and transform methods; nonlinear waves; Green's functions; scaling and asymptotic analysis; perturbation theory; continuum mechanics.

MATH
522

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 521 or equivalent.
Recommended	Math 352.
Taught	Contact Department
Programs	Containing MATH 522

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor.

Overview

The object of this course is to familiarize students with classical techniques in applied mathematics and demonstrate their application to specific problems. Possible topics include variational, integral, and partial differential equations; spectral and transform methods; nonlinear waves; Green's functions; scaling and asymptotic analysis; perturbation theory; continuum mechanics. For more detailed information visit the Math 522 Wiki page.

Top

Complex Analysis

Introduction to theory of complex analysis at beginning graduate level. Topics: Cauchy integral equations, Riemann surfaces, Picard's theorem, etc.

MATH
532

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 352 or instructor's consent.
Taught	Contact Department
Programs	Containing MATH 532

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor.

Overview

Essential results: Power series, integration along curves, Goursat theorem, Cauchy's theorem in a disc, Taylor series, Morera's theorem, singularities, residue calculus, Laurent series, argument principle, harmonic functions, maximum modulus principle.
Entire functions: Jensen's formula, functions of finite order, Weierstrass infinite products, Hadamard factorization theorem.
The gamma and zeta functions: Analytic continuation of gamma function, further properties of Γ, functional equation and analytic continuation of zeta function.
Conformal mappings: Conformal equivalence, Schwarz lemma, Montel's theorem, Riemann mapping theorem.
Elliptic Functions: Liouville's Theorems, poles and zeros of elliptic functions, Weierstrass elliptic functions.
For more detailed information visit th Math 532 Wiki page.

↑Top

Introduction to Dynamical Systems 1

Discrete dynamical systems; iterations of maps on the line and the plane; bifurcation theory; chaos, Julia sets, and fractals. Computational experimentation.

MATH 534

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 334, 341; or equivalents.
Recommended	Math 352.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing MATH 534

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor. For more detailed information visit the Math 534 Wiki Page.

Overview

Discrete dynamical systems; iterations of maps on the line and the plane; bifurcation theory; chaos, Julia sets, and fractals. Computational experimentation.

↑Top

Linear Analysis

Normed vector spaces and linear maps between them.

MATH
540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Math 342 or equivalent; Math 352.
Taught	Winter

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor. For more detailed information visit the Math 540 Wiki page.

Overview

Normed spaces: Basics, Banach spaces, Special linear operators, Duality, Adjoints of bounded linear operators, Second duals, Weak and weak-star topologies, Banach-Alaoglu theorem, Finite-dimensional spaces, Baire category theorem, Hahn-Banach extension theorem, Banach-Steinhaus theorem, Open mapping theorem, Closed graph theorem, Bounded inverse theorem
Inner product spaces: Basics, Structure, and important theorems.
Spectral theory: Banach algebras, Bounded operators on Banach spaces, Compact operators on Banach spaces.

Top

Real Analysis

Rigorous treatment of differentiation and integration theory; Lebesgue measure; Banach spaces.

MATH
541

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 341; 314 or 342; or equivalents.
Recommended	Math 352.
Taught	Fall
Programs	Containing MATH 541

Course Outcomes

Learning Outcomes

Students should understand the topics outlined in the minimal learning outcomes on the Math 541 Wiki page. As evidence of that understanding, students should be able to demonstrate mastery of all relevant vocabulary, familiarity with common examples and counterexamples, knowledge of the content of the major theorems, understanding of the ideas in their proofs, and ability to make direct application of those results to related problems.

Overview

Lebesgue measure on **R**n
Lebesgue integration on **R**n
Fubini's Theorem for **R**n
L1, L2, and L∞
Fourier transform on **R**n

↑Top

Advanced Probability 1

Foundations of the modern theory of probability with applications. Probability spaces, random variables, independence, conditioning, expectation, generating functions, and Markov chains.

MATH
543

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 314 and Math 341; and Math 431 or Stat 370; or equivalents.
Taught	Fall

Course Outcomes

Learning Outcomes

Students should understand the topics listed in the minimal learning outcomes on the Math 543 Wiki page. As evidence of that understanding, students should be able to demonstrate mastery of all relevant vocabulary, familiarity with common examples and counterexamples, knowledge of the content of the major theorems, understanding of the ideas in their proofs, and ability to make direct application of those results to related problems.

Overview

Probability spaces
Random variables
Independence
Expectation
Conditioning
Probability measures on product spaces
Generating functions
Discrete Markov chains

↑Top

Advanced Probability 2

Advanced concepts in modern probability. Convergence theorems and laws of large numbers. Stationary processes and ergodic theorems. Martingales. Diffusion processes and stochastic integration.

MATH 544

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 543
Recommended	Math 341, 342, 431; or equivalents.
Taught	Winter

Course Outcomes

Learning Outcomes

Students should understand the topics outlined in the minimal learning outcomes on the Math 544 Wiki page. As evidence of that understanding, students should be able to demonstrate mastery of all relevant vocabulary, familiarity with common examples and counterexamples, knowledge of the content of the major theorems, understanding of the ideas in their proofs, and ability to make direct application of those results to related problems.

Overview

Convergence of random variables
Laws of Large Numbers
Stochastic processes
Ergodic theory
Martingales
Brownian motion
Itô integral

↑Top

Partial Differential Equations 1

Methods of analysis for hyperbolic, elliptic, and parabolic equations, including characteristic manifolds, distributions, Green's functions, maximum principles and Fourier analysis.

MATH
547

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 334, 342; or equivalents.
Recommended	Math 352.
Taught	Contact Department
Programs	Containing MATH 547

Course Outcomes

Learning Outcomes

Students should understand the topics listed in the minimal learning outcomes on the Math 547 Wiki page. As evidence of that understanding, students should be able to demonstrate mastery of all relevant vocabulary, familiarity with common examples and counterexamples, knowledge of the content of the major theorems, and ability to make direct application of those results to related problems, including calculations.

Overview

General Cauchy problem
Method of characteristics for first-order equations
Quasilinear systems of conservation laws on a line
Classification of general second-order equations
Canonical forms for semilinear second-order equations
Hyperbolic equations
Elliptic equations
Parabolic equations

Top

Foundations of Topology 1

Naive set theory, topological spaces, product spaces, subspaces, continuous functions, connectedness, compactness, countability, separation axioms, metrization, complete metric spaces, function spaces, and Baire spaces.

MATH 553

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 341 or equivalent.
Taught	Fall
Programs	Containing MATH 553

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor. For more detailed information visit the Math 553 Wiki page.

Overview

1. Set Theory
2. Topological Spaces
3. Continuous Functions
4. Connectedness
5. Compactness
6. Tychonoff Theorem
7. Countability and Separation Axioms
8. Countable basis
9. Countable dense subsets
10. Normal spaces
11. Urysohn Lemma
12. Tietze Extension Theorem
13. Metrization
14. Complete Metric Spaces

Top

Foundations of Topology 2

Fundamental group, retractions and fixed points, homotopy types, separation theorems, classification of surfaces, Seifert-van Kampen Theorem, classification of covering spaces, and applications to group theory.

MATH
554

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 553 or instructor's consent.
Taught	Winter
Programs	Containing MATH 554

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor. For more detailed information visit the Math 554 Wiki page.

Overview

1. The Fundamental Group
2. The topology of the plane
3. Jordan Curve Theorem
4. Seifert-van Kampen Theorem
5. Classification of Surfaces
6. Classification of Covering Spaces
7. Group Theory
8. Free groups
9. Free abelian groups
10. Presentations of groups
11. Subgroups of free groups

↑Top

Introduction to Algebraic Geometry 1

Basic definitions and theorems on affine, projective, and quasi-projective varieties.

MATH
561

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 571 or concurrent enrollment.
Taught	Contact Department

Course Outcomes

Learning Outcomes

Students should achieve mastery of the topics listed in the minimal learning outcomes on the Math 561 Wiki page. This means they should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor.

Overview

1. Algebraic plane curves
2. Rational curves
3. Relation with field theory
4. Rational maps
5. Singular and nonsingular points
6. Projective spaces
7. Affine varieties
8. Affine space and the Zariski topology
9. Regular functions
10. Regular maps
11. The Zariski topology on projective space
12. Products and maps of quasi-projective space
13. Properness of projective maps
14. Dimension.

⬆Top

Introduction to Algebraic Geometry 2

Local properties of quasi-projective varieties. Divisors and differential forms.

MATH 562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 561
Taught	Contact Department

Course Outcomes

Overview

1. Local properties of algebraic varieties
2. Power series expansions
3. Properties of nonsingular points
4. Birational maps
5. Normal varieties and normalization
6. Divisors
7. Differential forms

Learning Outcomes

Students should achieve mastery of the topics listed in the minimal learning outcomes section of the Math 562 Wiki page. This means they should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor.

Top

Differential Geometry

A rigorous treatment of the theory of differential geometry.

MATH
565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 342 or equivalent.
Taught	Contact Department

Course Outcomes

Learning Outcomes

Students should achieve mastery of the topics listed in the minimal learning outcomes section of the Math 565 Wiki page. This means that they should know all relevant definitions, full statements of the major theorems, and examples of the various concepts. Further, students should be able to solve non-trivial problems related to these concepts, and prove theorems in analogy to proofs given by the instructor.

Overview

1. Differential topology
2. Riemannian metrics
3. Geodesics
4. Curvature
5. Integration on manifolds

↑Top

Matrix Analysis

Special classes of matrices, canonical forms, matrix and vector norms, localization of eigenvalues, matrix functions, applications.

MATH
570

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 302 or 313 or equivalent.
Taught	
Programs	Containing MATH 570

Course Outcomes

Learning Outcomes

The minimal learning outcomes section of the Math 570 Wiki page outlines material which all students in Math 570 should understand. As evidence of that understanding, students should be able to demonstrate mastery of relevant vocabulary, familiarity with common examples and counterexamples, knowledge of the major theorems, understanding of the ideas in their proofs, and ability to make direct application of those results to related problems.

Overview

Matrix arithmetic and Linear transformations, The theory of determinants , Rank of a matrix and elementary matrices, Spectral theory, Shur's theorem, Quadratic forms and second derivative test, Gerschgorin's theorem, Abstract vector spaces and general fields, Axioms, Subspaces and bases, Matrix of a linear transformation, Rotations, Eigenvalues and eigenvectors of linear transformations, Jordan Cannonical form and applications, Cayley Hamilton theorem, Markov chains, Regular Markov matrices, Inner product spaces, Gramm Schmidt process, Tensor product of vectors, Least squares, Fredholm alternative, Determinants and volume, Self adjoint operators, Simultaneous diagonalization, Spectral theory, Singular value decomposition, The Frobenius norm, Least squares and the Moore Penrose inverse, Norms for finite dimensional vector spaces, The p norms,

↑Top

Algebra 1

Group theory, ring theory.

MATH
571

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 372 or equivalent.
Taught	Fall

Course Outcomes

Overview

1. Group Theory
2. Ring Theory
3. Module Theory

Learning Outcomes

Students should achieve an advanced mastery of the topics listed in the minimal learning outcomes section of the Math 571 Wiki page. This means that they should know all relevant definitions, correct statements and proofs of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving difficult problems related to this content, and by proving theorems about these important concepts, even if the theorems go beyond the material in the text.

Top

Algebra 2

Modules, vector spaces, field theory, Galois theory.

MATH
572

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 571
Taught	Winter

Course Outcomes

Overview

1. Linear Algebra
2. Modules over PID's
3. Galois Theory

Learning Outcomes

Students should achieve an advanced mastery of the topics listed in the minimal learning outcomes section of the Math 572 Wiki page. This means that they should know all relevant definitions, correct statements, and proofs of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts The students should be able to demonstrate their mastery by solving difficult problems related to these concepts, and by proving theorems about the below concepts, even if the theorems go beyond the material in the text.

↑Top

Introduction to Algebraic Number Theory

Algebraic integers; different and discriminant; decomposition of primes; class group; Dirichlet unit theorem; Dedekind zeta function; cyclotomic fields; valuations; completions.

MATH
586

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 372 or equivalent.
Taught	Contact Department

Course Outcomes

Learning Outcomes

Students should achieve an advanced mastery of the topics listed on the 586 Math Wiki page. This means that they should know all relevant definitions, correct statements and proofs of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving difficult problems related to these concepts, and by proving theorems about the below concepts, even if the theorems go beyond the material in the text.

Overview

1. Number Fields
2. Prime decomposition in rings of integers
3. Ideal Class Group
4. Dirichlet's unit theorem
5. Cebotarev Density Theorem (Statement)
6. Dedekind zeta function

Top

Introduction to Analytic Number Theory

Arithmetical functions; distribution of primes; Dirichlet characters; Dirichlet's theorem; Gauss sums; primitive roots; Dirichlet L-functions; Riemann zeta-function; prime number theorem; partitions.

MATH
587

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Math 352 or equivalent.
Taught	Contact Department

Course Outcomes

Learning Outcomes

Students should know all relevant definitions, correct statements of the major theorems (including their hypotheses and limitations), and examples and non-examples of the various concepts. The students should be able to demonstrate their mastery by solving non-trivial problems related to these concepts, and by proving simple (but non-trivial) theorems about the concepts below, related to, but not identical to, statements proven by the text or instructor. For more detailed information visit the Math 587 Wiki page.

Overview

1. Arithmetic functions
2. Elementary theorems on distribution of prime numbers
3. Finite abelian groups and their characters
4. Dirichlet series and Euler product
5. The zeta function and the Dirichlet L-functions
6. Partitions

↑Top

Language Study: Maya

Survival-level conversation, reading, listening, and culture skills in the target language.

MAYA
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Maya

Beginning speaking, listening, reading, and writing skills.

MAYA
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Maya

Second-semester speaking, listening, reading, and writing skills.

MAYA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MAYA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Maya

Intermediate speaking, listening, reading, and writing skills.

MAYA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MAYA 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Maya

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

MAYA 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MAYA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing MAYA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Maya

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

MAYA 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Maya

Systematic review of grammar and syntax of target language.

MAYA 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAYA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Advanced Language Proficiency Through Cultural Studies: Maya

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

MAYA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Maya 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing MAYA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Maya

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

MAYA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAYA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Maya

Concentration on target-language and target-culture issues for specific careers.

MAYA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MAYA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Corporate Financial Reporting

Analyzing financial accounting and reporting issues used by prospective managers.

MBA 501

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Financial Statements

Construct and interpret both a balance sheet and an income statement.

Statement of Cash Flows

Construct and interpret a statement of cash flows.

Applying Financial Accounting Rules

Apply the financial accounting rules that exist in the following areas.
a. Revenue recognition
b. Inventory
c. Compensation (including pensions and options)
d. Long-term assets (including impairment)
e. Bonds
f. Leases (including the financial ratio impact of operating leases)
g. Stockholders’ equity (including accumulated other comprehensive income)
h. Investment securities (including derivatives)
i. Fair value accounting
j. Foreign currency transactions and translation

Time Value of Money

Employ the time value of money in a financial accounting context.

Using Excel Spreadsheets

Construct and use simple Excel spreadsheets in a financial accounting setting.

Solving Problems in a Group Setting.

Discuss accounting issues and solve accounting problems in a time-constrained group setting.

Online Learning Resources

Be able to use online learning resources.

Ethical Problems

Intelligently discuss the ethical dimensions of a variety of accounting-related business problems.

Financial Accounting Internationalization

Track the ongoing internationalization of financial accounting.

Time Management

Independently manage time and workload for a variety of tasks.

Top

Managerial Accounting 1

Objectives and procedures of cost accounting. Topics include job costing, joint product costing, cost behavior analysis, standard costs, cost allocation problems, and cost data use in management.

MBA 502

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Measures

Identify and tie together organization and performance measures

Data

Identify and organize relavent data that support decision making

Application

Critically evaluate traditional management accounting data to improve communication in support of management processes

↑Top

Leadership

Develop leadership ability by identifying and building upon existing strengths. Students focus on maintaining positive professional relationships while motivating high performance of individuals, teams, and organizations. Topics include organizational culture and change, leader communication, and character.

MBA
505

Hours	3.0 Credit, 2.5 Lecture, 0.5 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Analyzing and Changing Organizational Culture

Analyze and assess the culture of an organization for the purpose of leading or influencing cultural change.

Fostering Innovation

Foster innovation by generating new ideas and borrowing from other communities of practice.

Developing Professional Relationships

Develop positive professional relationships that help to motivate others and increase their discretionary effort.

Organizational Messages

Introduce and manage organizational messages so that they positively influence people’s perceptions and behavior.

Identify Signature Strengths

Identify signature strengths and competencies, and make them the focus of professional development efforts.

Effective Communication

Communicate effectively, both in speaking and writing.

↑Top

Management and Information Technology

Management and control with information technology. Information flow, database design, and use applied to cost controls and managerial decision making.

MBA
510

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Strategic Planning Using IT

Take part in strategic planning using IT in business contexts where IT plays an important role. Understand the competitive implications of information technology.

Evaluating IT Investments

Set priorities for activities in an IT function. Learn a structured process for evaluating potential systems investments.

Relevance of IT for Business Leaders

Describe the relevance of IT for business leaders.

Analyze IT Outsourcing/Off-shoring

Analyze the pros and cons of IT outsourcing/off-shoring.

Top

Business Finance

Short-term financing of a business operation. Developing techniques for financial planning, such as analysis of ratios, profitability, and liquidity.

MBA
520

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Paper and Tangible Assets

Value paper assets (stocks and bonds) and tangible assets (capital budgeting) using the tools of time value of money, including NPV and IRR.

Financing

Explain the various sources of financing, their associated costs, and their advantages and disadvantages.

Pro Forma Statements

Calculate and use financial statements and ratios to analyze a business and create and use pro forma statements for planning and decision-making purposes

↑Top

Global Treasury Management

Prepare students to work as treasurer or CFO by helping them understand banking relations, cash management, short-term investing and borrowing, liquidity management, and receivables and payables management in an era of electronic commerce.

MBA
521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MBA 520; Fin 201.
Taught	Winter
Programs	Containing MBA 521

Course Outcomes

Analyzing payment systems

Analyze a company's collection, disbursement, and payment systems and determine the costs/benefits of making changes to the cash inflow/outflow timelines.

Ethical issues in treasury management

Explain how important ethical behavior is to a treasurer/chief financial officer.

Managing liquidity

Determine firm's liquidity needs and how these can be met from various sources.

Managing uncertain cash flows

Evaluate the methods, costs, benefits, and risks of hedging uncertain cash flows using various derivative transactions.

↑Top

Advanced Corporate Financial Reporting

Areas of financial reporting where managers have considerable discretion, including pensions, leases, equity securities, earnings, dilution, employee stock options, and deferred taxes. Dynamics between auditors, managers, and financial analysts.

MBA 524

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Financial Statement Analysis

Analysis of financial statements and accompanying footnotes. How various accounting methods might affect interpretation and use of financial information.

MBA
527

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Firm Strategy

Assess the firm and its strategy within the context of the industry.

Analyzing Company Performance

Analyze company performance and financial position using ratio analyses and other analytical procedures.

Assessing Quality

Understand the tools and techniques used to assess the "quality" of the firms reported earnings and financial position.

Forecast Financial Performance

Develop the ability to forecast financial performance and to build pro forma financial statements.

The Main Valuation Models

Develop and understand the main valuation models and use these models to estimate intrinsic value implied by forecasts.

Teamwork

Work well in teams.

Communicate Results

Communicate the results of technical analysis verbally and in writing.

Overcome Ambiguity

Practice overcoming "controlled" ambiguity.

↑Top

Managerial Finance

Elaboration on MBA 520 topics (i.e., capital budgetary, cost of capital, and capital structure). Concepts such as real options, valuation, and mergers introduced.

MBA 528

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Assets and Investments

Compute values for different assets and/or investments with discounted cash flow and option pricing techniques

Valuation Techniques

Explain the concepts behind the valuation techniques verbally and in written form.

↑Top

Strategic Logistics Management

Applying and integrating logistics-related topics, including materials management, physical distribution, inventory management, warehousing, logistics network design, customer service, packaging, and materials handling.

MBA
529

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Strategic management

Students will be able to develop and implement strategic plans based on a firm's logistics capabilities.

Network and Process Analysis

Students will be able to use analytical tools to simulate, analyze, and optimize global, supply chain networks and processes.

International Logistics

Students will be able to plan and lead the execution of international logistics strategies in a global supply chain context.

Managerial Skills

Students will demonstrate excellence in analyzing management problems, developing fact based solutions, communicating recommendations, and implementing plans.

Professionalism

Students will demonstrate appropriate managerial professionalism through responsible behavior, thorough work, and prompt action.

Ethical Behavior

Students will demonstrate the highest possible ethical behavior in completing all work.

Top

Operations Management

Examining issues and tools in production and operations management. Specific tools for forecasting, planning, inventory control, and project management presented and developed.

MBA
530

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Operations and Supply Chain Management

Managed operations and supply chain in a scientific manner

Principles of Production

Understand fundamental principles of production pertaining to capacity, variability, production flow, inventory, and so forth.

Analyze Business Operations

Analyze business operations using basic quantitative analysis techniques.

Apply Operations Principles

Apply operations principles in an actual business situation.

Top

Strategic Sourcing

Upstream supply chain activities of supplier selection, management, and development. Topics will include negotiations, costing, product development, and commodity analysis.

MBA
532

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Ethical Behavior

Determine for yourself how to behave in an ethical manner as a purchasing manager.

Purchasing Decisions

Evaluate purchasing decisions based on price and cost analysis.

Supply Management Issues

Develop creative, strategic approaches to solving supply management issues.

↑Top

Change Management

Theory and practice of change in organizations.

MBA 537

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Diagnosing Performance

Diagnose the key characteristics of individuals, organizations, and organizational subunits that influence their performance

Analyzing Performance Gaps

Investigate and identify the root causes of performance gaps at the individual, subunit, and organizational levels

Improving Performance

Design interventions to ameliorate performance gaps and evaluate the likelihood that an intervention will successfully meet its objectives

Evaluating Interventions

Evaluate the effectiveness of an intervention after implementation.

↑Top

Micro/Macro Organizational Behavior

Foundation for understanding organizations -- behavior, structure, purposes, including models and diagnostic frameworks. How overall environment and societal context shape individuals and organizations.

MBA
542

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Understanding Fundamentals

Understand the fundamentals of organizational culture, structure and environment.

Organizational Phenomena

Explain multi-level nature of organizational phenomena.

Basics of Psychology and Behavior

Summarize basics of individual psychology and behavior, e.g., personality.

Key Debates

Articulate key debates in organization theory (e.g., people-place)

Informal Mechanisms of Influence

Examine informal mechanisms of influence in organizations.

Correlation to the Mission of BYU

Consider how organization behavior relates to the mission of BYU.

↑Top

Team Management and Consultation

Investigating the dynamics that make teams successful, analyzing pitfalls of working in teams, and exploring recommendations to improve team effectiveness. Identifying and resolving common team challenges, as team members and consultants to an external team.

MBA 544

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Concepts associated with design, managing, consulting teams

Discover the fundamental concepts, principles, and theory associated with designing, managing, and consulting teams

Skills to improve team member effectiveness

Achieve practical skills that will improve your effectiveness as a team member and leader

Process facilitation skills to improve team function

Explore process facilitation skills for improving team functioning and performance (both as an internal and external member)

Top

Human Resource Management Skills

Acquiring skills and competencies including selection, compensation, performance evaluation, training evaluation, organizational assessment, and research methodology.

MBA 546

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Discrimination in Employment

Describe the legal restrictions governing discrimination in employment.

Human Resource Plan

Develop a human resource plan.

Recruitment Systems

Design a valid recruitment and selection system.

Performance Evaluation System

Develop and implement a performance evaluation system.

Designing Training Programs

Assess training needs, design a training program, and evaluate it.

Designing Compensation Systems

Design and implement a compensation system that is equitable, legal, motivating, and cost-benefit effective.

Labor Relations

Explain the major labor relations laws and describe unfair labor practices.

↑Top

Labor Relations and Employment Law

U.S./International labor/industrial relations. History, labor law, union organizing campaigns, contract negotiations, arbitration, union avoidance. Employment discrimination, work policies, and workplace safety and health.

MBA
547

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Mapping the core issues in labor relations

Discuss the most dominant labor issues in the U.S. employment sector and how they affect employers and employees.

Analyzing the legal landscape in employment law

Analyze the impacts of the major legal decisions related to labor relations from the year 2000 to the present.
Describe how they have affected labor practices in the workplace.

↑Top

Strategic Human Resource Management

HRM from manager's perspective. Employment relationship, recruiting/selection, employment law, performance management, and HRM in emerging companies. Managing human assets within firm's strategy, industry, and stakeholder environment.

MBA
548

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Employment Interview

The students will be able to design and carry out a valid employment interview.

Understanding Compensation Systems

The student will be able to understand the strengths and weaknesses of various compensation systems.

Provide Solutions

The student will be able to know how to analyze and provide critically evaluated solutions to organizational problems using a systematic approach.

Strengths and weaknesses of compensation systems

The student will be able to understand the strengths and weaknesses of various compensation systems.

Systematic approaches for solutions to organizational problems

The student will be able to know how to analyze and provide critically evaluated solutions to organizational problems using a systematic approach.

↑Top

Professional Seminar in Organizational Behavior

Special topics or problems varying from semester to semester, e.g., conflict resolution, power and influence, intergroup relations, career development and planning, and management skills.

MBA
549R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Understanding Organizations

Perspectives of psychology and sociology on the organization, organizational identity, organizational effectiveness, and organizational change. Critical thinking and application to cases and personal experience.

MBA 549R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Work and Family

Research and practical application related to successfully harmonizing one's family and work lives.

MBA 549R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Marketing Management

Development of analytical marketing tools and techniques; their utilization in case analysis and decision making in marketing management.

MBA 550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

The 4 P's of Marketing

Apply the "4Ps" of the marketing mix to address marketing issues.

Appropriate Marketing Actions

Decide on appropriate marketing actions based on an understanding of market segmentation, targeting and positioning.

Marketing Research Methods

Apply basic marketing research methods to uncover consumer perceptions regarding product value and distinctive competencies.

Marketing Strategy

Explain fundamental components of marketing strategy and how each is related to creating and sustaining customer value.

Advanced Marketing Techniques

Explain the theory and application of advanced marketing techniques such as ZMET, Hierarchical Value Mapping, Perceptual Mapping, the Brand Design Schematic, and Conjoint Analysis.

Top

Pricing Strategies

Introduction to frameworks relevant for making pricing decisions. An integrative approach to pricing strategies combining strategic, economic, marketing, and psychological considerations.

MBA 553

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Factor and Cluster Analysis

Use factor analysis and cluster analysis to uncover and understand the segments in a marketplace.

Target Segments and Product Positioning.

Use factor analysis, partial correlation analysis, and means analysis to build quantitative hierarchical value maps to better understand the segment(s) we target and how to position product.

"Play to Strength"

Use hierarchical values maps to specify a “play to strength” marketing strategy.

Conjoint Analysis

Use conjoint analysis to design a new product or service.

↑Top

Internet Marketing

Marketing strategy for business on the internet: marketing research, sales, and promotional concepts.

MBA
554

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Advertising and Promotion

Key issues facing marketing managers when promoting products and services. Cases, readings, and research on the elements of effective communication strategies and promotional programs.

MBA
556

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Marketing Communications

Develop critical skills to plan, develop, and evaluate marketing communications.

Creative Brief

Develop ability to create and communicate critical components of a creative brief.

Financial Impact

Become proficient in calculating the financial impact of marketing communications and trade promotions on the firm.

Social, Legal, Ethical

Understand the social, legal, and ethical considerations involved in the promotional planning process.

Top

Business Strategy

Introduction to strategic planning; concepts, models, and analysis.

MBA 580

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Models of Strategic Management

Understand the concepts and models of strategic management presented in the course.

Analyzing Competitive Situations

Use strategy concepts and models of strategic management presented in class to ***analyze*** the competitive situation facing a firm.

Achieving a Competitive Advantage

Apply the models of strategic management presented in the course to arrive at recommendations that will help organizations achieve and sustain competitive advantage.

Communicating Conclusions

Persuasively ***communicate*** analytical conclusions and recommendations in verbal and written form.

Role of the Business Leader

Appreciate the roles, responsibilities, and potential influence of business leaders in the strategy process.

Top

Introduction to Global Management

Foundations in global management integrating strategy, finance, operations, marketing, and human resource management.

MBA 584

Hours	1.5 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

CAGE Framework

Become facile in leading frameworks of international business context, such as national culture, the CAGE model of distance, a "flat" vs. "spiky" world, as well as taxonomies of emerging/powerful markets such as BRIC, MIST/MINT countries, etc. Recognize and share current events in world business that illustrate this framework (and the content of the rest of the learning outcomes).

Characteristics of a Global Industry

Understand the complexities of expansion, in general, into global markets--that is, the pitfalls and opportunities that companies face as they seek new, foreign customers for their products and services.

Foreign Markets

Deepen and apply global learning to functional areas of business such as finance (e.g. foreign exchange), marketing (e.g. new product development worldwide), supply chain (outsourcing and offshoring) and human resource management (global teams and expatriate assignments). Understand how the concepts of culture, political systems, etc. apply to the various aspects of managing a business.

MNEs

Integrate knowledge from other core courses in the MBA program that span across functional areas (e.g., ethics, strategy, etc.) to learn how global management fits into a "putting it all together" approach to running a cross-national enterprise.

Top

Business Plan Competition Management

Directors of the BYU Business Plan Competition learn and apply skills in leadership, governance, financial management, mentoring, and VA/Angel networking. application and faculty approval required.

MBA 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Consulting Field Study

Working as a team with faculty and management in strategic consulting projects for local, national, and international business.

MBA 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Miller New Venture Competition Leadership

Working as a team with faculty and management in strategic consulting projects for local, national, and international business.

MBA 590R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Integrative Exercise

Integrated applications of case analysis and presentation skills. Group work to analyze cases and formulate recommendations, followed by professional presentations to groups representing management.

MBA 591R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Management Seminar

Invited guests speak on topics of general management interest ranging from ethics, industry problems and opportunities, and government policies to relevant current events.

MBA
593R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Curricular Practical Training

Hands-on practical training for MBA international students to be taken after their first year of the MBA program.

MBA
598R

Hours	0.5 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Static Systems in Mechanical Engineering

Analysis and design of static systems; real world problem solving; forces, moments, and vectors, equilibrium; external and internal forces; centroids and inertia; mechanical engineering fundamentals.

ME EN 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 121 & MATH 112
Taught	Fall, Winter, Spring
Programs	Containing ME EN 101

Course Outcomes

Forces and Moments

1. An understanding of forces and moments and an ability to perform mathematical manipulation of them using vector analysis.

Free Body Diagrams

2. An ability to construct free-body diagrams and to calculate the reactions necessary to ensure static equilibrium for particles and rigid bodies.

Systems of Forces and Moments

3. An understanding of the analysis of systems of forces and moments and distributed loads and an ability to determine internal forces and moments in members.

Computing

4. An ability to apply basic computing techniques to explore solutions of elementary static systems by changing variables and to produce publication quality figures.

Calculating Centroids and Moments of Inertia

5. An ability to calculate centroids and moments of inertia of 2-D and 3-D objects.

Friction

6. An understanding of friction and how to model it in static systems.

Design Process

7. An understanding of the basic design process and an ability to apply it to design, build, and test a static structure to meet competing constraints.

Real World Applications

8. An ability to describe the ME EN Real-world Problem Solving Process and to transform real world scenarios (using the 5 P's) into analyzable statics problems.

Communicating Analysis Results

9. An ability to use a structured problem solving approach (SAFER) that effectively communicates the steps, results, and objectives of an engineering analysis to others.

Mechancial Engineering Career Development

10. An understanding of Mechanical Engineering as a discipline and how statics principles relate to core ME EN topics and to becoming an influential engineer.

Top

New Student Seminar

Topics of special interest to new mechanical engineering majors.

ME EN 191

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required of all first-semester freshman and transfer students.
Taught	Fall, Winter
Programs	Containing ME EN 191

Course Outcomes

Discipline of ME

1. Students will be familiar with the discipline of mechanical engineering, including several sub-disciplines.

Outcomes

2. Students will be familiar with the mechanical engineering program at BYU, including outcomes, advising opportunities, facilities and application process.

Career Opportunities

3. Students will understand types of career opportunities in mechanical engineering and procedures for securing an internship.

Design Process

4. Students will be introduced to the design process, including meeting customer needs from within the context of function, safety, aesthetics, manufacturability, etc.

AIMS

5. Students will appreciate the value of being independent learners, taking responsibility for their education, and exemplifying the aims of a BYU education.

Technical Writing

6. Students will be able to use the acronym IMRaD to describe the elements of technical writing.

Top

Academic Internship

Work experience evaluated by supervisor and posted on student's transcript.

ME EN
199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Consent of both department chair and cooperative education coordinator.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional Experiences

Student acquires professional experiences in the discipline.

Professional Communication

Student demonstrates professional communication skills (report).

Converting Thought into Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

↑Top

Science of Engineering Materials

Principles and properties of solid materials and their behavior as applied to engineering.

ME EN
250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 105
Taught	Fall, Winter, Spring
Programs	Containing ME EN 250

Course Outcomes

Functional Behaviors of Materials

1. Describe the functional behaviors of the primary classes of materials (metals, ceramics, polymers, composites).

Material Properties

2. Predict material properties based on atomic structure and defects.

Lever Rule

3. Apply the lever rule to binary phase diagrams.

Stress-strain Diagram

4. Model the stress-strain diagram and describe the mechanisms for altering it for the various classes of materials.

Diffusion, Nucleation and Growth

5. Describe the kinetics of diffusion and the process of nucleation and growth as they affect transformation products.

Degradation Processes

6. Describe common degradation and failure processes for each basic class of materials.

Material Selection

7. Identify functional requirements for real world scenarios and select an appropriate material based on those requirements.

Writing Communication

8. Document materials data in publication-quality graphical and tabular forms, and discuss the meaning of the data.

Real World Problem Solving

9. Develop engineering problem statements for real-world materials problems using the BYU ME Problem Solving Process.

↑Top

Engineering Graphics--Principles and Applications

Comprehensive applications of CAD-based national (ANSI) and international (ISO) graphics standards, including coordinate and geometric dimensioning and tolerancing practices, manufacturing, and product verification procedures.

ME EN
272

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Me En professional program for Me En students; or non-Me En major in Engineering and Technology.
Taught	Fall, Winter, Spring
Programs	Containing ME EN 272

Course Outcomes

Modeling Techniques

1. Understand both surface and solid modeling techniques found in a modern commercial CAD package.

CAD Modeling - Basic Components

2. Create a CAD model of basic machine components and assemblies.

CAD Modeling - Average to Complex Components

3. Design and create CAD models of average to complex mechanical components.

Engineering Drawings - Standard

4. Create, read and understand engineering drawings composed of multiple views with standard dimensioning and tolerancing nomenclature.

Engineering Drawings - Geometric

5. Create, read and understand engineering drawings that contain geometric dimensioning, tolerancing symbology and mating parts fit.

Top-Down and Bottom-Up Design

6. Understand the approaches and processes used in component and assembly modeling, i.e. top-down and bottom-up design.

Collaboration

7. Collaborate with teammates to learn how to apply CAD tools to the modeling projects.

Product Design and Manufacturing Information

8. Prepare a design package for a real-world device to be manufactured in Me En 382.

Globalization

9. Learn about design and engineering processes in a global context.

Top

Introduction to Scientific Computing and Computer-Aided Engineering

Computer programming for engineers taught in context of solving physical systems using numerical methods. Student will program solutions using the C++ language, spreadsheets, symbolic solvers, etc.

ME EN
273

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	MATH 113; Math 302 or 314 or concurrent.
Taught	Fall, Winter, Spring
Programs	Containing ME EN 273

Course Outcomes

Role of Numerical Solutions

1. Understand the role of numerical solutions in the engineering process of design and analysis. Understand how integers and real numbers are stored inside the computer. Understand the limitations associated with numerical solutions, including accuracy due to approximations and round-off error.

Modern Numerical Methods

2. Find roots of equations using various modern numerical methods.

Linear Systems of Equations

3. Solve linear systems of equations using Gauss elimination, LU decomposition and/or matrix inversion. Understand the concept of matrix condition number.

Basic Curve Fitting Algorithms

4. Be able to implement basic curve fitting algorithms, including least-squares regression.

Methods for Approximating Derivatives

5. Implement forward and central difference methods for approximating derivatives and the trapezoidal and Simpson's 1/3 rule for numerical integration; estimate round-off and truncation error.

Ordinary Differential Equations

6. Solve simple ordinary differential equations (initial value and boundary value problems) using basic numerical techniques.

C++ Programming

7. Using C++, write programs which use control statements and looping constructs, employ 1D and 2D arrays, call functions, and read and write to data files. Understand classes and pointers at a basic level.

Fundamentals of Software Packages

8. Use commercially available software packages, including Excel and MATLAB, to perform basic numerical tasks (calculate equations, graph data, perform curve-fitting, solve linear systems of equations, and manipulate matrices).

Real World Applications Solving: Explore

9. Learn the BYU ME methodology for exploring the solution space of engineering problems.

Real-world Problem Solving: Communicate

10. Be introduced to the importance of clear, concise, and convincing communication and apply these principles in technical reports.

Written Communication

11. Effectively communicate the methods and results of scientific computing through extended abstracts or executive summaries.

↑Top

Fluid Mechanics

Physics and modeling of fluid flow; fluid statics, dimensional analysis, momentum, internal and external viscous flow, and fluid machinery.

ME EN 312

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ME EN 321; concurrent enrollment in Me En 362.
Taught	Fall, Winter, Summer
Programs	Containing ME EN 312

Course Outcomes

Fluid Properties

1. Understand viscosity as a fluid property and be able to compute shear stress involving Newtonian fluids. Understand the different types of fluids and the phenomena of surface tension and cavitation.

Pressure in Fluids

2. Understand the variation in pressure, and determine pressure at a point in a static gas or liquid. Be able to compute hydrostatic forces on fully and partially submerged surfaces, and be able to determine the location of the center of pressure.

Flowing Fluids

3. Understand field variables and be able to evaluate the local, convective, and total acceleration in flowing fluids. Recognize Lagrangian and Eulerian frames of reference. Understand pressure distributions normal to, and parallel to, streamlines in flowing fluids. Be able to appropriately apply Bernoulli's principle to fluid dynamic situations and recognize the limitations of this principle.

Conservation of Mass

4. Be able to derive the integral form of the conservation of mass principle from the Reynolds Transport Theorem and appropriately apply it to steady and unsteady flow situations with uniform or two-dimensional velocity distributions. Recognize and be able to utilize the differential form of conservation of mass.

Global Force/Momentum Balances

5. Be able to derive the integral form of the linear momentum principle from the Reynolds Transport Theorem and apply global force/momentum balances for stationary and constant velocity frames of reference with uniform or two-dimensional velocity distributions. Recognize the Navier-Stokes equations and solve them for simplified viscous flows.

Dimensional Analysis

6. Be able to determine appropriate dimensionless variables for a given dynamical situation. Understand the usefulness in presenting experimental data using dimensional analysis. Predict prototype analysis based on similitude and understand the pitfalls of modeling.

Mechanical Energy Equation

7. Understand the mechanical energy equation and be able to apply it to laminar and turbulent flow with minor and major losses through pipe networks.

Velocity Distributions

8. Understand and predict velocity distributions and boundary layer growth for flat plate boundary layers with laminar or turbulent flow. Understand flow separation, be able to predict skin friction and pressure drag for laminar and turbulent flows, and describe methods of drag reduction. Be able to determine Lift and explain how it is generated.

Form Drag and Flow Seperation

9. Be able to utilize the principles of fluid dynamics to analyze and solve real world flow phenomena. Be able to use structured techniques (e.g. The 5 Ps of problem definition) to develop an engineering problem statement based on real-world applications of fluid mechanics and apply structured problem solving techniques (e.g. SAFER to solve fluids engineering problems. Be able to methodically explore the possible solution space (e.g. using ConVerSAnT) for fluids problems.

Investigate Phenomena and Communicate Results

10. Be able to investigate elementary fluid dynamical phenomena experimentally, present experimental results graphically in figures in terms of appropriate dimensionless variables, and effectively communicate results in a formal technical document.

↑Top

Thermodynamics

Fundamentals of thermal energy and work; principle of state, conservation of mass, conservation of energy, increase of entropy principle; application to thermal and mechanical processes.

ME EN
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 123 & CHEM 105
Taught	Fall, Winter
Programs	Containing ME EN 321

Course Outcomes

Problem Solving

1. Each student can use structured techniques (e.g. The 5 Ps of Problem Definition) to develop an engineering problem statement based on real-world applications of thermodynamics. Each student can apply structured problem solving techniques (e.g. SAFER) to solve thermodynamic engineering problems.

Writing

2. Each student can write a technical theory section consistent with specified guidelines (e.g. How to Write a Technical Theory Section) that documents their analysis of thermodynamic devices and processes.

Thermodynamic Systems

3. Each student can select an appropriate system and model the interactions between the system and its surroundings.

Thermodynamic States, Properties and Processes

4. Each student can use the state postulate to fix the state of a thermodynamic system. Each student can distinguish between point functions (thermodynamic properties) and path functions (heat, work, mass transfer and entropy generation). Each student can use process diagrams to illustrate isobaric, isometric, isothermal, isentropic, isenthalpic processes.

Obtaining Thermodynamic Property Values

5. Each student can properly characterize a thermodynamic system as either an ideal gas, an incompressible substance, a superheated vapor or a saturated liquid-vapor mixture in order to identify appropriate property relationships. Each student can use equations of state, charts, tables or software to obtain thermodynamic property values.

Conservation of Mass and Energy

6. Each student can use conservation of mass and conservation of energy principles to build

models of open and closed thermodynamic systems undergoing transient and steady processes.

Principle of Increasing Entropy

7. Each student can identify irreversibilities and determine whether a process may be approximated as reversible, internally reversible or externally reversible. Each student can explain the increase of entropy principle, and can use the entropy balance equation to model open and closed systems undergoing transient and steady processes.

Analysis of Engineering Devices and Processes

8. Each student can describe the hardware, the operation, the purpose, and the approximations typically used to model common engineering devices and processes.

Cycles

9. Each student can list the devices and describe the processes needed to execute power and refrigeration cycles. Each student can build thermodynamic models in order to analyze and evaluate these cycles and to draw conclusions regarding the performance of these cycles.

Top

Design of Mechatronic Systems

Microcontroller-based mechatronic systems comprised of mechanical, electrical, and software subsystems. Electronics, printed circuit board design, microcontroller programming and interfacing, and mechanical prototyping.

ME EN 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC EN 301 & ME EN 273; concurrent enrollment in Me En 335.
Taught	Fall, Winter
Programs	Containing ME EN 330

Course Outcomes

Microcontroller Architectures, Memory, and Peripherals

1. Students should have an understanding of microcontroller architectures, memory, and peripherals, including timers, counters, interrupts, and analog-to-digital converters.

Programming Microcontrollers

2. Students should be able to program microcontrollers using a high-level programming language and event-driven programming techniques.

Integrating Circuits and Sensors

3. Students should know how to interface digital and analog circuits and sensors with a microcontroller.

Analog-to-Digital and Digital-to-Analog

4. Students should understand analog-to-digital and digital-to-analog conversion.

Serial and Parallel Communication Options

5. Students should understand basic serial and parallel communication options for microcontrollers.

Electromechanical Actuators

6. Students should gain familiarity with various electromechanical actuators, including DC motors, stepper motors, solenoids, and servomotors. Students should understand how DC motors function, their performance characteristics (torque/speed curves), and how to select a motor for a specific application.

Driving Motors

7. Students should be able to interface motors with a microcontroller and implement motor driver

circuits.

Pulse-Width Modulation

8.Students should understand and be able to implement pulse-width modulation as a method for controlling motors.

Real World Design and Prototyping Tools

9. Students should have experience using real-world design and prototyping tools, including printed circuit board design software, breadboards, soldering, and mechanical prototyping tools.

Data Sheets

10. Students should be able to read data sheets and select electronic components to meet design requirements.

Design and Implement a Mechatronic System

11. Students should be able to design and implement a complete mechatronic system that integrates micro-controllers, electronic components, and mechanical components.

↑Top

Dynamic System Modeling and Analysis

Formulating mathematical models for mechanical, electrical, fluid, and combined systems; numerical solution of motion equations; first- and second-order systems, frequency response, and transfer functions.

ME EN 335

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MATH 303 & ME EN 273 & CE EN 204; or MATH 334 & ME EN 273 & CE EN 204; concurrent enrollment in Me En 330.
Taught	Fall, Winter
Programs	Containing ME EN 335

Course Outcomes

Mechanical Systems

1. Students should have a knowledge of fundamental systems concepts required to develop lumped element models for basic mechanical systems, including inertia, compliance, dissipation, and power sources, and obtain equations of motion for linear motion and fixed-axis rotation.

Electrical Systems

2. Students should have a knowledge of fundamental systems concepts required to develop lumped element models for basic electrical systems, including inductance, capacitance, resistance, power sources and amplifiers.

Basic Fluid Systems

3. Students should have a knowledge of fundamental systems concepts required to develop lumped element models for basic fluid systems, including inertance, capacitance, resistance, and pumps.

Multi-domain Modeling

4. Students should have a knowledge of fundamental concepts of multi-domain modeling of electromechanical and fluid/mechanical systems and be able to develop lumped element models of these mixed systems.

Simulation Software

5. Students should know how to place equations of motion into state variable form, and to develop a simulation for basic non-linear and linear systems using MATLAB or some other simulation software.

Transfer Functions and Poles

6. Students should know how to manipulate a system of linear differential equations to obtain transfer functions and poles (eigenvalues).

Interpret Poles

7. Students should understand first and second-order systems and know how to interpret poles (eigenvalues) to define natural frequencies, damping ratios, time constants, and the natural response, step response, and impulse response of a system.

Frequency Response

8. Students should understand the concept of frequency response. They should understand the relationship between transfer functions and frequency response, and should be able to obtain frequency response plots for their system models using MATLAB.

Real World Application

9. Students should use the BYU ME method to 1) transform a real-world dynamic system into an engineering problem and 2) develop and analyze a lumped-element model to solve the engineering problem. Students communicate their process and results to others.

Top

Heat Transfer

Fundamentals of heat transfer; basics of conduction, convection, and radiation; mass transfer by analogy; heat exchangers; computer applications to practical design and analysis problems.

ME EN 340

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ME EN 312
Taught	Fall, Spring
Programs	Containing ME EN 340

Course Outcomes

Conservation Principles

1. Each student can build models of heat transfer processes and systems by applying conservation of mass and energy to a system.

Fundamentals of Conduction

2. Each student can describe the physical mechanisms involved in conduction heat transfer. Each student can use Fourier's law in conjunction with conservation of energy to develop the heat diffusion equation.

Conduction Analysis

3. Each student can utilize solution methods for the heat diffusion equation to analyze 1D, 2D, steady and transient problems, including the use of thermal circuits and analytical and numerical methods.

Extended Surfaces

4. Each student can analyze extended surfaces using the fundamentals of conduction and convection. Each student can use fin efficiency and fin effectiveness to evaluate the performance of a fin or fin array.

Fundamentals of Convection

5. Each student can describe the physical phenomena associated with convection and use non-dimensional parameters to analyze convection heat transfer. Each student can calculate local and global convective heat fluxes using Newton's law of cooling.

Convection Analysis

6. Each student can use empirical correlations to analyze external and internal, forced and free convection problems.

Fundamentals of Radiation

7. Each student can describe the physical mechanisms involved in radiation heat transfer. Each student can model radiative heat transfer processes and include radiative processes when analyzing heat transfer at a surface.

Radiative Heat Exchange

8. Each student can calculate total, hemispherical radiative properties of surfaces from their spectral, directional counterparts and evaluate the radiative heat exchange between diffuse, gray surfaces in enclosures.

Problem Solving

9. Each student can identify heat transfer phenomena in real-world applications, use a systematic method (e.g. 5 Ps of Problem Definition) to formulate a useful engineering problem statement, use basic concepts and fundamental laws to build a model that addresses the engineering problem, solve the engineering problem using a systematic method (e.g. SAFER), and document their analysis using an organized structure (e.g. IMRaD) to convey conclusions and recommendations.

Top

Engineering Measurements

Fundamental concepts of measurement systems, characteristics of sensor signals, data acquisition, sensors, uncertainty analysis.

ME EN 362

Hours	2.0 Credit, 1.5 Lecture, 1.5 Lab
Prerequisites	ME EN 335 & STAT 201; Engl 316 or concurrent enrollment; concurrent enrollment in Me En 312.
Taught	Fall, Winter, Summer
Programs	Containing ME EN 362

Course Outcomes

Measurement Concepts and Calibration

1. Students should be familiar with concepts of measurement such as accuracy, precision, bias error, random error, and static sensitivity. Students should be able to calibrate a measurement system.

Spectral Analysis

2. Students should understand the basics of spectral analysis and how to interpret the frequency content of a signal.

Time and Frequency Response

3. Students should understand how the concepts of time and frequency response apply to measurement systems.

Data Acquisition and Signal Conditioning

4. Students should gain experience with data acquisition and signal conditioning. Students should understand the sampling process, how aliasing can occur, and how it can be prevented.

Experience with Sensors

5. Through laboratory exercises and projects, students should gain hands-on experience with a variety of sensors, such as strain gages, thermocouples, pressure transducers, and optical sensors.

Uncertainty Analysis

6. Students should be able to perform a basic uncertainty analysis for a measurement system.

Learning to Write about Experimental Results

7. Students should learn how to write a summary and conclusion for a report, and how to write a full formal report to document experimental results.

Practice Documenting Experimental Results

8. Students should practice clear, concise, and convincing communication by writing a memo report and a full formal report. The full report should include an uncertainty analysis from measured data.

Real World Application

9. Students will apply measurement procedures to real world problems.

Top

Mechanical System Design Fundamentals

Static and dynamic stress and failure analysis for mechanical systems.

ME EN
372

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	CE EN 203 & ME EN 250
Recommended	Me En 273.
Taught	Fall, Winter, Spring
Programs	Containing ME EN 372

Course Outcomes

Machine Design Models

1. Create appropriate machine design models that represent real structures and components.

Free Body Diagrams

2. Draw a free body diagram of a structure of machine component. Show the loads and calculate the reactions. Draw shear moment diagrams.

Stress from Combined Loadings

3. Calculate stress in machine components due to combined loadings.

Deflection Estimates

4. Estimate the deflection of structural members under combined loading.

Application of Static Failure Theories

5. Select an appropriate static failure theory for a brittle or ductile material and apply it to predict failure loads and safety factors for various geometries and loading conditions.

Stress Analysis

6. Analyze the stresses in pressure vessels, press fits, curved beams, bolts, and bolted joints.

Buckling Prediction

7. Calculate buckling predictions for statically loaded compression members.

Cyclically Loaded Members

8. Construct S-N and Goodman diagrams for cyclically loaded members, calculate mean and alternating stresses and predict safety factors for infinite or finite life.

Design to Prevent Failure

9. Design machine members to prevent static, dynamic or fatigue failure. Integrate several components in a system to meet design requirements.

FEA Software

10. Gain experience using commercial FEA software to create models of simple structures and machine components. Solve these models to determine deflections and stresses, and understand how to interpret the results for engineering application.

Structured Problem Solving

11. Students will gain experience using a structured problem solving technique (e.g. SAFER) to solve machine design engineering problems.

ConVerSAnt Method

12. Students will gain increased understanding of machine design problems by exploring solutions using the ConVerSAnt method.

Technical Report

13. Students will apply machine design analysis concepts to a real-world problem and document their analysis through well designed figures and graphics as well as a technical report.

Top

Manufacturing Processes

Common manufacturing processes, including technological limitations and economic considerations. Influence of product design on process selection and manufacturing efficiency.

ME EN
382

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	ME EN 250 & ME EN 272
Taught	Fall, Winter, Summer
Programs	Containing ME EN 382

Course Outcomes

Impact on Society

1. Demonstrate an understanding of the impact of manufacturing capability on society.

Manufacturing Processes

2. Recognize and develop a familiarity with a variety of manufacturing processes and how they are classified. Demonstrate understanding of the physical phenomena involved in how various families of manufacturing processes work.

Selection of Manufacturing Processes

3. Identify characteristics and capabilities of various manufacturing processes so that recommendations for process selection plans can be made. Recommend process parameters for various manufacturing processes. Identify materials and/or their properties that would be appropriate for successful use with various manufacturing processes.

Cause and Effect Relationships

4. Identify cause and effect relationships for various manufacturing process parameters so that inferences from process data can be made to obtain desired process results.

Practical Design

5. Make practical design recommendations to improve the manufacturability of component parts based on manufacturing process knowledge.

Capability and Development of Processes

6. Perform various manufacturing processes with real process equipment in order to begin to develop good engineering, judgment about the capability of various processes, and the development of process plans.

Team Projects

7. Work successfully in teams to modify the design, build, and test a practical product designed in Me En 272.

Writing & Presentation of Engineering Reports

8. Write a professional quality methods/procedures section of a report related to manufacturing processes.

↑Top

Professional Skills in Mechanical Engineering

Preparation for future education and career; professionalism, time management and goal setting skills; translation of engineering models to application

ME EN 393

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ENG T 231
Taught	Fall, Winter
Programs	Containing ME EN 393

Course Outcomes

Future Education and Career Planning

1. Students will develop and execute a plan to prepare for their future education and career, including being aware of and evaluating various educational and employment opportunities.

Lifelong Service and Professional Contributions

2. Students will develop the professionalism and skills to effectively capitalize on their abilities, education, and experiences (personal and educational) for lifelong service that benefit their family, employer, profession, and society.

Professional and Spiritual Interconnectedness

3. Students will understand the interconnectedness of their spiritual and professional lives.

↑Top

Applications of Fluid Dynamics

External flow, lift and drag, boundary layers; quasi-1D compressible flow, shocks, expansions; turbomachinery design and performance; introduction to CFD with applications.

ME EN 412

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 312
Taught	Contact Department

Course Outcomes

Governing Equations

Understand and be able to apply conservation of mass, momentum, and energy in differential and integral form to fluid dynamics problems.

External Flow

Be able to predict lift and drag for bodies in external flow fields using computational and empirical methods. Understand important viscous behavior like boundary layer growth, transition, separation, and wake development and their implications for performance and design.

Compressible Flow

Be able to solve quasi-one-dimensional compressible flow problems including the effects of area change and Mach number. Understand the behavior of shocks and expansion fans

Turbomachines

Be able to predict performance and understand fundamental design principles for various turbomachinery applications (e.g, jet engines, wind turbines, propellers, compressors).

Computational Fluid Dynamics

Become familiar with the basic terminology and methods of CFD including equation discretization, mesh generation, boundary conditions, convergence behavior, and post-processing. Be able to use CFD software to simulate basic fluid flow applications.

↑Top

Applied Aerodynamics and Flight Mechanics

Modern applied aerodynamics, including performance, stability, and control of aerospace vehicles.

ME EN 415

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 312
Taught	Fall
Programs	Containing ME EN 415

Course Outcomes

Aerodynamic Design

Aerodynamic design of an airplane.

Performance Requirement Design

Designing an airplane with specific performance requirements.

Stable and Controlled Flight Design

Designing an airplane for stable and controlled flight.

Propulsion System Design

Designing an airplane propulsion system.

Structural Design

Airplane structural design.

↑Top

Applied Thermodynamics

Applied engineering thermodynamics including air and steam power cycles, thermodynamic relations, and introduction to combustion and equilibrium chemical reactions.

ME EN 422

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	ME EN 321
Taught	Winter

Course Outcomes

Problem Solving

Each student can identify issues related to thermodynamics in real world problems, use basic concepts and fundamental laws to construct thermodynamic models, apply mathematical principles to solve these models, draw conclusions based on these solutions and formulate sound recommendations based on these conclusions.

Concepts and Laws of Thermodynamics

Each student can select a system, identify the heat, work, exergy and mass flow interactions occurring between the system and its surroundings and build models of steady-flow devices and transient thermodynamic systems.

Thermodynamic Property Relationships

Each student can describe the sensors and methods commonly used to measure temperature, pressure, specific volume and specific heats. Each student can use thermodynamic concepts and laws to develop relationships between observable thermodynamic properties and thermodynamic properties that cannot be directly measured.

Gas Power Cycles

Each student can use the basic concepts and fundamental laws of thermodynamics to model the performance of various gas power cycles. Each student can evaluate the impact of modifications such as reheat, regeneration and intercooling on the efficiency and net power produced by a gas power cycle and draw conclusions regarding the implementation of these modifications.

Jet Propulsion Cycles

Each student can use the basic concepts and fundamental laws of thermodynamics to analyze, evaluate and draw conclusions regarding the performance of jet propulsion cycles.

Vapor Power Cycles

Each student can use the basic concepts and fundamental laws of thermodynamics to analyze, evaluate and draw conclusions regarding the performance of Rankine cycles, geothermal power cycles, and combined cycles.

Refrigeration Cycles

Each student can use the basic concepts and fundamental laws of thermodynamics to analyze, evaluate and draw conclusions regarding the performance of vapor-compression refrigeration cycles, absorption refrigeration cycles, multistage refrigeration cycles and cascade refrigeration cycles.

Alternative Energy Systems

Each student can use the concepts and laws of thermodynamics to analyze and evaluate renewable energy systems and to draw conclusions regarding the performance of these systems.

Psychometrics

Each student can calculate the properties of mixtures of air and water vapor to analyze, evaluate and draw conclusions regarding the performance of evaporative cooling systems, cooling towers, humidifiers and dehumidifiers.

Top

Internal Combustion Engines

Fundamental operating characteristics of internal combustion engines, spark and compression ignition. Thermodynamic cycle analysis, performance and emissions characterization, and dynamometer testing on CFR and production engines.

ME EN
425

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	ME EN 321
Taught	Fall
Programs	Containing ME EN 425

Course Outcomes

Engine Parts and Functionality

A knowledge of internal combustion engine parts and their functionality.

Performance Metrics

The ability to calculate industrial standard internal combustion engine performance metrics.

Engine Cycle and Thermodynamic Modeling

An understanding of the internal combustion engine cycle and the ability to create and analyze a zero dimensional thermodynamic model.

Fundamentals of Combustion and Engine Performance

Understand the fundamentals of combustion such as flame temperature, flame stoichiometry, and flame speed and how combustion is coupled to engine performance.

Pollutant Formation and Control

Understand how the major pollutants of internal combustion engines are formed and controlled.

Top

Gas Turbine and Jet Engine Design

Design and synthesis of land-based and aircraft gas turbines utilizing fluid flow and thermodynamic fundamentals. Extensive discussion of turbojet, turbofan, and turboprop engines.

ME EN 426

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 312 & ME EN 321
Taught	Winter
Programs	Containing ME EN 426

Course Outcomes

Fluid Mechanic and Thermodynamic Principles

Apply basic fluid mechanic and thermodynamic principles to understand how gas turbine engines operate.

Cycle Performance

Develop ability to analyze and predict the cycle performance of gas turbine engines.

Components, Purpose and Performance

Learn the components of gas turbine engines and their purpose. Understand how the performance of individual components contributes to the overall performance of the engine.

Analyze and Predict Performance of Individual Components

Learn how to analyze and predict the performance of individual gas turbine engine components

Application of Principles

Develop confidence in knowledge of gas turbine engine principles for application in academia or industry.

↑Top

(Me En-EC En 483) Design of Control Systems

Classical frequency response and time domain design of control systems. State variable control and computer simulation of control systems.

ME EN 431

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	ME EN 335; or EC EN 380
Taught	Winter
Programs	Containing ME EN 431

Course Outcomes

Simulation Models

The ability to develop (nonlinear) mathematical models of complex dynamic systems.

Final Value Theorem

Ability to use the final value theorem to predict steady state behavior.

Design Models

The ability to simplify those models into linear transfer function and state space representations.

Using Equations and Functions

Ability to model dynamic systems using differential equations, transfer functions, and state space equations.

Design Specifications

The ability to develop design specifications for physical systems with sensing and actuation limits.

Frequency Domain Techniques

Ability to design feedback systems using frequency domain techniques.

Design of PID Control

The ability to design PID controllers for systems described by linear time-invariant models.

State Space Techniques

Ability to design feedback systems using state space techniques.

Design of Loopshaping Control

The ability to use loopshaping techniques to design frequency domain controllers for systems described by linear time-invariant models.

Meeting Specifications

Ability to design feedback control systems to meet desired specifications.

Using Simulink and Matlab

Ability to simulate dynamic systems using Simulink and Matlab.

Design of Observer Based Control

The ability to design observer-based controllers for systems described by linear time-invariant models.

↑Top

Kinematics

Relative motion of links in mechanisms; velocities and accelerations of machine parts; rolling contact; cams; synthesis of mechanisms. Includes computer-aided engineering techniques.

ME EN
437

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 204
Recommended	Me En 373.
Taught	Winter

Course Outcomes

Position

1. Determine the position of mechanisms.

Velocity and Acceleration

2. Analyze the velocity and acceleration of mechanisms.

Dynamics

3. Calculate the dynamics of mechanisms.

Synthesize

4. Synthesize mechanisms to perform specified tasks.

Analyze

5. Analyze the performance of non-linkage mechanisms such as cams and gears.

Top

Intermediate Materials

Mechanical behavior of engineering materials including metals, plastics, ceramics, and composites.

ME EN 452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 250 & ME EN 372
Taught	Fall
Programs	Containing ME EN 452

Course Outcomes

Underlying Principles

1. Gain a basic knowledge of the underlying principles governing mechanical and corrosion behavior, methods to alter the behavior, and their link to properties and performance.

Common Engineering Materials

2. Identify the key chemical and microstructural characteristics of common engineering materials that influence their particular properties and performance as well as the applications to which they are particularly suited.

Failure Criteria

3. Determine whether a given material will yield, fail, or be compromised by wear or corrosion, based on standard engineering criteria.

Materials Selection

4. Identify and justify material candidates for a range of engineering applications, based upon evaluation of the key properties governing performance of the material in that application.

Top

Composite Material Design

Macro- and micro-mechanical analysis and design of uni- and multidirectional composite materials.

ME EN 456

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 250
Taught	Winter
Programs	Containing ME EN 456

Course Outcomes

Micromechanics

Develop an understanding of the role of constituents in overall response of composite lamina (micromechanics).

Macromechanics

Develop an understanding of how a set of laminae with different orientations affect the overall laminate properties and response (macromechanics).

Elastic and Strength Properties

Analyze elastic and strength properties, and elastic response, of orthotropic and anisotropic materials having both continuous and discontinuous reinforcements.

Classical Lamination Theory

Use Classical Lamination Theory to assess the role of ply orientation on overall axial, bending and twisting elastic deformation of laminates under applied loads.

Failure Theories

Use failure theories for multiaxial loading to determine if a laminate composite will fail for known loading and use this knowledge to design failure resistant structures.

Top

Computer-Aided Engineering Applications

Application of computer-aided engineering tools to design; 3-D geometry and solid modeling; applying finite element analysis, kinematic analysis, and other software to engineering analysis.

ME EN 471

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 272 & ME EN 273 & CE EN 204
Taught	
Programs	Containing ME EN 471

Course Outcomes

Product Lifecycle Management Methods

An understanding of Product Lifecycle Management (PLM) methods and techniques for enabling distributed teams to collaborate on a shared design.

Topology Optimization

An understanding of the underlying mathematics of topology optimization, its CAx methods, and the role topology optimization plays in conceptual, preliminary and detail product design.

Curves, Surfaces, and Solids

An understanding of the mathematics of curves, surfaces and solids, and a mastery of both surface and solid modeling techniques found in a modern commercial CAD package.

CAD Models

The ability to create robust parametric CAD models of mechanical components and assemblies.

Mass Properties, FEA, CFD, Animation, and Motion Analysis

An understanding of the underlying mathematics of Mass Properties, FEA, CFD, animation and motion analysis; their CAx methods, and the role these methods and applications play in preliminary and detail component and assembly design.

Preparing CAD Models for Rapid Prototyping

An understanding of the process for preparing CAD models for Rapid Prototyping.

Team Based Design Engineering

Experience practicing team based design engineering.

Understanding Global Competencies

An understanding of the following global competencies:
a. Experience working in or directing a team of ethnic and cultural diversity.
b. Understand cultural influences on product design, manufacture and use.
c. Understand how cultural differences affect how engineering tasks are performed.

Top

Mechanical Systems Design Applications

Theory, analysis, and design of mechanical systems and components.

ME EN 472

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 372
Taught	Winter

Course Outcomes

Failure Prevention

Students will gain an increased understanding of failure prevention.

Analysis Tools

Students will gain an increased understanding of finite element analysis tools.

Basic Machine Components

Students will develop an understanding of basic machine components.

Mechanical Design and Documentation

Students will gain experience in mechanical design, including creating documentation.

Top

Integrated Product and Process Design 1

Comprehensive two-semester design experience from conception to manufacturing planning and prototype. Product development process. Economic and manufacturing considerations. Intellectual property agreement required.

ME EN 475

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	ME EN 335 & ME EN 372 & ME EN 382; or EC EN 340 & EC EN 370 & EC EN 380; or ENG T 231 & MFG 340 & MFG 355; Senior standing (fewer than 30 hours remaining in the program) in mechanical engineering, manufacturing engineering technology, electrical engineering, computer engineering, or related disciplines with instructor's consent. For Me En majors: Me En 362 or concurrent enrollment; Me En 393 or concurrent enrollment.
Note	MeEn 475 and 476 must be taken in consecutive fall and winter semesters.
Taught	Fall
Programs	Containing ME EN 475

Course Outcomes

Six Stages of Product Development

1. Understand the six stages of development through which designs evolve.

Design Evolution

2. Understand how the requirements, tests, and design evolve through each stage of development.

Network of Design Activities

3. Understand how a design network is used to cause the product information to evolve, and how the network can be customized for specific development projects.

Design Desirability and Transferability

4. Understand how artifact checks, performance testing, and validation testing are used to ensure the desirability and transferability of the design at each stage of development.

Skills in Product Development, Reporting and Presentation

5. Develop skills in project planning, idea generation, prototyping, developing engineering models, and conveying information both in writing and orally.

Organizational Policies

6. Understand how to work within organizational policies to accomplish important goals.

Project Teamwork

7. Demonstrate the ability to use effective team processes, communication, and conflict resolution skills to enhance synergy on a project team.

Analysis and Communication

8. As a part of a team, use the ME Real-world Problem Solving process to develop, solve, and explore appropriate engineering models for your project, and effectively communicate the results of this analysis.

Project Deliverables

9. Apply the understanding and skills from other outcomes while working with a project sponsor in a team setting to produce desirable and transferable product information through design, building, and testing.

↑Top

Integrated Product and Process Design 2

Comprehensive two-semester design experience from conception to manufacturing planning and prototype. Product development process. Economic and manufacturing considerations. Intellectual property agreement required.

ME EN
476

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	ME EN 475; For mechanical engineering students: Me En 312 and Me En 393; Me En 340 or concurrent enrollment. Senior standing (fewer than 30 hours remaining in the program) in mechanical engineering, manufacturing engineering technology, industrial design, or related disciplines with instructor's consent.
Note	MeEn 475 and 476 must be taken in consecutive fall and winter semesters.
Taught	Winter
Programs	Containing ME EN 476

Course Outcomes

Skills in Product Development Economics and Drawing Review

1. Develop skills in product development economics and engineering drawing review and checking.

Crucial Design Skills

2. Develop and demonstrate a deep understanding in at least three of the followings crucial design skill areas: Discovering, Creating, Representing, Modeling, Prototyping, Experimenting, Evaluating, Deciding, Conveying.

Team Synergy

3. Demonstrate the ability to use effective team processes, communication, and conflict resolution skills to enhance synergy on a project team.

Analysis and Communication

4. As a part of a team, use the ME Real-world Problem Solving process to develop, solve, and explore appropriate engineering models for your project, and effectively communicate the results of this analysis.

Project Deliverables

5. Apply the understanding and skills from ME EN 475 and the other outcomes from ME EN 476

while working with a project sponsor in a team setting to produce desirable and transferable designs.

Top

Design for Manufacture and Assembly

Design practice for manufacturing considerations. Surface finish, tolerances, GD&T, and inspection and gaging principles. Application of computer-aided tolerancing and inspection.

ME EN 477

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MeEn 282, 372; or equivalent.
Taught	
Programs	Containing ME EN 477

Course Outcomes

Machining and Production Processes

Become familiar with common machining and production processes and their capabilities. Specify appropriate dimensional tolerances and surface finish for given applications based on a knowledge of machine capabilities and standard charts.

Feature Control Practice

Gain familiarity with manufacturing feature control practice using geometric dimensioning and tolerancing principles. Application of GD&T to assemblies.

Inspection Equipment/Datums

Experience with electronic and computer-based inspection equipment. Understand how functional gages are designed and used for inspection and part acceptance.
Understand the role of datums in design, production and inspection.

Stackup Model and Assembly Tolerance

Apply statistical tolerancing techniques to model stackup in assemblies. Learn techniques for establishing optimum tolerances for each assembly, based on the processes, geometry and materials.

Process Variations

Learn how to model process variations in 1-D and 2-D assemblies and predict the effect on critical features, product performance, and quality levels.

Assembly Model Variations

Learn how to account for dimensional, GD&T, and kinematic variations in an assembly model, both statistically and worst case.

Competing Tolerance Requirements

Recognize the competing tolerance requirements between production processes, design performance and overall cost.

Computer Applications

Develop an overall perspective of computer applications in design for manufacturing.

↑Top

Singapore International Product Design and Development

Fundamental concepts of international product development. Introduction to a structured design process. Experience working in international, multi-cultural engineering teams. Lectures, design projects, and industrial site visits in Singapore.

ME EN 479

Hours	0.0 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Manufacturing Systems Analysis and Design

Analysis, synthesis, and control of processing and assembly operations; mathematical modeling of manufacturing processes; systems integration; applying conservation principles to processing and assembly operations.

ME EN 482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MeEn 250, 282; or equivalents.
Taught	
Programs	Containing ME EN 482

Course Outcomes

Material Bahavior

Students will apply fundamental mathematical models to understand and estimate material behavior in manufacturing processes.

Part Processing Requirements

Students will be able to estimate the force and power (energy/time) requirements to process conventional parts, using modern tools and machines.

Electronics Manufacturing

Students will understand the importance of and tools used in electronics manufacturing.

Flexible Manufacturing Centers and Systems

Students will understand the control processes used in Flexible Manufacturing Centers and Systems.

Information Synthesis

Students will be able to select and review technical paper(s) relating to a course subject area, digest relevant course information, and correlate the results with the mathematical models discussed in the course, also rendering good judgment as to whether the paper is useful to modern manufacturing methods.

↑Top

Automation

Determining appropriate levels of manufacturing automation based on economics and productivity. Elements of automation, including sensors, robots, conveyors, and part feeders.

ME EN 486

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ME EN 486

Course Outcomes

Production Processes and Limitations

Students will understand and apply fundamental approaches to the control of automated production processes and be able to understand the limitations of automation in modern factories.

Specifications and Capabilities

Each student will select a topic area in advanced automation and demonstrate current specifications/capabilities knowledge of this area, both to the instructor and to the other class students.

Factory Processes Control

Students will understand automation methodologies and the components and equipment used to control advanced factory processes through advanced on-line labs.

Process Simulation

Students will design and simulate automation processes using a simulation and control system and thus understand the power of simulation in evaluating potential automation solutions to manufacturing problems.

Top

Mentored Learning for Undergraduate Coursework in Mechanical Engineering

Selected topics in mechanical engineering.

ME EN 495R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Mentored Learning for Undergraduate Projects in Mechanical Engineering

Independent learning focused on an engineering project.

ME EN 497R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing ME EN 497R

Course Outcomes

Problem Solving

By the end of this course students will become more independent with conceptualizing and actualizing solutions to various challenges facing the current industry.

↑Top

(MeEn-CEEn) Design and Materials Applications

Materials selection in design; effects of materials properties, structure and geometry on performance; process selection and property modification techniques; basics of material failure mechanism.

ME EN 500

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ce En 321 or Me En 372; Ce En 203; Me En 250; or equivalents.
Recommended	Me En 452.
Taught	Fall

Course Outcomes

Materials Properties and Selection

Understand how materials selection in design can be based on a variety of materials properties.

Structure and Properties Effects on Design

Understand effects of materials structure and properties on design and choices for static, impact, fatigue, elastic, and anelastic behavior.

Property Modification Techniques

Be familiar with important techniques used to modify engineering properties of a broad range of materials, such as metals, polymers, ceramics, composites, and biomaterials.

Analysis Techniques to Design for Failure Mechanisms

Understand the necessary analysis techniques to design for various material failure mechanisms.

↑Top

(MeEn-CEEn) Stress Analysis and Design of Mechanical Structures

Stress analysis and deflection of structures; general bending and torsion, with computer applications to mechanical and aerospace structure design.

ME EN
501

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 372; or CE EN 321
Taught	Winter
Programs	Containing ME EN 501

Course Outcomes

Multi-Material Beams

1. Calculate the deflections of and stress in multi-material beams under force, moment, or temperature loads.

Three-Dimensional Structures

2. Understand the principles of stress and strain, including principal stress and strain, in general three-dimensional structures.

Torsion Bars

3. Calculate the deflections and stress in torsion bars of arbitrary cross section.

Beams in Unsymmetric Bending

4. Calculate the deflections and stress in beams in unsymmetric bending.

Top

(MeEn-CEEn) Plasticity and Fracture

Tensor algebra; stress and deformation tensors; relationships between dislocation slip, yielding, plastic constitutive behavior, and microstructure development; cracks and linear elastic fracture mechanics.

ME EN 503

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 250 & CE EN 203
Taught	Winter
Programs	Containing ME EN 503

Course Outcomes

Crystal Structure and Material Defects

Identify and describe the influence of crystal structure and material defects on tensile and fracture properties.

Stress Concentration

Describe the effects of a stress concentration as well as its influence on the fracture and fatigue life of a structural member.

Griffith Crack Criteria

Describe the principles of the Griffith Crack Criteria and its application to brittle materials, and its extension to ductile materials.

Failure Design Philosophy

Describe the Failure Design Philosophy and apply it to materials selection in an engineering application.

Member Life Prediction

Predict the life of a structural member of known material properties given the loading conditions and a known flaw size.

Impact of Microstructure Features

Describe the impact of various microstructure features on tensile, fracture and fatigue properties.

Class Selection

Select an appropriate material class given functional requirements, fatigue and fracture.

Top

(Me En-CE En) Computer Structural Analysis and Optimization

Matrix stiffness method for 1D, 2D, and 3D skeletal structure classes. Implementing the matrix stiffness method as a computer program. Nonlinear second-order structural analysis. Structural optimization techniques including stress-ratio method, gradient-based methods, and genetic algorithms.

ME EN 504

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 372 & MATH 302; or ME EN 372 & MATH 313; or CE EN 321 & MATH 313
Taught	

Course Outcomes

Member Stiffness and Force

Construct global and local member stiffness matrices and force vectors for any skeletal class and any distributed loading.

Structure Stiffness and Force

Construct structure matrices and vectors for both force and support displacement loads exploiting symmetry/antisymmetry and deformation assumptions.

Member Results

Construct member displacement vectors and free-body diagrams for any skeletal class.

Analysis Program Organization

Write down the basic organization and calling structure of a structural analysis program, and complete the pseudo-code for structure level routines.

Second Order Analysis

Derive first/second order equilibrium/compatibility equations, buckling loads/displacements, and structure elastic/geometric stiffness matrices for small trusses and single-member frames.

Matrix Vector Operations

Determine the number of FLOPS and perform the calculations for matrix-vector operations including triangularization, backsubstitution, Newton-Raphson iteration, and inverse iteration.

Stress Ratio and Exhaustive Search

Determine the number of FLOPS and perform the calculations for stress ratio optimization and exhaustive search, and construct design space plots if possible.

Optimality Criteria Algorithms

Determine the number of FLOPS and perform the calculations for finite difference / virtual work sensitivity analysis, Kuhn-Tucker condition evaluation, and optimality criteria algorithm.

Genetic Algorithms

Determine the number of FLOPS and perform the calculations for genetic algorithms with penalty/segregation fitness, tournament/roulette selection, point/uniform/blend crossover, dynamic mutation, and ranking/scoring/maximin fitness.

Execute Structural Software

Prepare input for linear analysis, nonlinear pushover analysis, gradient-based size optimization, and genetic-based size/shape/topology optimization programs for plane frames.

↑Top

Applied Engineering Math

Advanced engineering mathematics that builds a foundation for graduate mechanical engineering courses and research. Topics include tensor analysis, vector calculus, and solution methods for partial differential equations.

ME EN 505

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 303; or MATH 334; or equivalent.
Taught	Fall

Course Outcomes

Notation

Use of index or tensor notation in mathematical analysis of the equations that govern continuum mechanics.

Separation of Variables

Employing separation of variables to the solution of classical (heat, Laplace, and wave equations) PDE's.

Transforms and Series

Applying Fourier transforms and series to the solution of PDE's and analysis of data.

Superposition

Applying the principle of superposition to PDE's with nonhomogeneities.

Cartesian and Cylindrical Coordinates

Solution of PDE's in Cartesian and Cylindrical coordinates.

Top

(Me En-CE En) Linear Finite Element Methods

Linear static finite element analysis of elastic solids; problem formulation, finite element discretization, and equation solving; stability, interpolation theory, and error estimates. Introduction to underlying continuum mechanics principles. Isogeometric analysis as a generalization of classical finite element analysis; basic principles of analysis-suitable computational geometry.

ME EN
507

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 372; or CE EN 321
Taught	Fall

Course Outcomes

Linear Finite Element Methods

By the end of this course students will be able to correctly apply linear finite element methods in their engineering profession.

↑Top

(Me En-CE En) Structural Vibrations

Dynamic analysis of single degree-of-freedom, discrete multi-degree-of-freedom, and continuous systems. Applications include aerospace, civil structures, and mechanical components.

ME EN 508

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 321; or ME EN 372; CE En 321 or Me En 372 or equivalent.
Taught	Fall

Course Outcomes

SDOF Systems

Students will be able to determine the response of single degree-of-freedom (SDOF) systems in free and forced vibration, with and without damping.

MDOF Systems

Students will be able to determine the response of multi degree-of-freedom (MDOF) and continuous systems in free and forced vibration, with and without damping.

Application

Students will be able to apply the theory of structural vibrations to problems in civil or mechanical engineering.

Top

Compressible Fluid Flow

One-dimensional analysis of compressible flow with area change, friction, heat transfer, shock waves, and combined effects, including experimental methods.

ME EN 510

Hours	3.0 Credit, 3.0 Lecture, 1.5 Lab
Prerequisites	ME EN 312; Me En 312 or equivalent.
Taught	Fall
Programs	Containing ME EN 510

Course Outcomes

Governing Equations and Basic Principles for Compressibility

Understand how to start from governing equations and basic principles to solve problems where it is desired to account for compressibility.

Concepts for Solving and Analyzing Compressibility Problems

Learn concepts needed to solve and analyze problems that account for compressibility in both internal and external flow applications.

Characteristics of Various Flows

Understand characteristics of isentropic flow, normal shock waves, oblique shock waves, Prandtl-Meyer flow, Fanno (friction) flow, Rayleigh (heat transfer) flow, and multidimensional flow.

Applications, Problem Solving, and Analyzation of Results

Discover applications where compressibility is important, how to solve problems, and analyze results.

↑Top

Intermediate Fluid Dynamics

Fluid transport properties, review of integral analysis, Navier-Stokes equations, exact and similarity solutions, boundary layers, vorticity, jets and wakes.

ME EN
512

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 312; or instructor's consent, Me En 505 previous or concurrent enrollment.
Recommended	Me En 505 or equivalent.
Taught	Fall
Programs	Containing ME EN 512

Course Outcomes

Integral Methods

Advanced ability to employ Integral Methods for modeling fluid flow phenomena.

Navier-Stokes Equations

Be able to derive the Navier-Stokes equations from an advanced understanding of fluid kinematics.

Solutions and Methods for Analyzing

Understand a range of solutions and methods to analyze the Navier-Stokes equations for both simplified and complex flow fields.

Modeling Specific Phenomena

Be able to model specific fluid flow phenomena such as creeping flows, laminar boundary layers, shear layers, jets, and wakes.

↑Top

Intermediate Thermodynamics

Review of first and second law analysis; exergy; equations of state and other thermodynamic relations; properties of mixtures and multiphase systems; chemical reactions and equilibrium.

ME EN 521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 321
Recommended	Me En 422.
Taught	Winter even years
Programs	Containing ME EN 521

Course Outcomes

Energy Equation

Be able to use the energy equation to analyze and evaluate thermodynamic systems. Be able to creatively use the energy equation in engineering applications.

Exergy Equation

Be able to use the exergy equation to analyze and evaluate thermodynamic systems. Be able to creatively use the exergy equation in engineering applications.

Finding Thermodynamic Properties and Applying Equations of S

Understand how thermodynamic properties are found and be able to apply equations of state to determine properties.

Determining Equilibrium and Applying to Systems

Understand the principles for determining equilibrium and apply those principles in gas phase and two-phase two component systems.

Statistical Thermodynamics

Understand and be aware of principles of statistical thermodynamics.

↑Top

Combustion

Introduction to first- and second-law ideal gas combustion systems along with elementary models of homogeneous and heterogeneous premixed and/or diffusion flames.

ME EN 522

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 105 & ME EN 340 & ME EN 422; or CH EN 373 & CH EN 376
Taught	Winter odd years
Programs	Containing ME EN 522

Course Outcomes

Thermodynamic Evaluations

Be able to perform thermodynamic evaluations of combustion processes including heat release, heat of formation, temperature, and equilibrium calculations.

Reaction Mechanisms

Understand reaction mechanisms and apply calculations involving chemical kinetic reactions.

Evaluation of Systems

Evaluate simple combustion systems using conservation of mass, energy, and heat transfer.

Flame Types

Understand the physical phenomena of various flame types and how they can be applied to commercially relevant systems.

↑Top

(Me En-CE En) Aircraft Structures

Requirements, objectives, loads, materials, and tools for design of airframe structures; static behavior of thin-wall structures; durability and damage tolerance; certification and testing. Airframe component team design project.

ME EN 523

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CE EN 304 & CE EN 321; or ME EN 250 & ME EN 372
Taught	Winter

Course Outcomes

Aircraft Design Approaches

Students will understand and be able to apply industry philosophies and critical criteria that drive the design and govern the certification of aircraft structures.

Analysis of Aircraft Structural Elements

Students will be able to analyze the in-plane (compression, shear, stability) and out-of-plane (bending, torsion, transverse shear) behavior (stresses, deflections, margins of safety) of structural elements (beams, columns, thin plates, open and closed sections, etc.) prevalent in aircraft.

Certification of Aircraft Structures

Students will understand important issues required for certification of aircraft structures (regulations, loads, fatigue, damage tolerance).

↑Top

Dynamics of Mechanical Systems

Hamiltonian and Lagrangian dynamics, generalized coordinates, linear and angular momentum, Euler angles, rigid-body motions, and gyroscopic effects. Theory taught with applications integrated.

ME EN
534

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 335
Taught	Winter
Programs	Containing ME EN 534

Course Outcomes

Kinematics

Describe two- and three-dimensional kinematics of particles and rigid bodies.

Newton's Laws

Derive equations of motion of particles and systems of particles using Newton’s laws.

Lagrangian Method

Derive equations of motion of particles and rigid bodies using the method of Lagrange.

Newtonian-Eulerian Methods

Derive equations of motion of rigid bodies using Newton-Euler methods.

Numerical Solutions

Develop numerical solutions of equations of motion to simulate the motion of particles and rigid bodies.

↑Top

Mechanical Vibrations

Introduction to energy methods for system modeling, eigenvalues and mode shapes, frequency response, and spectral characterization of vibrations.

ME EN 535

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 335; or equivalent.
Taught	Fall
Programs	Containing ME EN 535

Course Outcomes

Analysis and Modeling/Single and Multi-Degree Systems

Students will gain an increased ability to analyze and model free and forced single and multi-degree-of-freedom systems.

Vibration Theory

Students will gain an increased ability to apply vibration theory to the design of structures, engineering systems, and devices.

Analysis and Modeling/Continuous Systems

Students will gain experience in analysis and modeling of continuous systems.

Top

Advanced Mechanisms, Robotics

Kinematics and dynamics of advanced mechanisms, such as robots, with computer simulation of mechanism motion.

ME EN 537

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 437; or equivalent.
Taught	Fall
Programs	Containing ME EN 537

Course Outcomes

SO(3) and SE(3) spaces

Students will learn about and use the rotation group SO(3) along with multiple representations for rotation. They will also learn about homogeneous transformation matrices and the Euclidean group SE(3).

Serial Linkage Kinematics

Students will be gain experience (through a lab and homework) with analytical and numerical formulations for serial robot kinematics (both forward and inverse).

Serial Linkage Dynamics

Students will learn to derive the dynamic equations for a rigid serial manipulator using recursive Newton-Euler techniques as well as Lagrangian methods. Students will learn about the forward and inverse dynamics problem for a serial manipulator and implement what they learn in homework and a lab.

Joint Space vs. Cartesian Space

Students will differentiate between joint space and Cartesian space and the mathematical methods used to move from one space to the other both for kinematics and dynamics.

Robot Control

Students will learn about fundamental feedback control methods for robotics and apply what they learn in a course project.

Applications, Terminology, and Open Questions

Students will learn most common robot applications and terminology as well as being exposed to current open questions in robot manipulation.

Top

Compliant Mechanisms

Design and analysis of compliant mechanisms and compliant structures. Large-deflection analysis/force displacement relationships; mechanisms synthesis.

ME EN 538

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 372; Me En 475 or concurrent enrollment; or instructor's consent.
Taught	Winter
Programs	Containing ME EN 538

Course Outcomes

Fundamentals of Compliant Mechanisms

Understand the fundamentals of compliant mechanisms, including flexibility vs. strength and displacement loads vs. force loads.

Nonlinear Deflections

Analyze the large, nonlinear deflections of flexible members.

Failure

Analyze, predict and prevent failure of compliant mechanisms.

Force-Displacement Relationships

Analyze the force-displacement relationships for compliant mechanisms.

Task-Specific Design

Design compliant mechanisms for specified tasks.

Top

Intermediate Heat and Mass Transfer

Analytical approaches to conduction, convection, and radiation heat transfer. Introduction to mass transfer.

ME EN 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 340; or equivalent; concurrent enrollment in Me En 505.
Taught	Winter odd years
Programs	Containing ME EN 540

Course Outcomes

Modeling Steady and Transient Conduction Problems

Each student can develop engineering models of multi-dimensional steady and multi-dimensional transient conduction heat transfer problems.

Modeling Convection Problems Using Analytical Approaches

Each student can develop engineering models of convection heat transfer problems using analytical approaches based on boundary layer theory when possible or based on empirical Nusselt number correlations when analytical solutions are not possible.

Modeling Surface Exchange Problems

Each student can develop engineering models of radiation surface exchange problems for both gray and spectrally selective surfaces.

Modeling Mass Transfer

Each student can develop engineering models of mass transfer by analogy with heat transfer.

Mathematical Methods for Solutions to Various Problems

Each student can implement advanced engineering mathematical methods to obtain solutions to models of conduction, convection and radiation heat transfer problems and to mass transfer problems.

Top

Computational Fluid Dynamics and Heat Transfer

Fluid dynamics and heat transfer analysis by numerical methods. Theory and implementation of finite difference and finite volume methods.

ME EN
541

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 312 & ME EN 340; or instructor's consent.
Taught	Winter
Programs	Containing ME EN 541

Course Outcomes

Numerical Analysis

Understand the fundamental concepts and techniques used in the numerical analysis of fluid flow and heat transfer.

Verification and Validation Practices

Apply computational verification and validation practices for fluid flow and heat transfer codes.

Finite Difference and Control Volume Methods

Solve 1D diffusion and convection-diffusion fluid flow and heat transfer problems using finite difference and control volume methods.

Pressure-Velocity Coupling

Understand concepts of control volume methods for pressure-velocity coupling.

Commercial Codes

Have a necessary foundation for setting up and analyzing fluid flow and heat transfer problems using commercial codes.

Turbulence Closure Problem

Understand the basic concept of the turbulence closure problem and how it leads to turbulence models.

Top

(Me En-EC En) Microelectromechanical Systems (MEMS)

Design, fabrication, and applications of MEMS. Mechanical properties governing their design and reliability and the processing technologies used to fabricate them.

ME EN
550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	EC EN 450; or ME EN 372; or equivalent.
Taught	Winter odd years

Course Outcomes

Mechanical Performance

1. Use mechanics principles to analyze the mechanical performance of microsystems.

Tools and Processes

2. Be familiar with the tools and processes used in micromaching of microelectromechanical systems (MEMS).

Analyze and Design

3. Use principles of physics to analyze and design MEMS, including sensors and actuators.

↑Top

Neuromechanics of Movement

Biomechanics and neural control of human movement. Dynamics of neuromusculoskeletal system; human-machine interaction; movement disorders and assistive/rehabilitative technology; current research techniques.

ME EN 552

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 335; or instructor's consent.
Taught	Fall
Programs	Containing ME EN 552

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introduction to Biomechanical Engineering

Mechanics of biological systems. A continuum mechanics-based approach to the structure, function, mechanical response, and active remodeling of hard and soft tissues of the body.

ME EN 555

Hours	3.0 Credit, 3.0 Lecture, 0.3 Lab
Prerequisites	ME EN 372; or equivalent.
Recommended	Me En-CE En 506.
Taught	Fall

Course Outcomes

Hard and Soft Tissues

Describe the structure, function, mechanical properties, and active remodeling of hard and soft tissues.

Muscles

Describe muscle structure, muscle force sharing, passive and active muscle response.

Skeletal Dynamics and Joint Reaction Forces

Compute skeletal dynamics and joint reaction forces during human locomotion.

Finite Deformation Analysis

Apply finite deformation analysis to compute soft tissue strains based on marker motion.

Physiologic Systems

Utilize mechanical engineering principles to evaluate the mechanics of physiologic systems in the human body.

Ethics

Develop an approach for resolving ethical dilemmas related to biomedical engineering.

↑Top

Materials Modeling: Methods in Atomistic, Mesoscale, and Continuum Simulations

Theory and application of various computer simulations to model, understand, and predict the properties of real materials. Specific topics include: first-principles atomistic models, empirical potential atomistic models, mesoscale models, and continuum finite element analysis.

ME EN
556

Hours	3.0 Credit, 2.5 Lecture, 0.5 Lab
Prerequisites	ME EN 452
Recommended	Phscs 581.
Taught	Winter even years

Course Outcomes

Diverse Modeling Techniques

1. Gain an understanding of the different materials modeling techniques as well as an appreciation for their strengths, weaknesses and limitations.

Physical Phenomena

2. Describe the various physical phenomena governing material behavior at different length scales, either in terms of continuum, thermodynamic descriptions or discrete particles and their interactions.

Continuum Techniques

3. Use FEA techniques to model continuum phenomena – and develop a system of equations for their evolution.

First principles Techniques

4. Gain an understanding of the quantum mechanical nature of atomic interactions.

Atomistic Techniques

5. Develop the equations and code to simulate atomistic interactions, and run commercial scale simulations.

Mesoscale Techniques

6. Simulate intermediate scale phenomena using an appropriate mesoscale model.

Top

Metallurgy

Fundamental principles of physical metallurgy and their application to design.

ME EN 558

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 250; or instructor's consent.
Taught	Fall even years
Programs	Containing ME EN 558

Course Outcomes

Characterization Techniques

Describe common material characterization techniques and their strengths and limitations.

Point and Line Defects

Describe the interactions of point and line defects and their effects on mechanical properties.

Phase Diagrams

Be able to draw, describe and use phase diagrams associated with commonly used engineering materials.

Evolution of Microstructure

Describe/model the evolution of microstructure under non-steady state conditions.

Diffusion

Model non-steady state diffusion in solid materials and predict the difference as a function of time, temperature and species.

Thermodynamics of Nucleation

Describe the thermodynamics and prevalence of both homogeneous and heterogeneous nucleation.

Isothermal Transformations

Describe the effect of nucleation and growth kinetics on isothermal transformations.

Hardening Mechanisms

Describe the theory behind the different hardening mechanisms of solid materials.

Top

(Me En-Phscs) Fundamentals of Acoustics

Vibrating systems, elastic media, mechanical energy, and radiation. Sound generation, transmission, reflection, and reception.

ME EN
561

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 318; or equivalent; Phscs 461 or concurrent enrollment.
Recommended	Phscs 318, 321; or equivalents.
Taught	Fall

Course Outcomes

Vibration and Sound

Conceptualize and solve problems in fundamental areas of vibroacoustics, including: strings, rods, membranes, beams, plates, plane and spherical waves, reflection and transmission phenomena, and radiation of sources.

Analyze Acoustical Data

Acquire and analyze acoustical data for physical understanding, and document the results in the form of technical laboratory reports.

↑Top

(Me En-Phscs 660) Acoustic Systems

Analyzing and modeling electro-mechano-acoustic systems. Transducers, calibration, and acoustical measurements. Sound sources, arrays, coupling, radiation, and directivity. Duct acoustics and acoustic filters.

ME EN 562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 561; or instructor's consent.
Taught	Winter

Course Outcomes

Electro-Mechano-Acoustic Systems

Model and analyze electro-mechano-acoustic systems using various theoretical, numerical, and experimental tools.

System Modeling and Analysis

Work independently and collaborate with others on problems involving system modeling and analysis, acoustical measurements, analogous circuits, source radiation, source coupling, arrays, the Kirchhoff-Helmholtz integral theorem, self and mutual radiation impedance, transducers, duct acoustics, electro-mechano-acoustic filters, and energy-based acoustics.

Prepare for Research

Develop skills and proficiencies in all of these areas and become aware of key resources for further study.

Prepare for a Career in Acoustics

Become more effective researchers and designers for future work in academics or industry.

Top

(Me En-CE En) Computer-Aided Engineering Software Development

Programming methods for development of engineering software. Data structures, architecture, libraries, and graphical user interfaces, with applications to CAD systems.

ME EN
570

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 273; or C programming.
Taught	Fall
Programs	Containing ME EN 570

Course Outcomes

Complex Algorithms

Ability to develop complex algorithms.

Algorithm Conversion

Ability to convert algorithms into a commonly used computer language.

Scientific Visualizations

Ability to create interactive scientific visualizations of complex data.

Graphical User Interfaces

Ability to create graphical user interfaces that facilitate ease of use.

↑Top

Product Development Automation

Design automation, network modeling of design systems, mass customization, agent-based methods, transnational design systems. Aerospace, automotive, and consumer product applications.

ME EN
574

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 476; Me En 475; or equivalents.
Taught	

Course Outcomes

Theory and Methods

Understand the theory and methods for managing all of the engineering data, IP, product knowledge, etc. used to conceive, model, analyze, produce, maintain, and retire or recycle engineered products.

Commercial PLM Tools

Understand how to customize commercial PLM tools to either address deficiencies in their current offerings or to incorporate company-proprietary PLM methods and procedures.

Data Mining and Process Improvement

Learn the process of engineering data mining and engineering process improvement through variant product lifecycle analysis.

Top

(Me En-CE En) Optimization Techniques in Engineering

Application of computational optimization techniques to constrained engineering design. Theory and application of gradient-based and gradient-free algorithms for unconstrained and constrained nonlinear problems. Robust design methods.

ME EN 575

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 302; or MATH 313; C, C++, or similar computer language.
Taught	Winter
Programs	Containing ME EN 575

Course Outcomes

Define and Use Optimization Terminology and Concepts

Define and use optimization terminology and concepts, and understand how to classify an optimization problem.

Application of Optimization Methods to Engineering Problems

Apply optimization methods to engineering problems, including developing a model, defining an optimization problem, applying optimization methods, exploring the solution, and interpreting results. Students will demonstrate the ability to choose and justify optimization techniques that are appropriate for solving realistic engineering problems.

Unconstrained Optimization Theory for Continuous Problems

Understand and apply unconstrained optimization theory for continuous problems, including the necessary and sufficient optimality conditions and algorithms such as: steepest descent, Newton's method, conjugate gradient, and quasi-Newton methods.

Computing Derivatives for Gradient-based Optimization

Understand and apply methods for computing derivatives such as: finite differencing, symbolic differentiation, complex step, algorithmic differentiation, and analytic methods (direct and adjoint).

Gradient-free and Discrete Optimization Algorithms

Understand and apply gradient-free and discrete optimization algorithms such as: genetic algorithms, particle swarm optimization, branch and bound, exhaustive search, and simulated annealing.

Constrained Optimization Theory for Continuous Problems

Understand and apply constrained optimization theory for continuous problems, including the Karush-Kuhn-Tucker conditions and algorithms such as: generalized reduced gradient, sequential quadratic programming, and interior-point methods.

Determining a Robust Design

Apply optimization techniques to determine a robust design.

Optimization Software

Be able to implement basic optimization algorithms in a computational setting and apply existing optimization software packages to solve engineering problems.

↑Top

Product Design

Emerging design methodology and design strategies for complex systems, including decomposition methods and sensitivity analysis. Advanced CAD/CAE/CAM technologies applied to design.

ME EN 576

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 475; or instructor's consent.
Taught	Fall
Programs	Containing ME EN 576

Course Outcomes

Product Development Process

Developing and executing a suitable product development process that meets the specific needs of a product's design or the needs of a specific design environment.

Top

Systems Engineering and CAD Applications

Principles and practices involved in systems engineering and design with related applications in advanced CAD models generation, optimization, and automation.

ME EN 578

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 272 & ME EN 570 & STAT 201
Taught	Winter
Programs	Containing ME EN 578

Course Outcomes

Programming Proficiency

Proficiency in Visual Basic/C/C programming applied to engineering problems.

Commercial CAD API Toolkits

Master programmatic wireframe, surface and solid modeling techniques through the use of commercial CAD API toolkits, e.g. CATIA or NX.

Analysis Models

Learn and demonstrate programmatic creation and manipulation of analysis models via CAE API toolkits, e.g. HyperMesh, Nastran, ANSYS, Gambit, Fluent, ADAMS, etc

Isight

Use and program Isight to optimize programmatic CAD/CAE applications.

Database Structures

Understand database structures and how to programmatically create, access, control, etc. the data.

Proof-of-Concept

Develop a proof-of-concept for an industry or research sponsored application.

Collaboration

Work in collaboration with fellow teammates to accomplish both the learning of the CAx tools and the executing of the industrial project.

Top

Global Product Development

Preparing students to be leaders in globally-influenced product development organizations. Includes visits to U.S. and overseas companies and universities.

ME EN 579

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 476; Me En 475 or equivalents; senior or graduate status.
Taught	
Offered	Study Abroad only.

Course Outcomes

Global Product Development Issues

Understand issues associated with a global product development including developing product needs in unfamiliar cultures, managing distributed design teams and manufacturing at remote and/or distributed sites. Appreciate first-hand how global companies approach these issues.

Global Design Strategies

Understand design strategies in a global environment.

Global Product Development Challenges

Appreciate the challenges in managing product development across different countries, cultures and languages, and how companies apply appropriate tools and processes to address these challenges.

Outsourcing

Understand why outsourcing is such a big deal with companies.

Effects of Globalization

Understand how globalization affects us.

Design and Manufacturing Capabilities in Other Countries

Understand the design and manufacturing capabilities of other countries and how companies leverage these capabilities (work with, deal with, manage) in a cross cultural team environment.

Integrated Nature of a Global Economy

Appreciate the integrated nature of business, engineering, law and other disciplines in a global economy.

Top

Manufacturing Competitiveness: Quality and Productivity

Production strategies to improve quality, decrease cost, and increase throughput to create market advantage; effective production management systems; applying quality improvement tools to process data; theory of constraints and lean production.

ME EN 585

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ME EN 382
Taught	
Programs	Containing ME EN 585

Course Outcomes

Factory Elements

Understand the essential elements for having a productive, profitable factory.

Factory Performance

Understand the metrics used to quantify the performance of a factory, and be able to assess this performance.

Minimizing Variability

Learn how important variability is in reducing quality and productivity, and find ways to minimize variability and its effects.

System Modeling

Learn methods of modeling production systems in order to predict probable performance.

Statistical Techniques

Understand appropriate use of statistical techniques for identifying special cause and common cause variation in order to respond appropriately.

Production System Improvement Project

Communicate the basis and justification of a production system improvement project in oral and written form.

Top

Advanced Dynamics

ME EN 595R

Hours	0.5 - 18.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	

Course Outcomes

Technical Writing

Students will develop technical communication writing skills through writing a report and/or presenting an oral presentation.

Application of Principles

Students will increase their ability to apply engineering principles through design, experimentation, analysis, or other engineering approaches.

Top

Special Topics in Mechanical Engineering

ME EN 595R

Hours	0.5 - 18.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing ME EN 595R

Course Outcomes

Topic Understanding

Students will develop an understanding of a timely topic in mechanical engineering.

Top

Topics in Materials

ME EN 595R

Hours	0.5 - 18.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	

Course Outcomes

Technical Writing

Students will develop technical communication writing skills through writing a report and/or presenting an oral presentation.

Application of Principles

Students will increase their ability to apply engineering principles through design, experimentation, analysis, or other engineering approaches.

↑Top

Topics in Mechanical Design

ME EN
595R

Hours	0.5 - 18.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	

Course Outcomes

Application of Principles

Students will increase their ability to apply engineering principles through design, experimentation, analysis, or other engineering approaches.

Technical Writing

Students will develop technical communication writing skills through writing a report and/or presenting an oral presentation.

↑Top

Introduction to Middle East Studies

Introduction to Middle East from historical, art/literary, and various social science perspectives, including introduction to disciplinary methodologies and major issues of interest.

MESA
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing MESA 201

Course Outcomes

Introduction to the Study of the Middle East

This course identifies major areas of study necessary to understand the culture, context, and areas of current concern in the Middle East and poses questions as to how we may go about learning.

↑Top

Introduction to the Religion of Islam

Exploring the rise of Islam, the life of Muhammad, basic beliefs and practices, major figures and movements, and contemporary political and social issues.

MESA 250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MESA 250

Course Outcomes

Introduction to Religion of Islam

Study of the sources, history, principles of religion, law, and practice from the founding of Islam until the present period.

Top

Islam in Contemporary Society

Islam in modern society: doctrine, practices, institutions, approaches to the challenges of modern life; the rise of fundamentalism.

MESA
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MESA 250
Taught	Winter
Programs	Containing MESA 350

Course Outcomes

MESA 350 Contemporary Islam

Class on issues which face contemporary Muslims throughout world.

↑Top

Directed Middle East Study

Study and research in the Middle East.

MESA 398R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent; Middle East Studies/Arabic coordinator's consent.
Taught	Contact Department
Programs	Containing MESA 398R

Course Outcomes

Directed Reading

This course is for students who wish to follow a well-defined, advanced course of study achieved through readings, research and critique supervised by a professor.

Top

Academic Internship

Individualized work or volunteer experience in the Middle East or with an organization dealing with the Middle East. Must be coordinated through International Study Programs or the Washington Seminar and with the consent of the Middle East Studies/Arabic coordinator.

MESA 399R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Middle East Studies/Arabic coordinator's consent.
Taught	Contact Department
Programs	Containing MESA 399R

Course Outcomes

Professional Knowledge

The students will utilize a significant range of skills and abilities in a professional setting.

↑Top

The Figure of Muhammad in Islamic Tradition

Introduction to Muslim views regarding Muhammad as found in two significant Islamic textual traditions: The Sira (biography)/Maghazi (battles) and Hadith (acts) of Muhammad.

MESA
451

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ARAB 202
Taught	
Programs	Containing MESA 451

Course Outcomes

Subject Knowledge

Students will demonstrate knowledge in figure of Muhammad.

Top

Topics in Middle East Studies

Topics vary.

MESA
467R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing MESA 467R

Course Outcomes

Topics courses are narrowly-defined classes offered sporadic

Substantative Research Papers
Library/Internet Research

Top

Key Issues In Understanding the Middle East

Topics vary. Guest and BYU professors teach subjects in an intensive format over a limited time period through lectures and readings.

MESA 468R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing MESA 468R

Course Outcomes

Library/Internet Research

Course on special topics taught by guest professors at the University.

Top

Capstone Arabic

Readings in Arabic texts supporting research for the MESA capstone seminar.

MESA
494

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	ARAB 300 & ARAB 302
Taught	Winter
Programs	Containing MESA 494

Course Outcomes

Capstone Arabic

Capstone Arabic provides an advanced course in reading Arabic primary and secondary sources for Capstone Seminar research.

Top

Senior Seminar in Middle East Studies

Capstone course, including major research paper demonstrating ability to integrate cross-disciplinary information and methodology.

MESA 495

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 200 & ARAB 302
Taught	Fall, Winter
Programs	Containing MESA 495

Course Outcomes

Capstone Seminar MESA 495R

The Capstone Seminar is the final course in the major. It combines in-depth research on a narrow topic with a research, analysis and writing of a substantive research paper in multiple drafts utilizing peer reviews at two stages, an oral presentation of findings, and research utilizing Arabic sources.

Top

Modern Manufacturing

Methods and characteristics of successful manufacturing engineers and managers. Introduction to engineering and technology, design, and project management. Lab.

MFG 130

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MFG 130

Course Outcomes

Systems and Best Practices

Describe the four pillars of manufacturing and their relationship to the manufacturing system.

Leadership, Professionalism and Communication

Help student prepare for productive professional lives including insights into leadership, teamwork and innovation.

Top

Material Removal

Methods and procedures to shape materials using basic machine tools; cutting theory, tool selection, metrology methods, and machine operation. Introduction to computer numerical control.

MFG 220

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Math 111 or equivalent; MFG 130 or concurrent enrollment.
Taught	Fall, Spring Contact Department
Programs	Containing MFG 220

Course Outcomes

Safety

Students will understand and be able to apply correct shop safety principles and precautions while working with or around metal cutting machinery.

Metal Removal

Students will understand and be able to apply the correct principles of cutting metals and non-metals with various machine tools and a variety of cutting tools.

Teamwork

Students will learn to work on teams while preparing presentations on new metal removal manufacturing processes, and while developing a manufacturing plan for a proposed production run.

Top

Computer-Aided Manufacturing

Manual and computer-assisted programming of computer numerical controlled (CNC) equipment. Developing CNC programs to manufacture parts for high production.

MFG 230

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	MFG 220 & ME EN 272
Taught	Winter, Spring Contact Department
Programs	Containing MFG 230

Course Outcomes

Safety

Students will understand and be able to apply correct shop safety principles and precautions while working with or around metal cutting machinery.

Metal Removal

Students will understand and be able to apply the correct principles of cutting metals and non-metals with various machine tools and a variety of cutting tools.

CAD/CAM/CNC

Students will understand and be able to apply correct principles related to manual G&M code development, as well as the use of CAD & CAM systems to create G&M code programs.

Design

Students will understand and be able to apply the design process while solving manufacturing related problems.

Top

Manufacturing Leadership

Lectures on personal and professional development emphasizing internship preparation. Field trips observing different types of manufacturing.

MFG 291

Hours	1.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MFG 291

Course Outcomes

Leadership

Understand that the essence of leadership is to build people through development of individual talents and fostering life-long growth and learning

Responsibility

Accept lifelong professional, ethical, and social responsibilities

Lifelong Learning

Understand how to stay current in technical fields and how to engage in lifelong learning

Global Environment

Comprehend the challenges of global supply chains

Top

Metals Processes

Capabilities and applications of common metal-processing methods, including relationships between part design, material, and process parameters.

MFG 331

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	ME EN 250
Recommended	CE En 203 is strongly recommended.
Taught	Fall, Spring
Programs	Containing MFG 331

Course Outcomes

Design, Materials, and Manufacturing Processes

Students will learn principles of casting, metal forming, and welding/joining by lecture and by hands-on lab activities. A final project requires students to design and make a part or assembly using the knowledge they gained during the course.

↑Top

Quality Systems in Manufacturing

Tools and principles of quality in manufacturing systems based on the Six Sigma process. Basic tools, variation, loss function, cost of quality, SPC, DOE, and FMEA. Comprehensive project required.

MFG 340

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	STAT 201; or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing MFG 340

Course Outcomes

Teamwork

Function effectively as a member or leader of a team

Communication

Understand how to communicate effectively to build relationship and to gain support and commitment of others

Variation

Asses the nature, types and impact of variation

Quality

Understand how to effectively define, measure, analyze, improve and control quality

Regulatory Standards

Understand the reason for, and impact of, national and international regulatory standards and certifications

System Improvement

Understand and implement system improvement concepts (lean, TOC, etc.)

Communication Tools

Use modern tools of communication such as charts, graphs, media, and other visual aids

Top

Plastics Materials and Processing

Understanding plastic materials, properties, and uses. Survey of plastic-manufacturing processes. Designing plastic products and manufacturing systems.

MFG 355

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	ME EN 250; or CH EN 378; or instructor's consent.
Taught	Winter, Spring Contact Department
Programs	Containing MFG 355

Course Outcomes

Materials

Understand the behavior and properties of plastic materials and use that knowledge to select appropriate materials for a given application or process (SME Pillar 1).

Design

Understand the design of plastic products and the equipment, tooling, and environment necessary for their manufacture (SME Pillar 2).

Science

Be able to apply knowledge of mathematics, statistics, science and engineering in plastics manufacturing (SME Pillar 1).

Creativity

Be able to identify, formulate, and solve manufacturing-engineering problems related to plastics (SME Pillar 2).

Processes

Understand a variety of manufacturing processes for plastics and be able to select the appropriate process for a given task (SME Pillar 1).

↑Top

Academic Internship

Working in teams to solve problems encountered in industry. Project management and reporting under guidance of industry supervisor and department faculty.

MFG
399R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Second-semester junior standing and faculty authorization.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MFG 399R

Course Outcomes

Professional Experiences

Student acquires professional experiences in Manufacturing.

Professional Communication

Student demonstrates professional communication skills (report).

Convert Professional Experience into Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Top

International Internship

Working in teams to solve problems encountered in international industry. Project management and reporting under guidance of industry supervisor and department faculty.

MFG 399R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Second-semester junior standing and faculty authorization.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional Communication

Student demonstrates professional communication skills (report).

Top

Manufacturing Practicum

Working in teams to solve problems encountered in local industry. Project management and reporting under guidance of industry supervisor and department faculty.

MFG 399R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Second-semester junior standing and faculty authorization.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional Communication

Student demonstrates professional communication skills (report).

Top

Data Analysis

Basic statistical methods, with an emphasis on manufacturing applications. Topics include sampling guidelines, design of experiments, analysis of variance, regression analysis, and model selection. Introduction to using Excel spreadsheets, Access databases, and VBA programming for data analysis.

MFG
401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MFG 340 & STAT 201
Taught	Winter
Programs	Containing MFG 401

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Tool Design

Designing special tooling for manufacturing processes using solids-modeling design systems.

MFG
431

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	MFG 230 & MFG 331
Taught	Fall, Spring Contact Department
Programs	Containing MFG 431

Course Outcomes

Design Process

Students will utilize past and additional instruction on the Design Process to solve manufacturing problems related to tooling.

Design of Tooling

Students will understand and be able to apply correct principles when design tooling for a variety of processes, such as gages, fixtures, jigs, punch and die, and injection molds.

Cost Analysis

Students will understand and apply correct principles related to cost analysis and estimation when designing tooling for manufacturing.

Top

Introduction to Manufacturing Automation

Sensors, actuators, robotics, part feeding and assembly, PLCs, pneumatic and hydraulic control, justifying automation.

MFG 434

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	CE EN 203 & MFG 230 & IT 318
Note	IT 318 may be taken concurrently. Contact the instructor.
Taught	Fall
Programs	Containing MFG 434

Course Outcomes

Automation System and Process Design

Select appropriate automation processes and equipment

Creativity & Problem Solving, Materials, Science, and Experi

Assess the impact of part variation on production

Best Practices, Science, Competitiveness and Creativity and

Apply Design-for-Assembly principles to manufactured parts

Leadership and Communication

Communicate effectively through technical reports

Top

Six Sigma for Manufacturing

Principles of Six Sigma applied to manufacturing. Includes the DMAIC improvement methodology, tools of statistical analysis, project management, and related lean principles.

MFG 440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 201
Recommended	Mfg 340.
Taught	Fall
Programs	Containing MFG 440

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Innovation and Entrepreneurship

Develop ideas into a business model. Learn product development. Entrepreneurial concepts and practices. Strategic planning and global competitiveness.

MFG
479

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing MFG 479

Course Outcomes

Entrepreneurial Team

Participate effectively on an entrepreneurial founding team

Evaluation

Evaluate business ideas, opportunities, and plans

Financial Planning

Plan a new business financially

Terminology

Understand and apply entrepreneurial terminology to the entrepreneurial and investment ecosystems

Start-up Strategies

Formulate strategies to overcome common start-up business challenges

Business Plan

Prepare effectively a written business plan

Presentation

Make an effective oral business plan presentation

↑Top

Process Planning and Systems Design

Analyzing product specifications and production requirements for manufacturing. Equipment selection and justification; facility layout and material-handling system design; process-improvement techniques.

MFG
480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MFG 340
Taught	Winter, Spring Contact Department
Programs	Containing MFG 480

Course Outcomes

System Metrics

Understand key metrics in manufacturing and how they are influenced

Process Improvement

Know how to apply process-improvement methodologies (Lean, Six Sigma, TOC, etc.) in order to reduce lead times and to improve efficiency and quality

Process Planning

Develop a detailed process plan.

System Design

Design a cell, production line, or a plant layout.

System Elements

Understand the different elements comprising a manufacturing system and how they interact.

Project Planning

Develop a schedule for system implementation and startup.

Production & Inventory Control

Understand the principles and techniques of production and inventory control.

Discrete-Event Simulation

Use discrete event simulation to evaluate a system design.

Resource Planning

Determine resource requirements based on standard operator times and effective machine cycle times.

Economic Analysis

Perform an economic anaysis for justifying a proposed manufacturing solution.

Top

Capstone: Production Management

Production operations: designing a production system, carrying our production functions, and procuring materials from suppliers. Principles of lean operations, project management, and industrial supervision.

MFG 485

Hours	3.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	MFG 340 & MFG 431 & MFG 480
Taught	Winter, Summer

Course Outcomes

Capstone

Students will gain practical experience through mentored sponsorship from the surrounding industry and will apply design principles to create solutions to current industry needs.

↑Top

Special Problems in Manufacturing Engineering Technology

Students work under the mentoring of a faculty member to complete mutually agreed upon learning objectives and assignments in special topics and problems in manufacturing.

MFG 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Creativity and Lifelong Learning

Students will learn to work to independently and to take initiative in completing a project while being guided by a faculty member.

Top

Professional Seminar

Lectures on professionalism, leadership, and career and life success.

MFG 491A

Hours	0.5 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	MFG 291; senior standing.
Taught	Fall Term 1
Programs	Containing MFG 491A

Course Outcomes

Seminar

Students will gain additional knowledge of the manufacturing industry by attending weekly seminars given by invited professionals from the surrounding community.

Top

Professional Seminar

Reviewing and understanding the manufacturing principles to be tested on the SME exam.

MFG 491B

Hours	0.5 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	MFG 291; Senior standing.
Taught	Winter Term 2
Programs	Containing MFG 491B

Course Outcomes

Seminar

Students will gain additional knowledge of the manufacturing industry by attending weekly presentations given by invited industry professionals from the surrounding community.

↑Top

Advanced Computer-Aided Manufacturing Programming

CAD/CAM programming techniques and requirements for manufacturing components on computer numerical-control machine tools, emphasizing CAM programming, postprocessors, and CAM software evaluation.

MFG 531

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	MFG 230 or previous CNC programming experience, or instructor's approval.
Note	Fee.
Taught	Winter odd years
Programs	Containing MFG 531

Course Outcomes

CAD/CAM/CNC

Students will understand and be able to apply correct principles in the design of parts, creation of tool path, and machining of the part for advanced surfaces and contours.

Top

Manufacturing Systems

Analyzing lean manufacturing systems. Numerous examples and case studies from industry demonstrating principles of lean production, inventory management, and lean distribution. Project with a local company to gain confidence with these principles in an industrial setting.

MFG
532

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Mfg 480 or instructor's consent.
Taught	Winter
Programs	Containing MFG 532

Course Outcomes

Systems, Systems Design, Competitiveness, Contemporary

Students will understand and be able to apply principles of lean manufacturing in a production environment.

Top

Manufacturing Information Systems

Applying and integrating software and information technologies in planning, executing, and monitoring production operations.

MFG 533

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Mfg 480 or instructor's consent.
Taught	Winter
Programs	Containing MFG 533

Course Outcomes

Enterprise Architecture

Understand how to design and interpret and enterprise architecture

Computer hardware, software and networking

Understand the basics of computers, languages, architectures and networking

Database Management

Be able to create and use a simple database management system

IT applications in manufacturing

Understand the major IT applications used in a manufacturing enterprise.

IT integration

Understand the issues associated with IT integration

Business Analytics

Be able to manipulate and analyze data using Excel

IT deployment

Understand how to specify, evaluate and implement IT systems in manufacturing

↑Top

Composite Materials and Processes

Structure, processing, properties, and uses of composite materials, including various manufacturing methods and the relationship between properties and fabrication.

MFG 555

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Graduate standing or instructor's consent.
Taught	Fall, Spring Contact Department
Programs	Containing MFG 555

Course Outcomes

Manufacturing Methods

- Lectures on each major resin discussing properties as related to structure
- Lectures on each major resin discussing manufacturing process considerations for that resin
- Lectures on each principal manufacturing method and what properties of a resin are most compatible with that process
- Lectures on each principal manufacturing method and what properties are changed in that process
- Laboratories on manufacturing methods

Design

- Lecture on design of plastic products
- Boeing project on design/implementation of plastics

Chemistry

- Knowledge of chemistry applied in understanding the structure and chemistry relationship to plastics properties
- Knowledge of chemistry applied in understanding the crosslinking reactions in thermosets

Processes

Lectures on processes, especially parts of lectures on troubleshooting

↑Top

Advanced Tool Design

Advanced design of net-shape products utilizing CAD and CAE methods. Plastic injection mold design and construction. Rapid prototyping and injection molding project.

MFG
574

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	MFG 431
Taught	Winter even years
Programs	Containing MFG 574

Course Outcomes

Design

Students will understand and be able to apply appropriate design principles in the creation of manufacturing tooling.

↑Top

Packaging Technologies

Fundamentals of packaging technologies; materials, design and processes. Understanding of the importance and role of packaging in the manufacturing and product environment. Combined instruction and hands-on project application of the various aspects of packaging materials, design, and processes through individual and team assignments, written reports, and oral presentations.

MFG
575

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	IT 318 & MFG 431
Recommended	MFG 220, 230, 355.
Taught	Fall, Spring Contact Department
Programs	Containing MFG 575

Course Outcomes

Packing Technologies

By the end of this course students will be more experienced with the various packing technologies used in the current industry.

Top

Manufacturing Simulation

Design and optimization of manufacturing systems using simulation. Simulation languages and modeling methodology.

MFG
580

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MFG 480
Taught	Fall
Programs	Containing MFG 580

Course Outcomes

Mfg Metrics and Drivers

Understand key manufacturing system performance metrics and associated drivers

Simulation project management

Know how to plan and conduct a simulation study

Input Data Analysis

Be able to collect and analyze input data for use in a simulation study

Simulation Modeling

Be able to construct an accurate computer model of a manufacturing system

Simulation experimentation

Be able to design and conduct simulation experiments

Output Analysis

Be able to analyze simulation output and draw appropriate conclusions

Simulation Presentation

Be able to present a simulation study and make a compelling recommendation

Top

Workshop in Marriage, Family, and Human Development

Intensive study in applying principles of specified family sciences, subject matter in early childhood education, child development, family relationships, family resource management, or marriage/family therapy.

MFHD
501R

Hours	1.0 - 2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	8 hours in the School of Family Life or the School's Director's consent.
Taught	Contact Department

Course Outcomes

MFHD Workshop

Students will participate in a workshop related to topics in Marriage, Family, & Human Development.

Top

Familial Influences on Children's Social Development

Current theories and research on social development, peer relations, and behavior. Familial/parenting effects as moderated by beliefs, genetics, gender, social cognitions, culture, child guidance, interventions.

MFHD 511

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 331 or higher.
Taught	Contact Department

Course Outcomes

Theory Understanding

· Increase your knowledge of normal, age-related behavior of children, particularly with regard to peer relations (i.e. acceptance and friendship).
· Increase your knowledge of multi-cultural environmental differences.
· Increased your perspective of how to create effective parent-child, teacher-child, and teacher-parent environments for promoting social competence in children.

Research Analysis

· Develop a better understanding of research methods specific to this area of research.

Research Analysis

· Develop a theoretical base for integration of discipline techniques and child guidance practices.

Top

Emotional and Moral Development

Research, theories, and educational implications; preschool through adulthood.

MFHD 512

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Knowledge

Students will deepen their understanding of emotional and moral development.

Top

Applied Statistics in the Social Sciences

This course applies statistical principles to social science problems by utilizing the basics of statistical software in developing and testing research questions as well as conducting univariate and multivariate statistics such as t-tests, ANOVAs, and regression models.

MFHD 513

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 290
Recommended	Upper-division SFL course.
Taught	Fall

Course Outcomes

Theory and Research

Under the direction of a mentoring professor, students will critically examine, investigate, and integrate the literture for a topic of interest in marriage, family, and human development.

Learning Data Management

Students will learn the basics of entering, cleaning, and manipulating data in SPSS.

Learning Sampling

Students will learn the importance of adequate sampling methods in social science research as well as the common forms of bias that such sampling can create.

Learning Measurement Design

Students will learn the basics of item/scale creation as well as how social scientists create measurement and operationalize constructs.

Learning Applied Statistics

Students will learn how to run, interpret, and write about a variety of basic applied statistical techniques including t-tests, ANOVAs, regression, factor analysis, and cluster analysis.

Learning to Write-up Research

Students will learn how to write research results in APA formatting.

Learning the Reserach Process

Students will continue to develop their understanding of the research process and will understand how scholars go from a research question to a completed and published research article.

↑Top

Theories of Human Development

Models and concepts in dominant contemporary developmental theories.

MFHD
514

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 331 or higher.
Taught	Fall

Course Outcomes

Course Objectives

1. To increase students' understanding of current theoretical frameworks influencing family scholarship.
2. To sensitize students to the contextual issues that shape current family theory.
3. To increase students' ability to evaluate family theory, including awareness of presuppositions and values underlying family theories and research.
4. To increase students' understanding of the implicit and explicit ways that theory shapes family research.
5. To increase students' ability to use and create family theories.

↑Top

Work and Family

Introduction to contemporary work/family issues. Framework for helping parents and managers deal effectively with work/family issues at work and home.

MFHD 542

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

MFHD Fundamentals

· Synthesize and understand possible career trajectories for work-family scholars in academia, business and government.
· Make use of expert resources to complete a complicated project.

Research Skills

Critique scholarly work-family research.
Be comfortable using a variety of tools to find work-family research.

Research Analysis and Reporting

Create scholarly work-family products (submission to scholarly conference/journal.
Prepare and present a research-based work and family presentation.

↑Top

(MFHD-Soc) Contemporary Family Theories

Introduction to basic micro, macro, and processual approaches to study of the family; social and political theory on the family; philosophical issues and assumptions underlying family theory, research, and practice.

MFHD 550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 451, Soc 310, 311; or equivalents.
Taught	Contact Department

Course Outcomes

knowledge

Students will deepen their understanding of contemporary family theories.

↑Top

Fathering: Scholarship and Intervention

Quality fathering across cultures and in varied family circumstances. Historical changes in fathering; challenges to good fathering; effective interventions with fathers.

MFHD
551

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Knowledge

Students will read, evaluate, and critique the empirical literature on fathering

Top

Family Life Education in the University

Delivering family life education in university settings. Working with a faculty mentor, making presentations, and preparing basic instructional materials.

MFHD 566

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Family Life Education in the University

This course is currently not being taught and is under evaluation for deletion.

↑Top

Practicum in Family Life Education

Supervised experience teaching family living courses in a university setting.

MFHD 567R

🕘 **Hours**	1.0 Credit, 1.0 Lecture, 0.0 Lab
☑ **Prerequisites**	MFHD 566 or instructor's consent.
📅 **Taught**	Contact Department

Course Outcomes

Application

The students will utilize a significant range of skills and abilities in a professional setting

Top

Outreach in Family

MFHD
595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Marriage and family therapy major status; instructor's consent.
Taught	

Course Outcomes

Theory and Research

Under the direction of a mentoring professor, students will critically examine, investigate, and integrate the literature for a topic of interest in marriage, family, and human development.

Top

Special Topics in Marriage, Family, and Human Development

Individual study for qualified students.

MFHD
595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	For marriage, family, and human development major; instructor's consent.
Taught	Contact Department

Course Outcomes

Theory and Research

Under the direction of a mentoring professor, students will critically examine, investigate, and integrate the literature for a topic of interest in marriage, family, and human development.

Top

Workshop in Marriage and Family Therapy

Training in delivery of and research about psychoeducational programs for couples and families.

MFT 501R

Hours	1.0 - 2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Workshop in Marriage and Family Therapy

Apply and research about psychoeducational programs for couples and families to psychotherapy.

↑Top

Readings in Marriage and Family Therapy

Discussions and reports of current readings.

MFT 590R

Hours	1.0 - 2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

In Process

This course is not being taught currently and the program/department is evaluating whether or not to delete it from the curriculum.

↑Top

Special Topics in Marriage and Family Therapy

Individual study for qualified students.

MFT
595R

◷ **Hours**	1.0 - 2.0 Credit, 2.0 Lecture, 0.0 Lab
☑ **Prerequisites**	Marriage and family therapy major status; instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

In Process

This course is not being taught currently and the program/department is evaluating whether or not to delete it from the curriculum.

Top

Leadership and Personal Development

Developing comprehension of Army leadership dimensions, focusing on critical thinking, time management, and fitness. Introduction to the corps of cadets; building courage and self-confidence. Lab included.

MIL S 120

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Proficient at Land Navigation

O1 – Individual Proficiency Proficient at Land Navigation	In-Class Land Navigation Quiz and a practical exercise (graded) during Lab	Cadets must score 80% or higher on the quiz and find at least 75% of the Land Nav points at Lab	Cadets who fail to achieve the standards will be partnered up with more proficient Cadets and be retested during our FTX

Proficient at maintaining self and equipment in the field

O2 – Individual Proficiency Proficient at maintaining self and equipment in the field	Weekly pre-lab inspection of equipment and self, conducted by peers	Deficiencies will be identified and reported up the chain of command	Deficient Cadets will be counselled by peer and faculty

Subordinates self-interest to the needs of the team

O3 – Member of a Team Subordinates self-interest to the needs of the team	Cadets will be put into tactical situations weekly enabling leadership to identify selfless service to others	Cadets displaying selfless service (aka putting needs of others above their own) will be recognized during the AARs	Cadets who are observed showing signs of only caring about themselves will be counselled by faculty

Understand, can explain and takes proper actions on contact

O4 – Member of a	In-class quiz on actions	Cadets must score 80%	Cadets who fail to

Team Understands, can explain and takes proper actions on contact	on contact as well as tactical operations during weekly labs that will require reacting to direct and indirect enemy contact	or higher on the quiz and will need to react properly during tactics lab or risk being “shot” by the enemy	achieve the standards will receive one on one training by their Cadets peers and or their Cadet mentors

Understand the roles and capabilities of a brigade combat te

O5 – Tactical Problem Solver Understands the roles and capabilities of a brigade combat team in combat	In-class quiz on small team organization and proper movement techniques as well as practical app during LAB	Cadets must score 80% or higher and physically demonstrate moving as part of a team during LAB	Cadets who fail to achieve the standard will be counselled and retested at LAB by their peers and Cadet mentors/ evaluators

Communicates plans effectively

O6 – Tactical Problem Solver Communicates plans effectively	Cadets will each get to brief an operational plan/ order in-class and be evaluated by their peers	Cadets must score 80% or higher	Cadets who score below 80% will receive counselling and receive a second chance to brief

Can discuss critically the role of the Army officer as train

O7 – Roles of NCOs Os Can discuss critically the role of the Army officer as trainer and leader	Written book review on an Army officer of their choice, highlighting both good and bad leadership traits	Cadets must score 80% or higher on the book review, which will be read and graded by their instructor	Cadets who fail to achieve the standard will receive their graded book review back and be asked to rewrite it

Accepts sacrifices required as a servant of the nation

O7 – Roles of NCOs Os Can discuss critically the role of the Army officer as trainer and leader O8 – Roles of NCOs Os Accepts sacrifices required as a servant to the nation	Written book review on an Army officer of their choice, highlighting both good and bad leadership traits	Cadets must score 80% or higher on the book review, which will be read and graded by their instructor	Cadets who fail to achieve the standard will receive their graded book review back and be asked to rewrite it

Leads by example

O9 – Leadership Leads by example	Cadets will receive leadership opportunities and be observed weekly during tactics Lab and recognized during After Action Reviews	Cadets must demonstrate basic leadership skills while working as a member of a team, squad or platoon	Cadets who fail to lead in positive ways will be counselled by their Cadet evaluators and on-scene faculty members

Judged by subordinates as capable, confident and trustworthy

O10 - Leadership Judged by subordinates	Cadets will conduct written peer evaluations	Cadets must receive an overall peer evaluation	Cadets who fail to reach 70% will be counselled

as capable, confident and trustworthy	on each other as part of their midterm and final exams	rating of 70% or higher	by their MS instructor and plan a course of action for the rest of the semester

Lives the Army Values

O11 – Character Lives the Army Values	Will write a comparative essay on one of their personal heroes and how they demonstrated the Army Values	Cadets must score 80% on their essay, which will be read, marked up and returned to them by their instructor	Cadets who fail to achieve the standard will be asked to rewrite their essay and resubmit it to their instructor

Demonstrate Resilience

O12 – Character Demonstrate Resilience	Cadets will conduct a multi-day Field Training Exercise during which they will asked to conduct graded tactical operations on little or no sleep and in austere mountainous conditions	Cadets must demonstrate the ability to stay positive, work as a member of a team and complete (or at least attempt) each task or mission despite poor eating and sleeping conditions	Cadets who fail to demonstrate resilience during training will be counselled and asked to continue training with a new perspective. If they refuse to complete training they will not get full credit for the FTX

↑Top

Introduction to Tactical Leadership

Leadership fundamentals; setting direction, problem solving, listening, presentation skills, and providing feedback. Integration into the corps of cadets through tactical field training. Lab included.

MIL S 121

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
☑ **Prerequisites**	None
Taught	Winter

Course Outcomes

Demonstrate Effective Leadership

Demonstrate lessons learned in class to basic Team Leader roles in a Lab Environment
As a Team Leader, show working knowledge of Basic Army Leadership traits

Battlefield lifesaving skills

O1 – Individual Proficiency Battlefield lifesaving skills	In-class First Aid quiz and practical exercises during weekly tactics Labs	Cadets must score 80% or higher on quiz & demonstrate proficiency as a member of an Aid & Litter team during Lab	Cadets who fail to achieve the standard will receive retraining and be retested as well as be partnered with others at Lab

Moving tactically under fire

O2 – Individual Proficiency Moving tactically under fire	In-class quiz on individual movement tactics as well as tactical operations practice during weekly labs	Cadets must score 80% or higher on the quiz and will need to react properly during tactics lab or risk being “shot”	Cadets who fail to achieve the standards will receive one on one training by their Cadets peers and or their Cadet mentors

Demonstrates Understanding & Application of Army Values & Et

Demonstrate a working knowledge of the Army's Programs on Equal Opportunity (EO), Prevention of Sexual Harassment (POSH), and Sexual Assault Prevention and Response (SAPR)

Demonstrates Personal Professional Development

Prepare a discussion paper through research of an Army Officer in history who held and displayed values one would like to emulate
Demonstrate a dedication to personal professional development through writing a self-critiquing journal based on one's leadership sucesses and failures

Proficient at entering and clearing a room with a team

O3 – Member of a Team Proficient at entering and clearing a room with a team	Cadets will be instructed on proper techniques at Lab and then be tested with their team	Cadets must demonstrate proficiency during the practical exercise at Lab	Cadets who fail to meet the standard will be retrained at Lab and be retested that same day

Officership

Show working knowledge of Army Customs and Courtesies by correctly wearing the Army battle and dress uniforms, speaking to senior officers and NCOs, and attending the Army Ball adhering to all rules and regulations set forth

Understands, can explain & executes the fundamentals of loca

O4 – Member of a Team Understands, can explain, & executes the fundamentals of local security	Cadets will be instructed at Lab on proper techniques and conduct local security operations weekly	Cadets must show a basic understanding of local security principles and take security seriously	Cadets who repeatedly fail to practice or take security seriously will be counselled and retrained by on-site faculty & CDT mentors

Can analyze a tactical situation and explain its essential p

O5 – Tactical Problem Solver Can analyze a tactical situation and explain its essential points in own words	Cadets will participate in tactics briefings and be asked to answer questions that demonstrate their knowledge	Cadets must be able to properly answer basic check-on-learning questions on the current operation/s at Lab	Cadets demonstrate a lack of understanding will receive one on one as well as group retraining at Lab

Demonstrates Basic Skills in Tactics and Techniques

Show a working knowledge of basic Terrain Analysis and how it applies to battlefield environments
Understand the basic format of the Army's 8 step training model and how they are infused in that process

Knows enough about Army Branches to make informed decision a

O6 – Roles of NCSs Os Knows enough about Army Branches to make informed decision about which to join	Cadets will be asked to select their top 3 branches after in-class instruction & ½ a lab devoted to Army Branch Orientation.	Cadets must hand in a 1 page paper on how and why they chose their top three Army Branches	Cadets who fail to turn in their paper will be counselled. Cadets with additional questions on branches will have the opportunity to meet various branch officers

Understands his oath of office & its basis in the constituti

O7 – Roles of NCOs Os	After in-class	Cadets must score 80%	Cadets who fail to meet

Understands his oath of office & its basis in the constitution	instruction, Cadets will take a quiz on the Army Oath of Office and the Constitution.	or higher on the quiz	the standard will receive retraining and be asked to reread the Constitution/ Army Oath of Office.

Exercises initiative within the commander's intent

O8 – Leadership Exercises initiative within the commander's intent	Cadets will be given opportunities & encouraged to show initiative during tactical operations at Labs	Cadets must demonstrate free will and the courage to take initiative as a member of a team	Cadets who consistently do the bare minimum of what they are told will be counselled by on-site faculty and Cadet leadership

Understands & explain impact of losing individuals in the un

O9 - Leadership Understands & can explain impact of losing individuals in the unit due to injury/ death	Cadets will experience first- hand the impact "losing" a Soldier during tactical operations at Lab	Cadets must demonstrate the ability to properly deal with loss during combat and take the proper actions	Cadets do not react properly will be identified and be retrained at lab by on-site faculty and the Cadet leadership

Committed to physical fitness

O10 – Character Committed to physical fitness	Cadets will be asked to sign up for and participate in early morning PT three times each week and receive 2 Army Physical Fitness Tests	Cadets must score a minimum of 70 points in each even on the APFT	Cadets who fail to achieve the standard on the first APFT will be counselled individually and asked to join remedial PT held every Tuesday and Thursday morning

Performs successfully under stress

O11 – Character Performs successfully under stress	Cadets will conduct a multi-day Field Training Exercise during which they will be asked to conduct graded tactical operations on little or no sleep and in austere mountainous conditions	Cadets must demonstrate the ability to stay positive, work as a member of a team and complete (or at least attempt) each task or mission despite poor eating and sleeping conditions	Cadets who fail to demonstrate resilience during training will be counselled and asked to continue training with a new perspective. If they refuse to complete training they will not get full credit for the FTX

Top

Innovative Team Leadership

Creative leadership strategies and styles; team dynamics; leadership theory; the Army leadership framework. Includes basics of land navigation and squad tactics. Lab included.

MIL S 220

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Leadership

Recall and describe the three stages of team development
Illustrate significant traits and behaviors of historical military leaders

Familiar with land navigation

Outcome 1 – Individual Proficiency Familiar with land Navigation	Online interactive program and quiz and a practical exercise (graded) during Lab	Cadets must score 80% or higher on the quiz and find at least 75% of the Land Nav points at Lab	Cadets who fail to achieve the standards will be partnered up with more proficient Cadets and be retested during our FTX

Values and Ethics

Explain the historical basis of Army values
Illustrate the four tenets of the Warrior Ethos

Familiar with moving tactically while under fire

Outcome 2 – Individual Proficiency Familiar with moving tactically while under fire	Cadets will be briefed on tactical movement techniques and be members of small unit teams that execute tactical movements.	CDTs will be able to follow basic instructions from their small unit leaders.	CDTs will receive guidance and additional training turning lab periods.

Personal Development

Deliver a formal information briefing
List the types and elements of interpersonal communication

Physically ready to handle the rigors of combat

Outcome 3 – Individual Proficiency Physically ready to handle the rigors of combat	CDTs will perform physical fitness training three times weekly throughout the semester and participate in a 48 hour field training exercise.	Each CDT will score a minimum of 60 points in each PT event.	Those failing to meet these standards will conduct remedial PT an additional two times per week.

Proficient at maintaining self and equipment in a field envi

Outcome 4 – Individual Proficiency Proficient at maintaining self and equipment in a field environment	Weekly pre-lab inspection of equipment and self, conducted by peers	Deficiencies will be identified and reported up the chain of command	Deficient Cadets will be counselled by peer and faculty

Officership

Distinguish and Describe rank, structure, duties, and traditions
Explain the nine Principles of War

Tactics and Techniques

Practice and demonstrate land navigation techniques
Explain the six problem solving steps
List and know the eight troop leading procedures

Willingly subordinates self-interest to the needs of the tea

Outcome 5 – Member of a Team Willingly subordinates self-interest to the needs of the team.	Cadets will be put into tactical situations weekly enabling leadership to identify selfless service to others	Cadets displaying selfless service (aka putting needs of others above their own) will be recognized during the AARs	Cadets who are observed showing signs of only caring about themselves will be counselled by faculty

Understands, can explain, and executes the fundamentals of p

Outcome 6- Member of a Team Understands, can explain, and executes the fundamentals of a patrolling	CDT will be briefed on patrolling and will be a member of a small unit team that will conduct patrolling during labs.	CDT will effectively conduct patrolling.	Additional training will be provided through the semester during labs.

Understands, can explain and executes the fundamentals of lo

Outcome 7- Member of a Team Understands, can explain, and executes the fundamentals of local security.	CDT will receive briefings on providing local security and will do practical application during labs	CDT will effectively provide local security.	Additional training will be provided through the semester during labs.

Understand the roles of officers and NCOs in the Army

Outcome 9- Understand the roles of officers and NCOs in the Army Can discuss critically the role of the Army officer as trainer and leader.	CDT will receive briefings and shown through multimedia the role of the Army Officer.	CDT will demonstrate through quiz and testing to recognize the role of the Army officer in various scenarios.	Additional training as required.

Communicates effectively

Outcome 10- Leadership Communicates effectively.	CDT will receive briefings and shown through multimedia various means of communicating in a military environment.	CDT will demonstrate proficiency in military writing and briefings through various writing assignments and briefings.	Additional training as required.

Lives the Army Values

Outcome 11-Character Lives the Army Values	CDT will be continually assessed on living his life in accordance with the Army Values which are: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage	CDT realizes that Army values are not just what is done while on “Army Time” but a code in which you live your life	Additional counseling as needed. Cadet me be removed from the program for “serious” infractions of these values

↑Top

Foundations of Tactical Leadership

Challenges of leading tactical teams in contemporary operations environment of the U.S. Army, focusing on Army Orders process, terrain analysis, and adaptive leadership. Lab included.

MIL S
221

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Familiar with land navigation

Outcome 1 – Individual Proficiency Familiar with land Navigation	Online interactive program and quiz and a practical exercise (graded) during Lab	Cadets must score 80% or higher on the quiz and find at least 75% of the Land Nav points at Lab	Cadets who fail to achieve the standards will be partnered up with more proficient Cadets and be retested during our FTX

Leadership

Explain the situational, transformational, and adaptive leadership theories and their relationship to the Army Leadership Requirements Model
Illustrate dimensions of transformational and situational leadership
Describe methods of assessing leadership styles
Explain your personal approach to leadership

Solve tactical problems using principles that underlie doctr

Outcome 2 – Tactical Problem Solver Solve tactical problems using principles that underlie doctrine and war fighting	Quizzes and multiple tactical problems at leadership labs	CDT utilizes proper Army doctrine for several different tactical problems that he/she will face	CDT will receive feedback after every lab and proper techniques as well as errors will be highlighted

Values and Ethics

Explain the Army Values and the Army's Consideration of Others (CO2) program
Identify and asses the goals of the Army CO2 program (eight areas)

Analyze the relationship between Army values, leadership, and CO2

Personal Development

Practice effective writing techniques in accordance with the Army standard for effective writing
Explain how to set goals and manage time at the team level
Develop team mission statement and goals
Explain and know ways to establish priorities and avoid distracters

Physically ready to handle the rigors of combat

Outcome 3 – Individual Proficiency Physically ready to handle the rigors of combat	CDTs will perform physical fitness training three times weekly throughout the semester and participate in a 48 hour field training exercise.	Each CDT will score a minimum of 60 points in each PT event.	Those failing to meet these standards will conduct remedial PT an additional two times per week.

Officership

Describe the history of terrorism and the basic US antiterrorism policy
Explain and state the relationship between leadership, values, and officership

Understands, can explain and takes proper actions on contact

O4 – Member of a Team Understands, can explain and takes proper actions on contact	In-class quiz on actions on contact as well as tactical operations during weekly labs that will require reacting to direct and indirect enemy contact	Cadets must score 80% or higher on the quiz and will need to react properly during tactics lab or risk being “shot” by the enemy	Cadets who fail to achieve the standards will receive one on one training by their Cadets peers and or their Cadet mentors

Tactics and Techniques

Distinguish between the different types of Army plans and orders
Demonstrate terrain analysis and route planning skills
Explain and remember the five-paragraph format for an operations order
Describe the characteristics and techniques of defensive operations
Explain how squads and platoons plan for and conduct patrols
List and describe the five aspects of military terrain using (OAKOC)
Interpret and formulate an operation order

Understand the roles and capabilities of a brigade combat te

O5 – Tactical Problem Solver Understands the roles and capabilities of a brigade combat team in combat	In-class quiz on small team organization and proper movement techniques as well as practical app during LAB	Cadets must score 80% or higher and physically demonstrate moving as part of a team during LAB	Cadets who fail to achieve the standard will be counselled and retested at LAB by their peers and Cadet mentors/ evaluators

Communicate plans effectively

O6 – Tactical Problem Solver	Cadets will each get to brief an operational	Cadets must score 80% or higher	Cadets who score below 80% will receive

Communicates plans effectively	plan/ order in-class and be evaluated by their peers		counselling and receive a second chance to brief

Can discuss critically the role of the Army officer as train

O7 – Roles of NCOs Os Can discuss critically the role of the Army officer as trainer and leader	Written book review on an Army officer of their choice, highlighting both good and bad leadership traits	Cadets must score 80% or higher on the book review, which will be read and graded by their instructor	Cadets who fail to achieve the standard will receive their graded book review back and be asked to rewrite it

Accepts sacrifices required as a servant to the nation

O7 – Roles of NCOs Os Can discuss critically the role of the Army officer as trainer and leader O8 – Roles of NCOs Os Accepts sacrifices required as a servant to the nation	Written book review on an Army officer of their choice, highlighting both good and bad leadership traits	Cadets must score 80% or higher on the book review, which will be read and graded by their instructor	Cadets who fail to achieve the standard will receive their graded book review back and be asked to rewrite it

Leads by example

O9 – Leadership Leads by example	Cadets will receive leadership opportunities and be observed weekly during tactics Lab and recognized during After Action Reviews	Cadets must demonstrate basic leadership skills while working as a member of a team, squad or platoon	Cadets who fail to lead in positive ways will be counselled by their Cadet evaluators and on-scene faculty members

Judged by subordinates as capable, confident and trustworthy

O10 - Leadership Judged by subordinates as capable, confident and trustworthy	Cadets will conduct written peer evaluations on each other as part of their midterm and final exams	Cadets must receive an overall peer evaluation rating of 70% or higher	Cadets who fail to reach 70% will be counselled by their MS instructor and plan a course of action for the rest of the semester

Lives the Army values

O11 – Character Lives the Army Values	Will write a comparative essay on one of their personal heroes and how they demonstrated the Army Values	Cadets must score 80% on their essay, which will be read, marked up and returned to them by their instructor	Cadets who fail to achieve the standard will be asked to rewrite their essay and resubmit it to their instructor

Demonstrate Resilience

O12 – Character Demonstrate Resilience	Cadets will conduct a multi-day Field Training Exercise during which	Cadets must demonstrate the ability to stay positive, work as	Cadets who fail to demonstrate resilience during training will be

they will asked to conduct graded tactical operations on little or no sleep and in austere mountainous conditions	a member of a team and complete (or at least attempt) each task or mission despite poor eating and sleeping conditions	counselled and asked to continue training with a new perspective. If they refuse to complete training they will not get full credit for the FTX

Top

Adaptive Team Leadership

Adaptive leadership skills; demands of leadership in tactical and garrison situations. Cadets have multiple opportunities to lead one another and receive feedback on leadership abilities. Lab included.

MIL S 320

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing MIL S 320

Course Outcomes

Willingly subordinates self-interest to the needs of the tea

Outcome 1 – Member of a Team Willingly subordinates self-interest to the needs of the team	Cadet will have to spend several hours outside of the classroom to ensure that junior Cadets are prepared for leadership labs and various other ROTC functions	CDTs understand that he must put the needs of his Squad/Platoon before the needs of himself/herself to ensure overall mission success	Continued evaluation and feedback during practical exercises in field as well as “garrison operations”

Communicates plans effectively

Outcome 2 – Tactical Problem Solver Communicates plans effectively	Cadet will be given tactical scenarios in which they will have to develop a plan for their team and communicate that plan to their teammates	CDTs will receive real time feedback on if they had a solid plan and how well others understood that plan during leadership labs	This may lead to expanding either the Operations Order Process or further review of tactics based on the CDTs performance

Understands the roles of officers and NCOs in the Army

Outcome 3 – Understands the roles of officers and NCOs in the Army Knows enough about the various branches to make an informed decision when selecting one	Each CDT will choose a branch and research, then present a five minute “Military Information Brief” on what they learned about the branch they chose to the other CDTs in the class	CDTs overall understand most Army branches, particularly those that were of initial interest to them	No change

Leads by example

Outcome 4 – Leadership Leads by example	Will have multiple opportunities to lead junior CDTs as well as peers both during leadership lab and other events	CDT realizes that setting the example in what they do and how they conduct themselves has a larger impact on their ability to lead rather than by simply giving guidance to others	This will be continually reinforced throughout the school year, no change needed

Accepts accountability for self and unit

Outcome 5 – Leadership Accepts accountability for self and unit	CDT will be given multiple leadership opportunities in which they are responsible not only for their success or failures but those of their team as well	Cadets will take ownership of teams actions, will give praise to their team for mission success but will take ownership of team failures and attempt to correct what when wrong	Place a large emphasis on this during end of semester counseling

Ensures subordinates and unit are prepared for the mission

Outcome 6- Leadership Ensures subordinates and unit are prepared for the mission	CDT will receive orders concerning upcoming events from higher level leadership and ensure that order is passed down to other team members	CDT will effectively conduct the orders process and brief his team. He will also conduct back briefs and inspections to ensure his/her team members are prepared	Additional one on one counseling as necessary

Coaches subordinates effectively and provides them with usef

Outcome 7- Leadership Coaches subordinates effectively and provides them with useful feedback	While in leadership roles, CDTs will have multiple opportunities to coach, teach, and mentor junior level CDTs	CDT will conduct after action reviews of leadership labs with team as well as counseling team members on a consistent basis	

Committed to physical fitness

Outcome 8- Character Committed to physical fitness	CDT will take multiple physical fitness tests and conduct other physically demanding events	CDT will understand that physical fitness is more than an event you conduct but a lifestyle change	Additional physical training as necessary

Lives the Army values

Outcome 9- Character	CDT will be continually	CDT realizes that Army	Additional counseling

Lives the Army Values	assessed on living his life in accordance with the Army Values which are: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage	values are not just what is done while on “Army Time” but a code in which you live your life	as needed. Cadet me be removed from the program for “serious” infractions of these values

Demonstrates Self Confidence

Outcome 10- Character Demonstrates Self Confidence	CDT will have multiple opportunities during leadership labs and class work in which he/she can project self-confidence	CDTs will demonstrate more confidence as the semester goes on and they have an opportunity to be placed in leadership roles in a myriad of different situations	Additional one on one counseling as necessary

Proficient at land navigation

Outcome 11- Individual Proficiency Proficient at land navigation	CDT will be given multiple opportunities to conduct land navigation at local courses	CDT will demonstrate proficiency at land navigation by the end of the semester in both day and night time conditions	Additional volunteer land navigation courses will be offered that CDTs who are lacking at this skill will be strongly encouraged to attend

Proficient with tactical communications

Outcome 12- Individual Proficiency Proficient with tactical communications	CDT will communicate via radio to higher level leadership with various military reports in a tactical situation	CDT will follow proper formatting of tactical communications and send reports in a timely manner	Additional one on one instruction will be given as needed

Top

Leadership in Changing Environments

Using intense real-world leadership situations to build skills in leading small units, decision-making, persuasion, and motivation when "under fire." Final preparation and evaluation prior to attendance at Leader Development and Assessment Course (LDAC). Lab included.

MIL S 321

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Must be contracted in ROTC program.
Taught	Winter
Programs	Containing MIL S 321

Course Outcomes

Understands, can explain and takes appropriate actions on co

Outcome 1 – Member of a Team Understands, can explain, and takes appropriate actions on contact	CDT will make "enemy" contact during leadership labs on a weekly basis	CDT acts appropriately given the size of the enemy force, their location, the rules of engagement, and the terrain around them	CDT will receive feedback after every lab and proper techniques as well as errors will be highlighted

Solve tactical problems using principles that underlie doctr

Outcome 2 – Tactical Problem Solver Solve tactical problems using principles that underlie doctrine and war fighting	Quizzes and multiple tactical problems at leadership labs	CDT utilizes proper Army doctrine for several different tactical problems that he/she will face	CDT will receive feedback after every lab and proper techniques as well as errors will be highlighted

Understands the roles of officers and NCOs in the Army

Outcome 3 – Understands the roles of officers and NCOs in the Army Accepts sacrifices required as a servant to the Nation	CDT will take a quiz on selfless-service and perform local community service during the semester	CDT understands that as a leader you are truly a servant to those you lead as well as to the Nation as a whole	Additional one on one counseling as necessary

Leads by example

Outcome 4 – Leadership Leads by example	Will have multiple opportunities to lead junior CDTs as well as peers both during leadership lab and other events	CDT realizes that setting the example in what they do and how they conduct themselves has a larger impact on their ability to lead rather than by simply giving guidance to others	This will be continually reinforced throughout the school year, no change needed

Cares for and is actively involved in the success of subordi

Outcome 5 – Leadership Cares for and is actively involved in the success of subordinates	CDT will have multiple opportunities to help and assist subordinates in ROTC, academic, and life success	CDT understands that individual achievement truly mean very little if those that work for you are unable to complete necessary tasks in numerous aspects of life	This will be continually reinforced throughout the school year, no change needed

Judged by subordinates as capable, confident, and trustworth

Outcome 6- Leadership Judged by subordinates as capable, confident, and trustworthy	CDT will lead subordinates through multiple tactical and garrison events throughout the semester in which subordinates will react to their leaders ability to lead them successfully	CDT realizes that leadership and management are two very different things and that if you aren't capable, confident, and trustworthy no one will want to follow	Additional one on one counseling as necessary

Allows subordinates latitude in how to accomp. a mission & h

Outcome 7- Leadership Allows subordinates latitude in how to accomplish a mission and holds them accountable	CDT will have multiple teams work for him at a time in which he will have to issue general guidance rather than direct instruction	CDT will understand that micromanagement leads to decreased productivity and does very little to develop subordinates	Additional one on one counseling as necessary

Demonstrates self-discipline

Outcome 8- Character Demonstrates self-discipline	CDT will have multiple opportunities to show self-discipline during physical training, leadership labs, and other ROTC events	CDT will understand that you are not self-disciplined in a few aspects of your life, but rather either you are a self-disciplined individual or you are not	Additional one on one counseling as necessary

Performs successfully under stress

Outcome 9- Character Performs successfully	CDT will be placed in a multitude of	CDT is able to rely on training and a solid	CDT will receive feedback after every lab

under stress	“controlled” stressful environments during labs and a field training exercise	knowledge base to know what actions must be taken	and proper techniques as well as errors will be highlighted

Demonstrates commitment to personal and professional growth

Outcome 10- Character Demonstrates commitment to personal and professional growth	CDTs will talk one on one with instructor at the beginning of the semester to lay out plans on how the CDT plans on growing both personally and professionally throughout the semester	CDT will take the additional out of classroom time necessary to ensure their success with those they lead as well as other academic, physical, and spiritual needs	CDTs will talk one on one with instructor at the end of the semester to asses if plan worked and what still needs to set new goals

Demonstrates the fundamentals of the assault rifle

Outcome 11- Individual Proficiency Demonstrates the fundamentals of the assault rifle	CDT will load, shoot, change magazines, correct malfunctions, disassemble and reassemble an Army type assault rifle in a safe manner	CDT understands the importance in handling firearms in a safe manner and gains confidence in doing so	No Change

Proficient at maintaining self and equipment in a field envi

Outcome 12- Individual Proficiency Proficient at maintaining self and equipment in a field environment	CDT will spend 2-4 days in a “field” environment towards the end of the semester	CDT will perform the necessary steps to take care of themselves in addition to all equipment that they are responsible for in an austere environment	Supervised heavily by instructors, CDTs will receive guidance and “on the spot” corrections as necessary

Top

Staff Organization and Operations

Seminar in Army Staff Operations. Various opportunities for leadership and organiztional experience. Lab included.

MIL S
325R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Must be contracted in ROTC program.
Taught	Fall, Winter

Course Outcomes

Explore military professional ethics and decision making

Outcome 1 – Values and Ethics Explore military professional ethics and ethical decision making facing an Officer in peacetime and wartime	Case studies of wartime scenarios from history with classroom discussion. Students complete monthly professional readings – at least one during the year detailing ethical decision making and dilemmas on the battlefield for leaders	CDTs understand the complexities of military professional ethics when applied to peacetime and wartime and learn they must use wisdom when making decisions. Demonstrated through discussion and paper.	Include a challenging ethical decision making scenario on the final exam that the cadets must describe what they would do if found in the same situation.

Gain practical experience in cadet battalion leadership role

Outcome 2 – Leadership Gain Practical experience in cadet battalion leadership roles	Chain of command and staff positions Leadership Labs and FTX	General understanding is good – however cadets need to learn to plan further in advance and use all 8 steps of the process to include MDMP	Refined weekly cadet training meeting format will facilitate understanding accountability for training and facilitate planning further into advance

Expand and demonstrate skills as a member of an organization

Outcome 3 – Leadership Expand and	Chain of command and staff positions MDMP Practical	MDMP is complicated and challenging for the cadets to understand.	Will assign cadets to study a specific staff function and how it

demonstrate skills as a member of an organizational staff	Exercise Staff Position Presentations	Greater focus needs to be shifted to staff roles and understanding of military staff integration	integrates into the greater military method.

Prepare for the transition to a career as an Army officer

Outcome 4 – Values and Ethics Prepare for the transition to a career as an Army Officer	Application to Leadership Lab PEs and FTX	Basic understanding is mastered – need continued examples in PEs	Introduce additional variables to Leadership Labs and FTX to challenge cadets ethical decision making

↑Top

Developing Adaptive Leaders

Developing proficiency in planning, executing, and assessing operations; functioning on a staff; and providing feedback to subordinates with situational real-world opportunities to assess risk, make decisions, and coach others. Emphasizes leadership ethics. Lab included.

MIL S
420

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Must be contracted in ROTC program.
Taught	Fall
Programs	Containing MIL S 420

Course Outcomes

Apply Army leadership dimensions and core competencies as ca

Outcome 1 – Leadership Apply Army leadership dimensions and core competencies as cadet battalion leaders	Evaluated CDT assigned positions in the cadet chain of command Leadership Philosophy paper and presentation	CDTs understand the simple definition of each dimension and core competency; however they lack examples of them in everyday leadership	Continued evaluation and feedback during practical exercises in field environment

Assess fellow cadets using the Leadership Development Progra

Outcome 2 – Leadership Assess fellow cadets using the (LDP) Leadership Development Program	Cadets are assigned underclass cadets to assess – feedback is provided verbally and collected via card system	CDTs are readily able to provide feedback; but need to be holistic in their evaluations	Provide LDP class and one of the first lessons and then follow up throughout the semester

Apply military professional ethics in decision making

Outcome 3 – Values and Ethics Apply military professional ethics in decision making	Quiz Demonstrate application during Practical Exercises at Leadership labs and FTX Apply in Leadership Philosophy	CDTs demonstrate good mastery of these outcomes in PEs	No change

Relate the Law of Land Warfare and ROE to Army Operations

Outcome 4 – Values	Application to	Basic understanding is	Introduce additional

and Ethics Relate the Law of Land Warfare and rules of engagement (ROE) to Army Operations	Leadership Lab PEs and FTX Integrate into daily performance assessments	mastered – need continued examples in PEs	variables to Leadership Labs and FTX to challenge cadets ethical decision making

Explain your obligations as a US service member under the co

Outcome 5 – Values and Ethics Explain your obligations as a US service member under the code of conduct	Mid-Term Leadership Philosophy	Cadets generally master this outcome	Need to add emphasis regarding the importance of oaths and codes to ensure they are applied for the rest of their professional careers

Understand role in UCMJ process & explain types of admin dis

Outcome 6 – Values and Ethics Understand your role in the UCMJ process and explain the types of administrative discipline and separations	Quiz	Need constant re-enforcement and additional dedication to master this outcome	Use Army JAG guest speaker to further develop the topic in future courses Integrate into cadet battalion discipline PEs through the Chain of command

Identify resiliency training skills in the Comprehensive Sol

Outcome 7 – Personal Development Identify resiliency training skills in the Comprehensive Soldier Fitness program (CSF)	Leader Challenge Practical Exercise Counseling PE Leadership Philosophy 12 O'Clock High Final Exam	Critical skill which we continue to develop and must consistently be developed throughout a cadet and officer's career	Continue to reinforce resiliency training at every opportunity

Identify methods to reduce and manage stress as a leader

Outcome 8 – Personal Development Identify methods to reduce and manage stress as a leader	Leader Challenge Practical Exercise Counseling PE Leadership Philosophy 12 O'Clock High Final Ex.	Critical skill which we continue to develop and must consistently be developed throughout a cadet and officer's career	Integrate stress reduction, positive visual imagery, and relaxation techniques to future courses

Write and brief effectively

Outcome 9 – Personal Development Write and brief effectively	LDP Evaluations Leadership Philosophy presentations MDMP and Cadet Chain of command responsibilities	Most understand the basic tenants of the Army writing style; however they need to apply it in all written communication. Continue to work verbal communication and briefing skills	Include additional short written requirements as well as briefings to further develop command presence and effective communication skills

Explain profession of arms and offership as it relates to ci

Outcome 10 – Officership Explain the profession of arms and officership as it relates to civilian professions	Quiz Presentation	Generally good mastery	No change

Plan conduct & evaluate training & programs as member of cha

Outcome 11 – Officership Plan, conduct, and evaluate ROTC training and other programs as a member of the chain of command or staff (Army Training Management)	Chain of command and staff positions LDP evaluations Leadership Philosophy Leadership Labs and FTX	General understanding is good – however cadets need to learn to plan further in advance and use all 8 steps of the process to include MDMP	Refined weekly cadet training meeting format will facilitate understanding accountability for training and facilitate planning further into advance

Understand the duties of staff organization roles and repons

Outcome 12 – Officership Understand the duties of staff organization roles and responsibilities	Chain of command and staff positions Mid-term Leadership Philosophy Leadership Labs and FTX	Need to continue working on delegation and task management General understanding of staff roles exists – but need to develop trust that all members will accomplish assigned tasks	Continued empowerment of cadet chain of command to understand scope of responsibilities and then hold cadets accountable for mission accomplishment

Counsel underclass cadets to improve performance

Outcome 13 – Officership Counsel underclass cadets to improve performance	Chain of command and staff positions Cadet mentorship program	Concept of being responsible for others is clear – but cadets need to formalize their mentorship and counseling	Develop leader books and check every 3 weeks to ensure compliance. Additional accountability for development of MS 320/321 cadets

Explain the importance of actively managing your career as a

Outcome 14 – Explain the importance of actively managing your career as an Army officer	Personal Leadership Philosophy Counseling with PMS	CDTs understand what they see on a re-occurring basis; however they need additional exposure to options early in their cadet careers	Integrate this outcome into MS 220 and MS 320 courses

Mentor and evaluate underclass cadets during tactical operat

Outcome 16 – Tactics	LDP Cadet Evaluations	MS 420 cadets do a	Written evaluations with

and Techniques Mentor and evaluate underclass cadets during tactical operations	Cadet mentorship program Chain of command and staff responsibilities	good job coaching and teaching tactics to underclassmen – but need to work on providing quality written feedback to go with the verbal feedback	each verbal evaluation

Apply training management process using the 8 step training

Outcome 17 – Tactics and Techniques Apply training management process using the 8 step training model	Chain of command and staff positions LDP evaluations Leadership Philosophy Leadership Labs and FTX	General understanding is good – however cadets need to learn to plan further in advance and use all 8 steps of the process to include MDMP	Refined weekly cadet training meeting format will facilitate understanding accountability for training and facilitate planning further into advance

Effectively use Troop Leading Procedures and the Military De

Outcome 18 – Tactics and Techniques Effectively use Troop Leading Procedures and the Military Decision Making Procedure (MDMP)	Demonstrate through planning, coordination and execution of 8 step training model Chain of command and staff positions Leadership Labs and FTX	Cadets utilize TLPs effectively; however need additional practice with MDMP to make effective recommendations to the commander	Use MDMP for major staff projects to include the FTX, military ball etc.

Top

Leadership in a Complex World

Dynamics of leading military operations. Subjects include military law, principles of war, operations, training, and logistics. Presented in context of modern battlefield. Culminates with commission as an officer in the U.S. Army. Lab included.

MIL S
421

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Must be contracted in ROTC program.
Taught	Winter
Programs	Containing MIL S 421

Course Outcomes

Synthesize all aspects of Army Values and Warrior Ethos

1. Character and Accountability. Synthesizes all aspects of Army Values and Warrior Ethos and demonstrates the courage, character, physical and mental toughness and values required to succeed as an Army Officer	Warrior Ethos Quiz Battle Analysis Presentation Battle of Bear River Presentations and Staff Ride Demonstrate personal example while in leadership positions	Students can define, understand and demonstrate the Army values and Warrior ethos in their daily lives. Some struggle to demonstrate commitment as the semester continues as demonstrated by inconsistent meeting of suspenses / attendance	Clearly articulate expectations in writing and verbally during initial counseling to include a commitment resulting in at least cheerful cooperation leading to heartfelt commitment and creative excitement

Demonstrate ability to plan, prepare & execute platoon-level

2. Professional competence. Demonstrates the ability to plan, prepare, and execute platoon-level training strategies including individual and collective tasks to enable mission accomplishment.	Application of 8 step training model during weekly Company training meetings PE – Assistant S3 as Lab OIC Plan and execute Leadership Lab, FTX, MS III FTX, PT	Cadets demonstrate significant improvement in this area during the course of the year	Sustain current method

Analyze ambiguous situations and develop situations

3. Critical Thinking & Problem Solving. Recognizes and	Leader Challenge exercises Professional Reading	Cadets demonstrate critical thinking through analysis of problems,	Increase the use of leader challenges and more detailed battle

analyzes ambiguous situations, and develops solutions to tactical, ethical, and leadership problems facing a newly commissioned officer.	Reflections Battle Analysis Bear River Battlefield Staff Ride PE Plan, coordinate, execute, assess, and provide feedback during tactical training events (FTX, leadership lab, PT)	however lack creativity in their solutions, instead focusing on traditional proven solutions	analysis and analysis of professional reading to expose students to a greater variety of moral / ethical / tactical situations resulting in more creative solutions

Apply adaptive decisions in a complex and ambiguous environm

4. Adaptability & initiative. Able to apply agile and adaptive decisions in a complex and ambiguous environment.	Plan, coordinate, execute, assess, and provide feedback during tactical training events (FTX, leadership lab, PT) Battle Analysis	Over the course of the semester and multiple iterations approx. 75% of Cadets demonstrate adaptability to changing situations and 80% demonstrate initiative within the commanders intent	Start each MON class with a leader challenge designed to have students apply initiative and adaptability in a real world situation and then discuss various ways to accomplish the mission

Demonstrate ability to build and sustain multi-functional te

5. Team Building and Collaboration. Demonstrates the ability to build and sustain multi-functional teams in a complex, uncertain environment and able to accomplish the mission within the commander's intent.	Demonstrate personal example while in leadership positions Group projects: Battle Analysis and present Army training in classroom setting	Generally Cadets demonstrate this outcome by the end of the course.	Sustain

Assess the impacts of cultural differences on military opera

6. Cultural Competence. Assess the impacts of cultural differences on military operations and anticipate the consequences of the Army's interaction with disparate stake holders	Professional Reading reflections Battle Analysis Bear River Battlefield Staff Ride Cultural application to various real world situations (current events discussions) PE at Leadership Lab	Cadets generally recognize the importance of understanding foundational cultural concepts and cross cultural competency.	Continue to use leadership challenges which require application of local cultural concepts Reinforce foreign language and foreign cultural understanding through the order of merit list and CULP integration Require participation in multi-cultural center event

Analyze and synthesize the communication process

7. Communication & Engagement (oral,	Professional Reading reflections	Cadets in general produce a minimum of	Sustain current requirements with

written, and negotiation). Analyzes and synthesizes the communication process in order to use effectively as a leader.	Combat Leadership Seminar participation and reflections OPORDs and FRAGOs as part of 8 step training model Present Army standard training in class Battlefield Staff Ride presentations Battle Analysis	6 Army memorandums, 2-4 tactical orders in writing and conduct a minimum of 5 oral presentations. The number of products is generally about right to correct bad habits and gain confidence in oral presentation capability. They still lack quality after action reviews (feedback) in writing and orally to assessed Cadets	expanded feedback sessions to produce leaders who are focused on developing others without beating them down. PE on AARs in class followed by weekly exercises after leadership labs and PT class sessions to improve quality of AARs

Apply principles of lifelong learning and continued educatio

8. Lifelong Learning. Applies the principles of lifelong learning and continued education ensuring personal, professional, and organizational improvement.	Professional reading reflections Leadership Seminar participation and reflections NCO and Officer Forums Performance counseling – set goals in all areas of fitness, track progress and assess including incorporating peer feedback	Cadets demonstrate good habits of personal lifelong learning and development through consistent setting and achieving goals in all areas over the course of the AY.	Add alumni follow up assessments on lifelong learning habits carried over from MS 420 and MS 421 into their professional lives as officers in the US Army 1 year after commissioning

Demonstrate leader responsibilities in the Comprehensive Sol

9. Comprehensive Fitness. Demonstrate leader responsibilities in the Comprehensive Soldier Fitness program to reduce and manage stress (spiritual, psychological, physical).	Plan, coordinate, execute, assess and provide feedback for a unit physical fitness program Performance counseling – set goals in all areas of fitness, track progress and assess including incorporating peer feedback	Cadets generally demonstrate consistent improvement in the 5 dimensions of Comprehensive Soldier Fitness, stress management techniques, physical fitness improvement and resiliency	Sustain current programs especially in stress management, spiritual and physical fitness. Continue to focus on resiliency and toughness through regularly challenging Cadets to push themselves to their limits

↑Top

Tactical Leadership (Ranger Challenge)

Emphasis on fitness and tactical proficiency. Participation on University Ranger Challenge Team. Requires commitment and endurance. Provides insight into advanced Army professional training.

MIL S
425R

Hours	2.0 Credit, 3.0 Lecture, 16.0 Lab
Prerequisites	Current enrollment in AROTC program.
Taught	Fall, Winter

Course Outcomes

Leader Development

Outcome 1: Leader Development	Students are given training guidance, mandatory training/class timeline, and expected outcomes from the instructor (CPT Young). From there it becomes the responsibility of the students to asses their available resources, identify their key training tasks, and build a detailed event timeline with a comprehensive training outline. Classes/training for each block of instruction/skill-set is supervised by class leadership and delegated to other students to become subject mater experts for their respective skill-sets and train the other students in the class.	The students demonstrated solid leadership, good work ethic, and developed quality training. However, their training was not always nested within the initial guidance given by the instructor (CPT Young). This resulted in inefficiencies in lines of effort that were not focused on intended outcomes.	Instructors' (CPT Young) initial guidance needs to be more specific and focused. Execution needs more supervision without crossing the threshold of diminishing an active learning environment.

Showcasing Military Skills and Excellence

Outcome 2: Show-casing Military Skills and Excellence	The Ranger Challenge class (425R) allows students to enhance their military skills and show-case their efforts in high visibility culminating and evaluated events.	Students enrolled in 425R demonstrate a greater understanding of leadership, tactics, and techniques by practical application throughout all classes, training exercises, and events within the BYU ROTC organization.	BYU ROTC public affairs need to synchronize more effectively with campus and local media in order to not only show-case the achievements of the Ranger Challenge team within the ROTC organization, but also extend visibility to other student organizations across campus and the local community.

Building Relationships and Camaraderie

Outcome 3: Building Relationships and Camaraderie	During the class students work through the dynamics of peer leadership, working together as a team, competition with other teams, and professional interaction/coordination with foreign nations.	The BYU Ranger Challenge team organized, synchronized, panned, and executed within the organization with effective conflict management and communication. During the Sandhurst Cup, an International competition at West Point Military Academy, the BYU Ranger Challenge team built lasting relationships with other US military organizations and foreign nations.	

Winning

Outcome 4: Winning	The Ranger Challenge Team, selected from the top 11 enrolled in the class, placed 1st overall in the Brigade Ranger Challenge Competition in Colorado. As the winner of the Brigade Competition, the team was selected to participate in the Sandhurst Cup at West Point Military Academy. The BYU Ranger Challenge team placed	Competition is one of the key drivers for active learning in this tactical leadership class. The students are more focused, they work harder, and they put in more hours in order to achieve higher standards on individual and collective skill-sets for the benefit of the team.	

14 out of 54
Participating teams
from all over the world
at the Sandhurst Cup.

↑Top

Introduction to Clinical Laboratory Techniques

Hospital laboratory techniques.

MMBIO 102

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MMBIO 102

Course Outcomes

Techniques

Describe and carry out basic clnical laboratory techniques

Careers

List and evaluate careers in clinical laboratory sciences

Top

Extremophiles: Life in Extreme Environments

A field trip-based investigation of microbial life in extreme environments. Field trips to Yellowstone National Park, Great Salt Lake, and to a water treatment plant will investigate thermophiles, halophiles, and methanogens, respectively.

MMBIO 110R

Hours	1.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing MMBIO 110R

Course Outcomes

Life in Extreme Environments

Students will deepen their appreciation of microbial life by investigating extreme environments in which microorganisms have evolved to grow and thrive.

↑Top

General Biology: Health and Disease

An overview of the living world and how it functions and adapts in the context of human health and disease.

MMBIO 121

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MMBIO 121

Course Outcomes

General biology with a focus on health and disease

Students will develop a solid undertanding of general biological principles in context of relevant topics in health and biology.

Top

Introduction to Microbiology

Principles of prokaryotic biology emphasizing cell structure, function, and metabolism. Introduction to bacterial genetics, microbial diversity, and microbial ecology.

MMBIO 151

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	MMBIO 121; or PDBIO 120; or BIO 130; Chem 105 or concurrent enrollment.
Taught	Fall, Winter, Summer
Programs	Containing MMBIO 151

Course Outcomes

Microbes

Understand what microbes are, what they are composed of, how they are built, and their phylogenetic relationships to the living world. Be able to distinguish between eukaryotes, prokaryotes, and viruses.
*Relates to Program Learning Outcome: "Exhibit mastery of four of the following six principal areas of the discipline" five of which are microbial physiology, microbial genetics, microbial ecology, medical microbiology, and virology

Microbiology Tools and Technique

Become familiar with the tools of microbiology through both lecture and labs and demonstrate basic aseptic technique. Develop proficiency in working with bacteria including streaking for isolation and performing growth experiments.
*Relates to Program Learning Outcome: "Exhibit mastery of four of the following six principal areas of the discipline" three of which are microbial physiology, microbial genetics, microbial ecology

Research Design, Data Collection, and Analysis

Formulate questions, testable hypotheses and implement appropriate experimental protocol. Collect and analyze data and be able to draw appropriate conclusions.
*Relates to Program Learning Outcome: “Devise experiments with appropriate hypotheses and controls.”

Making Informed Judgements

Integrate knowledge to make informed judgments on tests, lab reports, lab presentations and lab write-ups
*Relates to Program Learning Outcome: "Communicate scientific information using both oral and written methods"

Complexity, Diversity and Purposes of Life

Obtain a deeper appreciation for the complexity, diversity and purposes of life.

*Relates to Program Learning Outcome: "Reflect/discuss/explore how faith in the Lord and Christ-like living are affected by an understanding of fundamental biological principles"

Top

Careers in Biomedical Sciences

Lectures and field trips surveying career choices.

MMBIO 162R

Hours	1.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall
Programs	Containing MMBIO 162R

Course Outcomes

Career preparation

Students should be able to make informed decisions about career paths in Microbiology

Top

Phage Hunters: Discovery

Phage isolation and characterization.

MMBIO
194A

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	None
Note	Freshmen or sophomore students preferred. Requires two semester commitment
Taught	Fall
Programs	Containing MMBIO 194A

Course Outcomes

Aseptic Technique

Use proper aseptic techniques for the transfer and handling of microorganisms and instruments.

Media and Test Systems

Use appropriate microbiological media and test systems.

Laboratory Equipment

Use standard microbiology laboratory equipment correctly.

Experimental Protocol and Data Analysis

Follow an experimental protocol, collect and organize data in a systematic fashion, present data in an
appropriate form, assess the validity of the data, and draw appropriate conclusions based on the results.

Analyzing, Troubleshooting and Experimental Design

Analyze experimental data, draw conclusions and troubleshoot problems. Design appropriate experiments given the results

Characterize bacteriophages using standard morphological, genomic and proteomic approaches.

Understand and utilize scientific methods used to study and compare bacteriophages, including electron microscopy, DNA sequencing, DNA annotation, Genomic and proteomic comparison, mass spectrometry and phylogenetic techniques such as ANI, phylogenetic trees and dot plot analysis.

Communicating science

Learn about the different methods of presenting scientific findings, including scientific blogs, posters, abstracts, manuscripts and presentations. Learn to write and critique scientific blogs

Top

Phage Hunters: Comparative Genomics

Phage genome annotation. Focus on experimental design and data analysis.

MMBIO 194B

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	MMBIO 194A
Note	Freshmen or sophomore students preferred. Requires two semester commitment.
Taught	Winter
Programs	Containing MMBIO 194B

Course Outcomes

DNA Preparation

Prepare DNA for sequencing

Archiving Samples

Archive phage samples and DNA samples (submit archived phage to HHMI)

Bioinformatic Software

Learn how to use bioinformatics software for the following:

- DNA sequence alignment (Consed)
- Primer design (Primer3)
- Assessing ORFs for gene calls (GBrowse, Glimmer and GeneMark)
- Homology assessment (BLAST and Phamerator)
- Annotation (Apollo)
- Comparative analysis (positional and functional)

GenBank

Analyze, annotate and prepare to submit genome to GenBank (submit if possible)

Research Abstract

Prepare an abstract for a presentation of research data

Research Presentation

Prepare and deliver a research presentation (oral and poster)

Research Reading and Writing

Gain experience in research writing and reading of scientific papers

Top

General Microbiology

Microbial world, emphasizing communicable diseases, their causes and control.

MMBIO 221

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Any biology course.
Recommended	Any chemistry course.
Note	Recommended for students seeking a liberal education in microbiology who do not have the prerequisites to take the more advanced courses.
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing MMBIO 221

Course Outcomes

0

Explain and discuss the ways by which microbiologists study microorganisms.

Classify Microorganisms

- Differentiate between the types of microorganisms by identifying relevant structure and their function in the biosphere.

Microbiology Techniques

- Explain and discuss the ways by which microbiologists study microorganisms.

4

Discuss the principle infectious diseases that affect mankind, including how they are transmitted, treated, controlled and prevented.

Immunity and Microbiology

- Describe how the human body defends itself against infectious agents.

1

Differentiate between the types of microorganisms by identifying relevant structure and their function in the biosphere.

2

Propose microbial solutions to global problems.

Microbial Solutions

- Propose microbial solutions to global problems.

3

Describe how the human body defends itself against infectious agents.

Top

Honors General Microbiology

Microbial world, emphasizing communicable diseases, their causes and control.

MMBIO
221

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Any biology course.
Recommended	Any chemistry course.
Note	Recommended for students seeking a liberal education in microbiology who do not have the prerequisites to take the more advanced courses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

0

Explain and discuss the ways by which microbiologists study microorganisms.

Classify Microorganisms

- Differentiate between the types of microorganisms by identifying relevant structure and their function in the biosphere.

Microbiology Techniques

- Explain and discuss the ways by which microbiologists study microorganisms.

4

Discuss the principle infectious diseases that affect mankind, including how they are transmitted, treated, controlled and prevented.

Immunity and Microbiology

- Describe how the human body defends itself against infectious agents.

1

Differentiate between the types of microorganisms by identifying relevant structure and their function in the biosphere.

2

Propose microbial solutions to global problems.

Microbial Solutions

- Propose microbial solutions to global problems.

3

Describe how the human body defends itself against infectious agents.

↑Top

General Microbiology Laboratory

MMBIO 222

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	MMBio 221 or concurrent enrollment.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MMBIO 222

Course Outcomes

Microscopy

Use the bright field microscope to view and interpret microbiological specimens

Aseptic Technique

Use proper aseptic techniques int he handling and transfer of microbiological specimens

Media

Use standard microbiological media to culture and identify common microbiological specimens

Equipment

Use standard microbiology laboratory equipment correctly

Experimental procedure

Follow an experimental protocol, collect and organize data, present data in an appropriate form, assess the validity of the data, and draw appropriate comclusions based on the results

Microorganisms in life

Integrate information and skills gained int eh course to make informed judgements about the role of microorganisms in everyday life

Safety

Use accepted safety protocols when handling microbiological specimens and chemicals

Top

Molecular Biology

Fundamentals of protein and nucleic acid structure and their function in the context of the classical experiments that have informed our current models of biology at the molecular level.

MMBIO 240

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Chem 105 or Chem 111; and Bio 130, PDBio 120 or MMBio 121.
Note	Chem 105 and Chem 111 can also fulfill the prerequisite requirement; contact advisor.
Taught	Fall, Winter, Spring
Programs	Containing MMBIO 240

Course Outcomes

Molecular Functions, Structures, Processes, and Mechanisms

Describe and compare the functions and molecular structures of DNA, RNA, and protein, and explain the processes and regulatory mechanisms governing the synthesis of each.

Molecular Biology Techniques

Explain a variety of molecular biology techniques, and interpret experimental results obtained using the various methods.

Problem Solving

Solve unfamiliar problems by applying the information and principles mastered through Learning Outcomes 1 and 2

Effective Collaboration

Collaborate with other students to solve challenging problems, to clarify ideas and concepts, and to learn from one another in a spirit of cooperation and integrity

Top

Molecular and Cellular Biology Laboratory

Molecular and cellular biology techniques laboratory.

MMBIO 241

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MMBio 240 or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing MMBIO 241

Course Outcomes

Ethics and Integrity

Practice ethics and integrity by working with groups and following lab rules.*Relates to Program Learning Outcome: A commitment to professional integrity and ethical behavior consistent with themission of the university.

Experimental Design

Learn the basics of experimental design, how to formulate a hypothesis, what controls to use, how to interpret experimental data.*Relates to Program Learning Outcome: Devise experiments with appropriate hypothesis and controls.

Scientific Communication

Practice scientific communication through written lab questions, exams and oral presentations.*Relates to Program Learning Outcome: Devise experiments with appropriate hypothesis and controls.

Laboratory Techniques and Practices

Learn molecular biology laboratory techniques through practical laboratory exercises. Techniques include, spectrophotometry,isolation of DNA and protein, quantification of DNA and protein, techniques used to purify or detect specific proteins, such aschromatography, western blot and ELISA, DNA fingerprinting, polymerase chain reaction and enzyme assays.*Relates to Program Learning Outcome: Knowledge of principles and techniques of molecular and cellular biology.

↑Top

Infection and Immunity

Principles of infectious organisms (principally bacteria and viruses), the diseases they cause, and the role of host immune responses in health and disease.

MMBIO 261

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing MMBIO 261

Course Outcomes

Immune System

Understand foundational information about viruses, bacteria and the immune system by studying and reflecting on the topic.
• Relates to Microbiology and Molecular Biology Program Learning Outcome: "Exhibit mastery of four of the following six principal
areas of the discipline” three of which are medical microbiology, virology, and immunology; and to prepare the student for “further
education and/or employment in teaching, basic research, or the health professions.”

Scientific Communication

Engage in discussions about virology, immunology, and medical microbiology concepts and research to become confident in discussingthese topics in writing or speech.
• Relates to Microbiology and Molecular Biology Program Learning Outcome: “Communicate scientific information using both oral and written methods.”

Immune Defense

Expand the student's understanding microbial invaders and their pathogenic mechanisms and acknowledge the miracle of immunedefense. Develop good study habits through participation in group study sessions.
• Relates to Program Learning Outcome: “Reflect/discuss/explore how faith in the Lord and Christ-like living are affected by an
understanding of fundamental biological processes.” As well as develop a “commitment to professional integrity and ethical behavior
consistent with the mission of the university and accepted standards of professional conduct.”

↑Top

Microbial Genetics

How DNA governs complex bacterial functions. Classical and modern approaches to gene discovery, including genetic screens, gene mapping, targeted genetic manipulations, and analyzing gene activity.

MMBIO 360

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	MMBIO 240
Taught	Fall
Programs	Containing MMBIO 360

Course Outcomes

Bacterial Genetics

Bacteria are remarkable in their ecological versatility, metabolic power, pathogenic properties, and biotechnological potential. In this course you will come to a deeper understanding of how DNA orchestrates bacterial traits, and you will learn, by direct experience, how to use the "toolkit" of the bacterial geneticist. Your learning outcomes in this course will include the design and execution of experiments, analysis and critique of scientific literature, and both written and oral communication of scientific principles. You will also have opportunities to reflect upon how your faith in God is bolstered by your intellectual pursuits in the life sciences.

Top

Microbial Ecology

Natural history of a microbe; its distribution and abundance. Critical influence of scale and perspective in determining underlying mechanisms.

MMBIO 363

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	BIO 130; or MMBIO 151; or PDBIO 120
Taught	Fall
Programs	Containing MMBIO 363

Course Outcomes

Microbial Ecology

Each student will have a clear understanding and mastery of the discipline of microbial ecology.

Experimental Design

Each student will design and execute original experiments with appropriate hypotheses and controls

Literature Analysis and Critique

Each student will become proficient at the analysis, interpretation, and critique of the scientific literature associated with this discipline

Scientific Communication

Each student will communicate understanding in both written and verbal formats.

Religion, Philosophy, and Microbiology

Each student will have the opportunity to explore the religious, philosophical, and personal aspects of the discipline

Top

Bacterial Pathogenesis

Fundamental principles of bacterial pathogenesis, emphasizing the molecular interactions of medically important bacteria and their hosts.

MMBIO
364

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 151 & MMBIO 240 & MMBIO 261
Taught	Winter
Programs	Containing MMBIO 364

Course Outcomes

Major Bacterial Pathogens

Recognize the diseases caused by major bacterial pathogens and understand the features of pathogenic bacteria that enable them to cause disease

Research Evaluation

Read, understand, and evaluate research published in the area of bacterial pathogenesis.

Research Reporting

Effectively report in writing the results of your own laboratory research

Working with Infectious Bacteria

Work safely and effectively with infectious bacteria.

Molecular Tools and Techniques

Have a basic proficiency in the major current molecular tools and techniques used in bacterial pathogenesis research.

⬆Top

Bacterial Pathogenesis Laboratory

Laboratory investigation of processes of bacterial pathogenesis.

MMBIO 365

Hours	1.0 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	MMBIO 241 & MMBIO 261; MMBio 364 or concurrent enrollment.
Taught	Winter
Programs	Containing MMBIO 365

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Readings in Molecular Biology

Selected readings in molecular biology.

MMBIO
390R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240
Recommended	PDBio 360.
Taught	Fall, Winter, Spring
Programs	Containing MMBIO 390R

Course Outcomes

Current Literature and Techniques

Become familiar with the current literature and techniques in molecular biology

Critical Analysis

Gain experience in critically evaluating the current literature in molecular biology.

Scientific Communication

Gain confidence in scientific presentations and discussions.

↑Top

Hematology

Normal and abnormal hematology.

MMBIO
392

Hours	2.5 Credit, 2.5 Lecture, 1.0 Lab
Prerequisites	Medical laboratory science program acceptance.
Taught	Winter Term 1
Programs	Containing MMBIO 392

Course Outcomes

Laboratory Tests

Perform the full range of clinical laboratory tests in areas such as hematology and play a role in the development and evaluation of test systems and interpretive algorithms
*Relates to Program Learning Outcome: #1

Clinical Responsibilities

Have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed
*Relates to Program Learning Outcome: #2

Fundamentals

Possess basic knowledge, skills, and relevant experiences for the following:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education
- Financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services
- Information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information

*Relates to Program Learning Outcome: #3, 4, 5

Top

Immunohematology and Coagulation Theory

Theory and practice of bloodbanking and coagulation theory.

MMBIO
393

Hours	2.5 Credit, 2.5 Lecture, 1.0 Lab
Prerequisites	Medical laboratory science program acceptance.
Taught	Winter Term 2
Programs	Containing MMBIO 393

Course Outcomes

Clinical Laboratory Tests

Perform the full range of clinical laboratory tests in areas such as coagulation and immunohematology and play a role in the development and evaluation of test systems and interpretive algorithms
*Relates to Program Learning Outcome: #1

Have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed
*Relates to Program Learning Outcome: #2

Possess basic knowledge, skills, and relevant experiences for the following:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education
- Financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services
- Information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information

*Relates to Program Learning Outcome: #3, 4, 5

Top

Practical Hematology

Laboratory to accompany MMBio 392; medical laboratory techniques in hematology.

MMBIO
394

Hours	2.0 Credit, 0.0 Lecture, 7.0 Lab
Prerequisites	MMBio 392 or concurrent enrollment.
Taught	Winter Term 1
Programs	Containing MMBIO 394

Course Outcomes

Discuss the techniques of drawing, proper collection, and storage of blood samples for hematology procedures.
*Relates to Program Learning Outcome: #1

Practice safe techniques according to those presented in class and in the textbook throughout your career in student and clinical laboratory experiences.
*Relates to Program Learning Outcome: #2

Demonstrate your ability to properly use the various types of spectrophotometers in the laboratory.
*Relates to Program Learning Outcome: #2

Prepare the reagents required in the procedures throughout the semester where possible.
*Relates to Program Learning Outcome: #2

Select proper reagents, perform procedures, interpret results, and evaluate the significance of the results for all determinations listed on the course outline
*Relates to Program Learning Outcome: #2

↑Top

Practical Immunohematology and Coagulation Theory

Laboratory to accompany MMBio 393; medical laboratory techniques in immunohematology and coagulation theory.

MMBIO
395

Hours	2.0 Credit, 0.0 Lecture, 7.0 Lab
Prerequisites	MMBio 393 or concurrent enrollment.
Taught	Winter Term 2
Programs	Containing MMBIO 395

Course Outcomes

Perform the full range of clinical laboratory tests in areas such as coagulation and blood banking and play a role in the development and evaluation of test systems and interpretive algorithms
*Relates to Program Learning Outcome: #1

Have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed
*Relates to Program Learning Outcome: #2

Possess basic knowledge, skills, and relevant experiences for the following:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education
- Financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services
- Information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information
  *Relates to Program Learning Outcome: #3, 4, 5

Top

Academic Internship

Approved experiential learning.

MMBIO 399R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 40.0 Lab
Prerequisites	Mentor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MMBIO 399R

Course Outcomes

Experimental design and experience

Students will be able to design and perform experiements using the latest techniques.

Experimental analysis

Students will analyze experimental results and draw conclusions.

Effective communication

Students will communicate with supervisors and collegues in an outside the university environment. They will present their scientific research.

↑Top

Clinical Microbiology

Approaches to laboratory diagnosis of infectious diseases.

MMBIO 407

Hours	4.0 Credit, 2.0 Lecture, 6.0 Lab
Prerequisites	MMBIO 261; Admission to the Medical Laboratory Science program.
Taught	Winter
Programs	Containing MMBIO 407

Course Outcomes

Laboratory tests and diagnostics

Gain familiarity with the medically important bacteria and fungi by performing the full range of clinical laboratory tests in Microbiology (Prepare, examine and interpret gram stained smears of microorganisms, streak appropriate media for isolation of microorganisms, interpret stains, growth patterns, and biochemical reactions to aid in the identification of microbial organisms) and play a role in the development and evaluation of test systems and interpretive algorithms

Test Systems Development and Evaluation

Have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance. Demonstrate improvement wherever laboratory testing is researched, developed, or performed. Be able to design experiments, with appropriate controls, to test various hypotheses in clinical Microbiology.

Effective Communication

Possess basic knowledge, skills, and relevant experiences for the following:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education
- Financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services
- Information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information

Laboratory Management and Organization

Possess basic knowledge, skills, and relevant experiences for the following:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education
- Financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services
- Information management to enable effective, timely, accurate, and cost-effective reporting

of laboratory-generated information

Information Processing and Management Systems

Possess basic knowledge, skills, and relevant experiences for the following:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education
- Financial, operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services
- Information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information

Top

Medical Parasitology

Pathogenesis, diagnosis, and epidemiology of human parasitic diseases.

MMBIO 418

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & MMBIO 261
Taught	Fall
Programs	Containing MMBIO 418

Course Outcomes

Parasites and Pathogenesis

Gain familiarity with the medically important parasites. This includes understanding parasite host range as well as pathology and mechanisms of pathogenesis.
**Relates to Program Learning Outcome: Exhibit mastery of medical microbiology*

Experimental Design

Be able to design experiments, with appropriate controls, to test various hypotheses in parasitology.
**Relates to Program Learning Outcome: Devise experiments with appropriate hypotheses and controls.*

Critical Reading and Analysis

Read and critically interpret current scientific literature in the field of parasitology.
**Relates to Program Learning Outcome: Devise experiments with appropriate hypotheses and controls.*

Alleviating Suffering

Students should gain an understanding of their role and responsibility in alleviating suffering caused by parasitic diseases.
**Relates to Program Learning Outcome: Reflect/discuss/explore how faith in the Lord and Christ-like living are affected by an understanding of fundamental biological principles.*

Top

Clinical Parasitology Laboratory

Pathogenesis, diagnosis, and epidemiology of human parasitic diseases laboratory.

MMBIO
419

Hours	1.0 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	None
Note	For Medical Laboratory Science majors only.
Taught	Fall
Programs	Containing MMBIO 419

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Molecular Parasitology Laboratory

Molecular diagnostics of parasitic diseases. This lab will have a strong original research focus.

MMBIO 420

Hours	2.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing MMBIO 420

Course Outcomes

Please contact the individual department for outcome information.

Top

Pathophysiology and Laboratory Diagnosis in Clinical Chemistry

Laboratory diagnosis of disorders involving the major systems of the human body.

MMBIO 422

Hours	2.5 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Medical laboratory science program acceptance.
Taught	Fall Term 1
Programs	Containing MMBIO 422

Course Outcomes

Techniques

Perform analytical tests of body fluids, cells, and other substances

Analysis

Confirm abnormal results, verify quality control procedures, execute quality control procedures, and develop solutions to problems concerning the generation of laboratory data

Quality control

Make decisions conscerning the results of quality control and quality assurance measures, and institute proper pocedures to maintain accuracy and precision.

↑Top

Pathophysiology and Lab Diagnosis in Clinical Chemistry and Molecular Diagnostics

Laboratory diagnosis of disorders involving the major systems of the human body and molecular diagnostic applications.

MMBIO
423

Hours	2.5 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Medical laboratory science program acceptance.
Taught	Fall Term 2
Programs	Containing MMBIO 423

Course Outcomes

Laboratory tests

Perform the full range of clinical laboratory tests in areas such as clinical chemistry, urinalysis and molecular dioagnostics and play a role in the development and evaluation of test systems and interpretive algorithms

Analysis

Have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed.

Communication and procedures

Possess basic knowledge, skills, and relevant experiences for the following
Communications to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education
Financial, operations, marketing, and human dresource management of the clinical laboratory to enable cost-effective, hight-quality, value-added laboratorys ervices
Information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated informaation

↑Top

Diagnostic Techniques in Clinical Chemistry

Medical laboratory techniques in clinical chemistry.

MMBIO 424

Hours	2.0 Credit, 0.0 Lecture, 7.0 Lab
Prerequisites	Medical laboratory science program acceptance.
Taught	Fall Term 1
Programs	Containing MMBIO 424

Course Outcomes

Clinical chemistry tests

Perform the full range of clinical laboratory tests in clinical chemistry

- Discuss the techniques of drawing, proper collection, and storage of blood samples for clinical chemistry procedures
- Practice safe techniques according to those presented in class and in the textbook throughout your career in student and clinical laboratory experiences.
- Demonstrate your ability to properly use the various types of spectrophotometers in the laboratory
- Prepare the reagents required in the procedures throughout the semester where possible
- Perform proper procedures, discuss the purpose of reagents, interpret results, evaluate quality assurance factors and solve problems or discrepancies for the assays and tasks performed.

Decision making

Have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulation, education, and quality assurance performance improvement whenever laboratory testing is researched, developed, or performed.

Top

Diagnostic Techniques in Clinical Chemistry and Molecular Biology

Medical laboratory techniques in clinical chemistry and diagnostic molecular genetics.

MMBIO 425

Hours	2.0 Credit, 0.0 Lecture, 7.0 Lab
Prerequisites	Medical laboratory science program acceptance.
Taught	Fall Term 2
Programs	Containing MMBIO 425

Course Outcomes

Laboratory tests

Perform the full range of clinical laboratory tests in clinical chemistry

- Discuss the techniques of drawing, proper collection, and storatge of blood samples for clinical chemistry procedures
- Practice safe techniques according to those presented in class and in the textbook throughout your career in studen and clinical laboratory experiences.
- Demonstrate your ability to properly use the various types of spectrophotometers in the laboratory
- Prepare the reagents required in the procedures throughout the semester where possible
- Perform proper procedures, discuss the purpose of reagents, interpret results, evaluate quality assurance factors and solve problems or discrepancies for the assays and tasks performed.

Decision making

Have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulation, education, and quality assurance performance improvement whenever laboratory testing is researched, developed, or performed.

↑Top

Advanced Molecular Biology

Molecular biology of gene structure and expression in prokaryotic and eukaryotic organisms.

MMBIO
441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & CHEM 351; or MMBIO 240 & CHEM 285
Taught	Fall, Winter
Programs	Containing MMBIO 441

Course Outcomes

Principles of Molecular Biology

Learn molecular biology principles through study, lecture, and class discussion. An emphasis will be on understanding the experiments used to learn these principles.
*Relates to Program Learning Outcome: Knowledge of principles and techniques of molecular and cellular biology preparing students for further education and/or employment.

Experimental Design and Data Interpretation

Apply the principles learned to design experiments and properly interpret experimental data.
*Relates to Program Learning Outcome: Proficiency in formulating research projects

Current Research Presentation

Present current research from the scientific literature.
*Relates to Program Learning Outcomes: Communicate scientific information using oral methods; interpret, analyze and critique experiments from the primary scientific literature. Presenting research findings through effective oral and written presentations.

Integrity and Ethical Behavior

Demonstrate integrity and ethical behavior during all class work.
*Relates to Program Learning Outcome: Commitment to professional integrity and ethical behavior consistent with the mission of the University.

↑Top

Advanced Molecular Biology Laboratory

Laboratory to accompany MMBio 441.

MMBIO 442

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	MMBIO 241; MMBio 441 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing MMBIO 442

Course Outcomes

Laboratory Techniques

Learn molecular biology laboratory techniques through hands-on experience. Techniques will include DNA and RNA isolation, PCR, microRNA isolation, northern blotting, RFLP analysis, site-directed mutagenisis, protein extraction and EMSA.*Relates to Program Learning Outcome: Knowledge of principles and techniques of molecular and cellular biology

Experimental Design

Apply the techniques to design experiments with appropriate hypotheses and controls and properly interpret experimental data*Relates to Program Learning Outcome: Devise experiments with appropriate hypothesis and controls

Scientific Communication

Practice scientific communication and record-keeping through the completion of a laboratory notebook and answering written and oral questions and presentations.*Relates to Program Learning Outcome: Demonstrate Communication skills in presenting research findings through effective oral and written presentations.

Independent Experiments

Design and carry out independent experiments*Relates to Program Learning Outcome: Devise experiments with appropriate hypothesis and controls

Top

Advanced Bacterial Physiology

Principles of prokaryotic physiology, including cell structure and function, gene regulation, and biochemical processes; focusing on the unique aspects of prokaryotic biology.

MMBIO 461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 151; or MMBIO 221
Recommended	MMBio 240.
Taught	Winter
Programs	Containing MMBIO 461

Course Outcomes

Microbial Physiology

Students will demonstrate an advanced understanding of selected topics in microbial physiology (cell structure, growth, biosynthesis, transport, etc.) through their participation in classroom discussions, writing assignments and oral presentations.

Critical Thinking, Research, and Reporting

Students will demonstrate the ability to read, comprehend and communicate current research in microbial physiology by making Powerpoint presentations to the class.

Scientific Review

Students will write a scientific review article on a topic of their choice related to microbial physiology.

Top

Immunology

Advanced concepts of immunological processes.

MMBIO 463

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & MMBIO 261
Taught	Fall, Winter
Programs	Containing MMBIO 463

Course Outcomes

Advanced Immunology

Understanding advanced concepts of Immunology by studying and reflecting on the subject.
**Relates to Program Learning Outcome: Exhibit mastery of four of the principle areas of the discipline*

Experimental Design and Evaluation

Understands experimental designs used in immunology research and determine the soundness of the immunological data.
*Relates to Program Learning Outcome: Devise experiments with appropriate hypotheses and controls.

Research Evaluation

Read and understand current publications in Immunology and be able to discuss and critically evaluate experiments and data
*Relates to Program Learning Outcome: Devise experiments with appropriate hypotheses and controls.

Scientific Communication and Presentation

Engage in discussions about concepts in immunology and research. Present a PowerPoint on a particular immunological topic. Engage in a question and answer session on the content. Write an easy on a chosen subject relating to recent immunological advances.
*Relates to Program Learning Outcome: Communicate scientific information using both oral and written methods.

Divine Design of the Immune System

Develop a deep appreciation for our Heavenly Father and his love for each of us by engaging in studying how he designed the immune system to protect his children from disease.
*Relates to Program Learning Outcome: Reflect/ discuss/ explore how faith in the Lord, and Christ like living are affected by an understanding of the fundamental biological processes.

↑Top

Virology

Basic principles of virology, emphasizing selected molecular aspects of virus life cycles and disease processes.

MMBIO 465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & MMBIO 261
Taught	Fall, Winter
Programs	Containing MMBIO 465

Course Outcomes

Virology Fundamentals

Be able to answer basic questions about Virology: Why are viruses organized as they are? How do viruses replicate? How do viruses cause disease? What are the interactions between viruses and the host immune system? How to prevent/treat/cure viral infections? How can viruses be used as tools to study biological processes and for gene transfer? How can an understanding of viruses help you in your future career?
*Relates to Program Learning Outcome: “Exhibit mastery of four of the principal areas of the discipline”, one of which is Virology.

Experimental Tools

Understand experimental tools used to study viruses (these are broadly applicable to molecular biology, cell biology, and microbiology) and be able to develop experiments and interpret data.
*Relates to Program Learning Outcomes: “Devise experiments with appropriate hypotheses and controls” and “Interpret experiments from primary scientific literature”

Scientific Writing

Write about a current, pressing issue in the field of Virology.
*Relates to Program Learning Outcome: “Communicate scientific information”

Alleviating Human Suffering

Understand how research of viruses “by study and also by faith” can lead to alleviation of human disease and suffering.
*Relates to Program Learning Outcome: “Reflect/discuss/explore how faith in the Lord and Christ-like living are affected by an understanding of fundamental biological processes”

Top

Virology Laboratory

Laboratory exercises illustrating in vitro behavior of selected viruses. Developing laboratory skills for virus studies.

MMBIO
466

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MMBio 261; or MMBio 465 or concurrent enrollment.
Taught	Winter
Programs	Containing MMBIO 466

Course Outcomes

Viral Cultures

Be able to gain hands-on experience in the ability to characterize various aspects of viral infections based upon cultured eukaryotic cells.

Stock Titrating

Be able to titrate virus stocks.

Serological Tests

Be able to determine if a human has been previously exposed to a specific virus by perform serological tests.

↑Top

Immunology Lab

Laboratory exercises in advanced concepts of immunological processes.

MMBIO 467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MMBio 261; or 463 or concurrent enrollment.
Taught	Fall
Programs	Containing MMBIO 467

Course Outcomes

Lab Notebook

Maintain a research lab book with experimental protocol, data, and discussion of results.

Immunology Concepts

Understand advanced laboratory concepts of Immunology by completing protocols and experiments

Experimental Design and Analysis

Understand experimental design used in immunology research and determine the soundness of immunological data according to the design and controls used in the experiment.

Experimental Data

Obtain and interpret experimental data.

Mentoring and Collaboration

Expand the student's understanding of immunology research and acknowledge the miracle of immunological processes.Develop good social skills through participation in laboratory experiments with other students.

↑Top

(MMBio-Bio-PWS) Genomics

Current analysis of genes and genomes; computational approaches for interpreting genomic data, including genome sequencing and annotation, gene expression and the transcriptome, functional genomics, metagenomics, and genetic variation and SNPs.

MMBIO
468

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & PWS 340
Taught	Fall, Winter
Programs	Containing MMBIO 468

Course Outcomes

Genomic Experiments

Students will complete a series of exercises with data representing genomic experiments (analysis and interpret).

Genome Sequences

Students will describe how genomes are sequenced.

Genomic Features

Students will understand techniques and concepts to assess genomic features such as methylation, gene expression, etc.

Top

Synthetic Biology

Students are introduced to concepts of synthetic biology and then conceptualize, design, build, and characterize a genetically engineered machine. The class culminates in presentations at the IBE Western regional and IGEM regional conferences in October.

MMBIO 470R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	MMBIO 240; Application and interview.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MMBIO 470R

Course Outcomes

Please contact the individual department for outcome information.

Top

Applied and Industrial Microbiology

Science of the microbiological tests performed in various industries. Sterilization, aseptic processing, pharmaceutical, manufacturing, water treatment, and food microbiology.

MMBIO 471

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 151 & MMBIO 221 & MMBIO 240; Or equivalent.
Taught	Fall
Programs	Containing MMBIO 471

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Molecular Biology Seminar

Critical examination of current literature and research in molecular biology.

MMBIO 490R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	MMBio 441 or concurrent enrollment; senior status.
Taught	Fall, Winter
Programs	Containing MMBIO 490R

Course Outcomes

Current research

Describe the current research in the field of molecular biology

Network with current researchers

Network and talk to prominent researchers in the field

Research Analysis

Analyze current research and experimental design.

↑Top

Concept Applications in Laboratory Medicine

Case presentations of various medical disorders.

MMBIO 491

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into medical laboratory science program.
Taught	Fall
Programs	Containing MMBIO 491

Course Outcomes

Data and Symptom Interpretation

This course is designed to allow the student to interpret, evaluate, and correlate laboratory data and clinical symptoms pertaining to specific disease states. Each week several students will present case study presentations covering current lecture content. For example, week two covers carbohydrate metabolism and related disease processes so the assigned students will present patient data focusing on a specific disease such as diabetes mellitus, including symptoms, laboratory findings and treatment.

Attendance

To receive a passing grade for this course, it is expected that the student will attend all weekly sessions **ON TIME** with no more than one excused absence permitted and present at least one case study during the semester. Class will be held on each Friday of the semester at 9 a.m.

Top

Mentored Research

Mentored research.

MMBIO 494R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Mentor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MMBIO 494R

Course Outcomes

Research Experience

Perform current techniques and carry out experiments in a professional manner. Gather data and evaluate results.

Scientific Communication-Research

Properly notate work and results in a scientific notebook. Participate in the preparation of scientific papers and presentations.

Experimental design

Develop, design and troubleshoot experimental procedures.

Mentoring and collaboration

Form relationships with a research mentor and other students in the lab. Begin networking and professional activities.

Scientific Communication-primary literature

Read, and use primary literature to design experiements and advance a project. Present and evaluate articles from the primary literature

Top

Clinical Experience

Performing the full range of clinical laboratory tests in an affiliated clinical facility. A six-month internship experience.

MMBIO 496R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 392 & MMBIO 422
Taught	Fall, Winter, Spring, Summer
Programs	Containing MMBIO 496R

Course Outcomes

Clinical experience

Have a clinical eperience outside of the University. Be familiar with procedures, protocols, and working environment in a working clinical laboratory.

Top

Senior Honors Thesis

MMBIO 499R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Topic to be cleared with Honors Program and Department of Microbiology and Molecular Biology.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Thesis Research

Students will design and carry out experiments to research the topic of their honors thesis

Thesis Writing

Students will prepare a well-written thesis that communicates their research findings.

↑Top

History and Philosophy of Microbiology and Molecular Biology

Exploring the historical and philosophical context of great discoveries in microbiology and molecular biology through readings, group discussions, and analytical writing.

MMBIO 510

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing MMBIO 510

Course Outcomes

Historical Perspective

The objective of this course is to examine the lives and accomplishments of a few of our science ancestors creating a clearer perspective of our place in the constellation of our science.

↑Top

Gene Regulation

How cells respond to developmental, physiological, and environmental stimuli through molecular mechanisms that modulate DNA structure, DNA transcription, RNA translation, and macromolecular degradation.

MMBIO 512

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240
Taught	Winter odd years
Programs	Containing MMBIO 512

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Advanced Immunology

Exploring current topics in immunology through critical reading of primary literature; presentations, group discussions, and analytical writing about specific areas within the discipline.

MMBIO 514

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBio 463 or equivalent.
Taught	Winter even years
Programs	Containing MMBIO 514

Course Outcomes

Scientific Literature

Read and understand current publications in Immunology and be able to discuss and critically evaluate experiments and data

Communications in Immunology

Engage in discussions about concepts in immunology and research. Present immunological data in PowerPoints on a particular immunological topic. Engage in a question and answer session on the content

Spiritual Appreciation for Immunology

Develop a deep appreciation for our Heavenly Father and his love for each of us by engaging in studying how he designed the immune system to protect his children from disease.

Knowledge of Immunology

Understanding advanced concepts of Immunology by studying the current literature and reflecting on the subject.

Experimental Design and Analysis

Understands experimental designs and scientific principles used in immunology research and determine the soundness of the immunological data

Top

Bacteria-Host Interactions

Bacterial and host functions that facilitate colonization in pathogenic and symbiotic systems.

MMBIO 516

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 360; or MMBIO 364
Taught	Fall even years
Programs	Containing MMBIO 516

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Select Pathogens

Current literature in special pathogens.

MMBIO
518

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBio 221 or equivalent.
Taught	Fall odd years
Programs	Containing MMBIO 518

Course Outcomes

Biosafety awareness

Understand the procedures, practices, and facilities required for biosafety levels 1-4.

Bioterrorism

Understand the basic parameters of bioterrorism and the current threats

CDC classification

Understand the current CDC classification of select agents.

Select agent biology

Understand the basic biological characteristics of each select agent, their virulence mechanisms, and their interaction with various hosts.

Bioweapons

Understand how select agents have been used and could be used as bioweapons.

Students' choice

____
(Individual – Please write your own in the space above)

Top

Molecular Virology

Molecular mechanisms of virus architecture, attachment and entry pathways, replication strategies, oncogenesis, evolution, and mechanisms of pathogenesis.

MMBIO 520

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MMBio 465 or equivalent.
Taught	Winter odd years
Programs	Containing MMBIO 520

Course Outcomes

Viral origins and organization

Describe why viruses are organized and classified as they are.

Replication

Describe viral replication on a molecular level for multiple virus types

Viruses and disease

Explain how viruses cause disease, and the interactions between viruses and the host immune system.

Viruses and molecular biology techniques

Describe how can viruses can be used as tools to study biological processes and for gene transfer. Use molecular tools to study viruses

Top

Flow Cytometry

The theory and instrumentation of flow cytometry, including current applications and hands-on training.

MMBIO 522

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing MMBIO 522

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Current Topics in Pathogenesis

Readings from current literature on pathogenesis; student presentations and discussion.

MMBIO 528R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	MMBio 151, 221, 261 or equivalent.
Recommended	MMBio 364.
Taught	Fall even years, Winter
Programs	Containing MMBIO 528R

Course Outcomes

Trends in Pathogenesis

Students will become familiar with advances in microbial pathogenesis by critically evaluating current literature in the discipline.

Top

Current Topics in Microbiology and Molecular Biology

Readings from current literature on a specific topic; student presentations and discussion.

MMBIO 551R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Language Study: Mongolian

Survival-level conversation, reading, listening, and culture skills in the target language.

MONGO 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Mongolian

Beginning speaking, listening, reading, and writing skills.

MONGO 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Mongolian

Second-semester speaking, listening, reading, and writing skills.

MONGO 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MONGO 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Mongolian

Intermediate speaking, listening, reading, and writing skills.

MONGO 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MONGO 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Mongolian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

MONGO 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	MONGO 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing MONGO 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Mongolian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

MONGO 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Mongolian

Systematic review of grammar and syntax of target language.

MONGO 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MONGO 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Mongolian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

MONGO
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Mongo 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing MONGO 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Mongolian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

MONGO
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MONGO 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Mongolian

Concentration on target-language and target-culture issues for specific careers.

MONGO 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MONGO 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

International Development Policy

Designing and evaluating policy in international development. Empirical evidence from randomized control trials, best practices in development policy, behavioral economics and models of behavior change, and design thinking.

MPA
519

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ECON 110; or equivalent
Taught	Fall Contact Department

Course Outcomes

Evidence-based policy

- Be familiar with current evidence-based research on what policies do and do not work in international development.

Credible evidence

- Distinguish between credible and non-credible evidence of effective policy.

Sources for quality evidence

- Access major portals of high quality research on policy effectiveness.

Expert economists

- Know the economists who are doing state-of-the-art research on development policy.

Design thinking

- Practice the steps of Design Thinking when developing new policy.

Behavioral economics

- Use insights from behavioral economic theory to design better policy.

RCTs

- Evaluate policy and theory using randomized control trial methodology.

↑Top

Finance for Public Administrators

Overview of key concepts and principles from corporate, municipal, and personal finance. Includes financial math related to time value of money, loan amortizations, and budgeting.

MPA
520

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Term 1

Course Outcomes

Please contact the individual department for outcome information.

Top

Health Services Delivery

Introductory course to key concepts and understanding of the organization and management of health services delivery.

MPA 590

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Health Care Executive Lectures

Top executives share insights about the health care industry and related career opportunities.

MPA 591R

Hours	0.5 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Health Care Internship

Designed to give relevant experience to students preparing for careers in health care management.

MPA
599R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Critical Review of School Mathematics

Strengthen understanding of high-school mathematics; gain awareness as mathematics learners in learning communities; learn how to support collaborative communities as teachers.

MTHED 177

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 113
Taught	Fall, Winter, Summer
Programs	Containing MTHED 177

Course Outcomes

Mathematics

Students have a deep understanding of select central concepts in middle school mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching these select concepts.

Mathematical Exploration

Students can engage in meaningful mathematical exploration, are willing and able to approach and solve challenging mathematics problems, and can reflect on their own learning to make inferences about how adolescents learn mathematics.

Mathematical Understanding

Students know and can describe what it means to understand mathematics relationally, can demonstrate mathematical understanding by creating and evaluating conceptually-oriented mathematical explanations, and can explain why conceptually-oriented mathematics instruction is essential for supporting adolescents' learning of mathematics.

Mathematics Instruction

Students recognize that mathematics instruction that does not build relational understanding has failed a majority of adolescents, even themselves, and that they have a moral obligation to seek the necessary knowledge and expertise to teach mathematics in ways that enable all adolescents to develop conceptual understanding, procedural fluency, and facility with authentic mathematical practices.

↑Top

Exploration of Mathematics Teaching

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching mathematics to secondary students.

MTHED
276

Hours	4.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	MATH 290 & MATH 313 & MTHED 177; FBI fingerprint and background clearance.
Taught	Fall, Winter
Programs	Containing MTHED 276

Course Outcomes

Mathematical Practices

Students understand authentic mathematical practices and use them to engage in meaningful mathematical exploration and reflect on their own use of these practices to make inferences about how adolescents might engage in mathematical tasks.

Philosophy of Teaching and Learning Mathematics

Students articulate a philosophy of teaching and learning mathematics based on the professional standards for teaching mathematics, the moral dimensions of teaching, and the INTASC standards.

Aligning Curriculum and Instructional Goals

Students can use curriculum guides such as the NCTM content standards or the Common Core State Standards to trace the K-12 development of a select central concept of mathematics as a means for planning instruction appropriate to a particular grade level and topic.

Analyzing Classroom Instruction

Students can analyze and describe the mathematical experiences of adolescents in terms of the tasks, discourse and learning environments they observe in public school classrooms, and can reconcile the theoretical principles of their university experience with the reality of a secondary classroom.

Top

Task Design and Assessment of Student Understanding

Building tasks that elicit important mathematical ideas. Reflecting on and assessing the success of tasks through questioning and other methods of formative assessment.

MTHED
277

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MTHED 177 & MTHED 276
Taught	Fall, Winter, Spring
Programs	Containing MTHED 277

Course Outcomes

Mathematics

Students have a deep understanding of select central concepts in high school mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching these concepts.

Identifying Concepts and Procedures

Students can analyze a section in a textbook or curricular unit, a specific mathematical topic, or a task to identify and describe the important mathematical concepts and procedures related to that section, topic, or task.

Task Analysis

Students can use their knowledge of mathematics and how adolescents learn mathematics to analyze a task in order to anticipate the type of mathematics learning it might foster or reveal.

Task Design for Learning

Students understand how mathematical tasks can support adolescents' development of conceptual understanding and procedural fluency, and can use that understanding to design mathematical tasks that allow adolescents to use their prior knowledge and experiences to develop understanding of particular concepts and procedures.

Task Design for Assessment

Students understand how formative and summative assessment can be used to support adolescents' development of conceptual understanding and procedural fluency, and can use that understanding to design assessment tasks that provide evidence of and insight into adolescents' understanding of particular concepts and procedures.

Task Design for Personal Growth and Stewardship

Students recognize and can explain how the thoughtful use of mathematical tasks can enable them to reflect on and improve their instruction, and how such use can nurture and empower adolescents to draw upon their divine potential, intelligence, and capabilities to learn and do mathematics.

↑Top

(MthEd-Math) History and Philosophy of Mathematics

Historical development of important mathematical ideas and philosophies; implications for the mathematical curriculum.

MTHED
300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 113
Taught	Fall, Winter, Spring
Programs	Containing MTHED 300

Course Outcomes

Origin and Nature of Mathematics

Students understand and can describe the major approaches—cultural, philosophical, and psychological—to explaining the origin and nature of mathematics and its relation to understanding and modeling the physical world.

Historical Periods and Contributions

Students understand and can describe the major historical periods of development of mathematical thought, as well as the contributions of various cultures and individuals within those periods.

Historical Development of Concepts and Practices

Students understand and can describe the historical development of concepts and practices central to school mathematics, including numeration, arithmetic, algebra, geometry, calculus, and probability.

Complexity of Human Mathematical Activity and Learning

Through understanding the complex relationship between mathematical practices and human experience, students appreciate the complexity of teaching and learning mathematics and the different approaches and experiences adolescents will bring to learning those practices.

Top

Teaching Statistics and Probability

Exploration of important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of probability and statistics.

MTHED
301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MTHED 177 & STAT 121
Recommended	MthEd 276.
Note	A score of 5 on the AP Statistics Exam may substitute for the Stat 121 prerequisite.
Taught	Fall, Winter
Programs	Containing MTHED 301

Course Outcomes

Designing a Study and Sampling

Students understand the advantages and disadvantages of study design and sampling design so that they can design an empirical study to effectively answer research questions.

Summarizing and Representing

Students can evaluate and justify the use of different measures of central tendency, different measures of dispersion and different data representations depending on the nature of the data and purpose of the measure or representation.

Testing Claims and Drawing Conclusions

Students can explain the underlying ideas of various statistical tests, articulate how real-world questions relate to these tests, explain how these tests are used to make claims, predictions, and conclusions, and identify common misconceptions or theoretical issues in interpreting the results of these tests.

Probability

Students can identify probabilistic situations, model probabilistic situations using multiple representations, understand and calculate theoretical and empirical probabilities, identify common misconceptions about probability, and predict and explain the shape of sampling distributions given population distributions.

Student Statistical Thinking

Students are familiar with K-12 students' initial conceptions and misconceptions of probability and statistical concepts and know many instructional principles and strategies to help students overcome misconceptions and to develop robust concepts in these fields.

↑Top

Basic Concepts of Mathematics

Concept-oriented exploration of number, measurement, and informal geometry in relation to children's learning.

MTHED
305

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Math 110 or equivalent; permission from Teacher Education Department.
Note	Required of prospective elementary school teachers.
Taught	Fall, Winter, Spring
Programs	Containing MTHED 305

Course Outcomes

Mathematics

Students have a deep understanding of central concepts in elementary school mathematics related to whole numbers and whole number operations, number theory, integers and integer operations, geometry, and measurement; as well as core representations, canonical examples, patterns in children's thinking, and alternative algorithms germane to teaching these concepts.

Mathematical Thinking

Students understand mathematics as a sense-making activity, can solve problems by employing conceptual understanding and mathematical reasoning, and can reflect on their own learning to make inferences about how children experience and understand mathematics.

Mathematical Activity

Students engage productively in mathematical inquiry, effectively communicate their mathematical ideas and reasoning with their peers, and reflect on the teaching practices modeled in the MthEd 305 classroom to make inferences about teaching practices that help children learn mathematics.

Top

Concepts of Mathematics

Concept-oriented exploration of rational numbers and proportional reasoning, probability, and early algebraic reasoning in relation to children's learning.

MTHED 306

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MTHED 305; Permission from Teacher Education Department.
Note	Required of prospective elementary school teachers.
Taught	Fall, Winter, Summer
Programs	Containing MTHED 306

Course Outcomes

Mathematics

Students have a deep understanding of central concepts in elementary school mathematics related to fractions and fraction operations, probability, and early algebraic reasoning; as well as core representations, canonical examples, patterns in children's thinking, and alternative algorithms germane to teaching these concepts.

Mathematical Activity

Students engage productively in mathematical inquiry, effectively communicate their mathematical ideas and reasoning with their peers, and reflect on the teaching practices modeled in the MthEd 306 classroom to make inferences about teaching practices that help children learn mathematics.

Mathematical Thinking

Students understand mathematics as a sense-making activity, can solve problems by employing conceptual understanding and mathematical reasoning, and can reflect on their own learning to make inferences about how children experience and understand mathematics.

Top

Mathematics Teaching with Technology

Examining and learning to use technological tools that illustrate and clarify mathematical concepts and assist in solving problems involving algorithms, number theory, functions, and geometric constructions and transformations. Using technology tools to investigate modeling, highlight mathematical relationships, and motivate proof.

MTHED 308

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 313 & MATH 362
Taught	Fall, Winter, Summer
Programs	Containing MTHED 308

Course Outcomes

Mathematics

Students have a deep understanding of select central concepts in secondary mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching these select concepts.

Mathematical Exploration with Technology

Students can use technology to engage in meaningful mathematical exploration and can reflect on their own learning to make inferences about how adolescents learn mathematics with technology.

Mathematical Communication

Students can articulate and represent their mathematical thinking in technological environments in ways that are appropriate for their intended audience.

Instructional Design and Technology

Students understand the affordances and constraints of technology in teaching mathematics and can apply this knowledge to design learning opportunities involving the use of technology to support adolescents' mathematical learning.

Top

(MthEd-Math) Survey of Geometry

Logical and historical development of Euclidean and non-Euclidean geometry, transformations and symmetry; relationships among axiomatic systems; use of software and other geometric models; proofs and Van Hiele levels.

MTHED
362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 290
Taught	Fall, Winter, Spring
Programs	Containing MTHED 362

Course Outcomes

Knowing and Learning Geometry

Students understand central objects, concepts, relationships, definitions, and theorems of Euclidean geometry, how adolescents come to understand these, and the canonical examples and alternative approaches germane to teaching secondary school geometry.

Communicating Geometric Ideas and Arguments

Students can communicate geometric ideas effectively using a variety of appropriate representations and can construct valid proofs of geometric theorems within a given axiom system.

Multiple Geometries

Students understand and can describe the relationships among neutral, Euclidean, and non-Euclidean geometries in terms of fundamental geometric concepts, objects, and properties (particularly parallelism), and can use the fundamental properties of axiom systems and models to provide convincing arguments about these relationships.

Top

Mathematics Teaching in the Public Schools

Developing skill in designing and implementing lesson plans that include high-cognitive demand tasks; anticipating, monitoring, and building on student mathematical thinking; and orchestrating mathematical discussions that lead to student understanding of fundamental mathematics concepts.

MTHED
377

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	MTHED 277; Departmental consent.
Taught	Fall, Winter
Programs	Containing MTHED 377

Course Outcomes

Mathematics

Students understand the central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching secondary school mathematics.

Task Analysis and Design

Students can analyze a task, a section in a textbook or curricular unit, or a specific mathematical topic to identify and describe the related important mathematical concepts and procedures, and can design relevant tasks that foster conceptual understanding, procedural fluency, and authentic mathematical practices.

Developing Lesson Plans

Students understand how to create lesson plans that involve meaningful tasks in the context of a given unit, that anticipate student thinking and how the lesson might build on that thinking, and that articulate how they will orchestrate each phase of the lesson (launch, explore, discuss, unpack).

Orchestrating Lessons

Students can use their lesson plans to engage adolescents in the day's activities (launch), facilitate meaningful exploration of mathematics (explore), orchestrate discussion that builds on and extends adolescents' emerging mathematical conceptions (discuss) and ensure the important mathematical concepts and procedures related to the goals of the lesson are made explicit (unpack).

Assessing Mathematical Learning

Students understand how to design and use formative assessment that monitors the learner's progress, informs instructional decisions, and engages adolescents in assessing their own mathematical learning.

Professionalism

Students demonstrate their professionalism through maintaining appropriate relationships and behavior in the MthEd 377 classroom setting; improving practice through reflection and by providing, soliciting and incorporating feedback; and contributing to the professional learning community of the classroom.

Top

Practicum in Mathematics Education

Observing secondary mathematics classrooms as a means of reflecting on teaching practices that support student learning of fundamental mathematical concepts, including use of high-cognitive demand tasks and orchestration of mathematical discussions as well as eliciting, making sense of, and building on student mathematical thinking.

MTHED 378

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Concurrent enrollment in MthEd 377.
Taught	Fall, Winter
Programs	Containing MTHED 378

Course Outcomes

Understanding of Mathematics Learners

Students understand that adolescents develop mathematical knowledge by building on prior knowledge and experience; that adolescents differ cognitively, linguistically, socially, emotionally, and physically; and that adolescents learn best when given regular opportunities to reason about and make sense of mathematics in an environment of high expectations and strong support.

Instructional Design for Mathematics Learning

Students understand how to design learning environments and mathematical experiences that engage all adolescents in the exploration and development of mathematical ideas, as well as how to effectively foster these environments and orchestrate these experiences by promoting conceptual understanding, procedural fluency, and authentic mathematical practices.

Analyzing Classroom Instruction

Students can analyze and describe the mathematical experiences of adolescents in terms of the tasks, discourse and learning environments they observe in public school classrooms, and can reconcile the theoretical principles of their university experience with the reality of a secondary classroom.

Professionalism

Students demonstrate their professionalism through maintaining appropriate relationships and behavior in the school setting, and improve their practice through reflection and by providing, soliciting and incorporating feedback.

Top

Secondary Student Teaching in Mathematics

Capstone, field-based, semester-long experience in teaching mathematics to secondary students; demonstrating proficiency in all program standards. Seminar required.

MTHED 476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of all course work or departmental approval.
Taught	Fall, Winter
Programs	Containing MTHED 476

Course Outcomes

Student Teaching

Mathematics
Students understand the central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching secondary school mathematics.

Understanding of Mathematics Learners
Students understand that adolescents develop mathematical knowledge by building on prior knowledge and experience; that adolescents differ cognitively, linguistically, socially, emotionally, and physically; and that adolescents learn best when given regular opportunities to reason about and make sense of mathematics in an environment of high expectations and strong support.

Instructional Design for Mathematics Learning
Students understand how to design learning environments and mathematical experiences that engage all adolescents in the exploration and development of mathematical ideas, as well as how to effectively foster these environments and orchestrate these experiences by promoting conceptual understanding, procedural fluency, and authentic mathematical practices.

Assessment of Mathematics Learning
Students understand how to design and use formative and summative assessments that monitor the learner's progress, inform instructional decisions, and engage adolescents in assessing their own mathematical learning.

Professionalism
Students demonstrate their professionalism through maintaining appropriate relationships and behavior in the school setting, and by seeking opportunities to improve practice and advance the profession through reflecting on practice, soliciting and incorporating feedback, and contributing to professional, school, and community organizations.

Spiritual Stewardship
Students seek integrity between their personal and professional lives consistent with the restored gospel of Jesus Christ by recognizing all learners as children of God and striving to nurture their divine potential; applying gospel-centered principles of teaching and learning to family relationships, gospel service, and involvement in the community; and serving as examples of a

Christ-centered life within their spheres of influence.

↑Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

MTHED 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing MTHED 477R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Readings in Mathematics Education

Directed readings beyond scope of usual undergraduate courses.

MTHED 495R

Hours	0.5 - 2.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Knowledge

Students will deepen their understanding of readings math education.

Top

Academic Internship: Secondary Mathematics Education

Capstone, field-based, semester-long experience in teaching mathematics to secondary students; demonstrating proficiency in all program standards. Seminar required.

MTHED 496

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of all course work or departmental approval.
Taught	Fall
Programs	Containing MTHED 496

Course Outcomes

Course Outcomes

Mathematics
Students understand the central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching secondary school mathematics.
Understanding of Mathematics Learners
Students understand that adolescents develop mathematical knowledge by building on prior knowledge and experience; that adolescents differ cognitively, linguistically, socially, emotionally, and physically; and that adolescents learn best when given regular opportunities to reason about and make sense of mathematics in an environment of high expectations and strong support.
Instructional Design for Mathematics Learning
Students understand how to design learning environments and mathematical experiences that engage all adolescents in the exploration and development of mathematical ideas, as well as how to effectively foster these environments and orchestrate these experiences by promoting conceptual understanding, procedural fluency, and authentic mathematical practices.
Assessment of Mathematics Learning
Students understand how to design and use formative and summative assessments that monitor the learner's progress, inform instructional decisions, and engage adolescents in assessing their own mathematical learning.
Professionalism
Students demonstrate their professionalism through maintaining appropriate relationships and behavior in the school setting, and by seeking opportunities to improve practice and advance the profession through reflecting on practice, soliciting and incorporating feedback, and contributing to professional, school, and community organizations.
Spiritual Stewardship
Students seek integrity between their personal and professional lives consistent with the restored gospel of Jesus Christ by recognizing all learners as children of God and striving to nurture their divine potential; applying gospel-centered principles of teaching and learning to family relationships, gospel service, and involvement in the community; and serving as examples of a

Christ-centered life within their spheres of influence.

Top

Research in Mathematics Education

Undergraduate research experience. Faculty-supervised research. Written and oral presentation of findings required.

MTHED 497R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Recommended	MthEd 117, 218, Sc Ed 276R.
Taught	Contact Department

Course Outcomes

Engaging in Research

Students have a deeper understanding of the nature, design, and methods of research in the field of mathematics education; can make valuable contributions under limited supervision to the data collection and/or data analysis stages of faculty-directed mathematics education research; and can communicate their understanding of research in general, as well as of this specific research, through a scholarly oral or written report.

Applying Understanding from Research

Students have a deeper understanding of a key issue or problem in the field of mathematics education, and can use this new understanding to reevaluate their past and present experiences in mathematics classrooms, make connections to other important issues and problems in mathematics education, function more effectively in their role as an undergraduate research assistant, and/or reimagine their future experiences as a mathematics teacher.

Relating to Research

Students can identify their personal strengths and weaknesses in regards to conducting research in mathematics education, and have a sense for whether or not they would like to pursue more research opportunities through graduate study.

↑Top

(MthEd-Chem-C S-Geol-Math-Phscs-Stat) Business Practices for Science and Mathematics Majors

(Math-Chem-C S-Geol-MthEd-Phscs-Stat) Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

MTHED
500

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Business Skills

Demonstrate knowledge of business skills necessary to function as a scientist working in industry.
Be able to explain how corporate politics can affect your career.

Project Management

Learn the basics of project management and understand why this is important to business success

Effective Communication

Learn how to present concepts and ideas in a clear and effective manner in both oral and written form.

Business Finance

Learn how to read and understand a business financial accounting statement (both internal and external)

Technology Readiness

Understand the different levels of technology readiness and the process of moving a project through these levels to completion

Business Projects and Finances

Learn to read and understand corporate accounting statements and data and understand the basic ideas of project and portfolio management.
Learn the steps to moving an idea from concept to completion in a business setting.

Business Presentations and Writing

Learn the basics of effective business presentations and writing

↑Top

Problem Solving

Solving and building explanations and presenting solutions to conceptually important problems. Analyzing research on problem solving and its role in teaching and learning mathematics.

MTHED
550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Strong background in undergraduate mathematics; instructor's consent.
Taught	Fall Contact Department, Winter Contact Department, Summer Contact Department

Course Outcomes

Scholarship in Problem Solving

Students understand and can evaluate important issues, current and historical trends, theories, paradigms of research, and research findings in the field of mathematical problem solving, as well as their implications for the teaching and learning of problem solving explicitly and implicitly in the public schools, mathematics teacher development, and participation in mathematics education scholarship.

Critical Stance

Students can apply principles of quality research to analyze and critique research on the mathematical process of problem solving, and understand the affordances and constraints of research paradigms and methodologies in this body of research.

Problem Solving as a Process

Students understand general approaches to and a variety of heuristics in the problem solving process and can apply these to solve various problems in mathematics as well as other areas of life.

Teaching Through Problem Solving

Students understand the pitfalls of teaching problem solving as a distinct content area of mathematics and the benefits of using problem solving as a process in the teaching of all mathematics. They understand how to design instruction to teach mathematics through problem solving.

Professionalism

Students recognize the key role that problem solving plays in the field of mathematics as well as in the learning of school mathematics. They see the valuable insights provided by the literature on the teaching and learning of mathematics through problem solving, and feel a desire to continually seek opportunities to improve their ability to teach mathematics through problem solving and promote better instruction in schools by incorporating problem solving as a process for learning mathematics.

Spiritual Stewardship

Students strive to follow the example of Jesus Christ in both their personal and professional lives, seek consistency between their understanding of our trials here on earth as related to the restored gospel of Jesus Christ and principles of mathematical problem solving processes. Graduates use this enriched understanding problem solving as a method for teaching and learning mathematics by giving all students the agency and opportunity to solve mathematical problems on their own.

Top

Euclidean Geometry: Content, Learning, and Teaching

Euclidean geometry, including classical problems, polyhedra, transformations, congruence, similarity, integer geometry, minimization; technology in geometry, Van Hiele levels, role of proof, and high school curriculum.

MTHED 562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MthEd 362 or equivalent.
Taught	Fall Contact Department, Winter Contact Department, Summer Contact Department

Course Outcomes

Scholarship

Students understand and can evaluate the role of proof in geometry and in mathematics in general, the theories of how students progress through the van Hiele levels in learning geometry and how these two topics are related. They can use this knowledge to evaluate current instructional, curricular, and policy recommendations of leaders in mathematics education regrading the teaching of geometry in the public schools.

Critical Stance

Students can apply principles of quality research to analyze and critique research on the teaching and learning of geometry, and understand the affordances and constraints of research paradigms and methodologies in this body of research.

Euclidean Geometry

Students understand the central concepts, conditions, definitions, theorems, assumptions, structure and extensions of high school (Euclidean) geometry. They can use these understandings to prove general cases of geometric theorems and apply these theorems to solve problems in Euclidean geometry.

Teaching

Students can assess the van Hiele level at which their students are operating and design tasks and lessons to move learners to a higher van Hiele level, eventually to the level of deduction and proof. Throughout the instruction at different van Hiele levels, students can continually evaluate the role that proof is playing for the learners and understand how to adjust their instruction to ensure that proof activities are meaningful. Students can use their knowledge of the van Hiele levels, proof, and the NCTM Standards to evaluate geometry curriculum for appropriate sequencing.

Professionalism

Students recognize the key role that geometry should play in school mathematics and the valuable insights provided by the literature on the teaching and learning of geometry, and feel a desire to continually seek opportunities to improve their own teaching of geometry and promote better instruction of geometry in the schools by seeking to adapt the instruction to the van Hiele level of the students.

Spiritual Stewardship

Students strive to follow the example of Jesus Christ in both their personal and professional lives, seek consistency between their understanding of the restored gospel of Jesus Christ and principles of geometry teaching and learning, and use this enriched understanding of teaching and learning to nurture the divine potential of all in their spheres of influence.

↑Top

Foundational Issues in Learning Mathematics

Introduction to research in mathematics learning; mathematical thinking; cognitive, social, and philosophical approaches to describing mathematics learning.

MTHED 590

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Teaching certificate or completion of student teaching.
Taught	Fall

Course Outcomes

Scholarship

Students understand and can evaluate important issues, trends, theories, paradigms of research, and research findings in the field of mathematics education, as well as their implications for the teaching and learning of mathematics in the public schools, mathematics teacher development, and participation in mathematics education scholarship.

Identifying and Situating Research Problems

Students understand the importance of situating research problems and questions in the literature, and can identify important research problems and relate them to appropriate issues, trends, theories, paradigms, and findings in the literature.

Applying Scholarship to Teaching

Students can use their understanding of the important issues, trends, theories, paradigms, and findings in the field of mathematics to evaluate, reflect on, and improve their mathematics instruction.

Becoming a Professional

Students perceive themselves as emerging scholars and leaders in the field, and feel responsibility for and commitment to their own growth and the growth of the field.

Spiritual Stewardship

Students strive to follow the example of Jesus Christ in both their personal and professional lives, seek consistency between their understanding of the restored gospel of Jesus Christ and principles of mathematics teaching and learning, and use this enriched understanding of teaching and learning to nurture the divine potential of all in their spheres of influence.

Top

Scholarly Inquiry in Mathematics Education

Introduction to scholarly inquiry in mathematics education; issues in research methodology.

MTHED 591

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	MTHED 590
Taught	Winter

Course Outcomes

Scholarship

Students understand and can evaluate important issues, trends, theories, paradigms of research, and research findings in the field of mathematics education, as well as their implications for the teaching and learning of mathematics in the public schools, mathematics teacher development, and participation in mathematics education scholarship.

Research

Graduates understand research methods in mathematics education and can a) locate an interesting and important problem; b) conduct a literature review to situate the problem; c) develop a conceptual framework; d) establish focused research questions; e) choose and implement appropriate methods for collecting and analyzing data; f) address issues of research quality such as validity, reliability, and significance; and g) effectively communicate their work both orally and in writing.

Critical Stance

Students understand the affordances and constraints of research paradigms and methodologies commonly used in mathematics education research and can analyze and critique research on teaching and learning mathematics according to principles of quality research.

Applying Research to Teaching

Students understand how to meaningfully apply research on teaching and learning mathematics in their teaching and use scholarly inquiry as a lens to reflect on that teaching.

Professionalism

Students have developed knowledge and beliefs that enable and compel them to continually seek opportunities to improve their own practice, keep abreast of advances and developments in the field both locally and nationally, and provide leadership in professional, school, and community organizations.

Spiritual Stewardship

Students strive to follow the example of Jesus Christ in both their personal and professional lives, seek consistency between their understanding of the restored gospel of Jesus Christ and principles of mathematics teaching and learning studied in this course, and use this enriched understanding of teaching and learning to nurture the divine potential of all in their spheres of influence.

↑Top

Topics in Mathematics Education

Includes specific research areas and curriculum studies of school mathematics topics (i.e. geometry, algebra, and calculus).

MTHED
598R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall Contact Department, Winter Contact Department, Summer Contact Department

Course Outcomes

Scholarship

Students understand and can evaluate important issues, trends, theories, paradigms of research, and research findings in the field of mathematics education related to the particular topic of study, as well as their implications for the teaching and learning of mathematics in the public schools, mathematics teacher development, and/or participation in mathematics education scholarship.

Critical Stance

Students can apply principles of quality research to analyze and critique research on the topic of study, and understand the affordances and constraints of research paradigms and methodologies in this body of research.

Mathematics

Students understand mathematical content that illustrates important issues in the research on the topic of study.

Teaching

Students can use their understanding of the research on the topic of study to evaluate, reflect on, and improve their own teaching.

Professionalism

Students recognize the key role that the topic of study plays in the learning and teaching of mathematics, and feel a desireto continually seek opportunities to improve their own practice, keep abreast of advances and developments in the field both locally and nationally, and/or provide leadership in professional, school, and community organizations.

Spiritual Stewardship

Students strive to follow the example of Jesus Christ in both their personal and professional lives, seek consistency between their understanding of the restored gospel of Jesus Christ and principles of mathematics teaching and learning studied in this course, and use this enriched understanding of teaching and learning to nurture the divine potential of all in their spheres of influence.

Top

Honors Introduction to Music

Designed to aid nonmusic majors in developing skills needed for listening to music creatively. Emphasis on masterworks of Western music from major style periods.

MUSIC 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Intro to Music

By listening to music, learning about the historical development of music, learning about its composers, participating in in-class discussions, attending concerts, and by acquiring a vocabulary and knowledge of music terms and concepts, students will be capable of identifying practically any piece of classical music by time period and genre. Students will also possess a much greater understanding of musical forms, genres and styles.

Top

Introduction to Music

Designed to aid nonmusic majors in developing skills needed for listening to music creatively. Emphasis on masterworks of Western music from major style periods.

MUSIC 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status.
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing MUSIC 101

Course Outcomes

Intro to Music

By listening to music, learning about the historical development of music, learning about its composers, participating in in-class discussions, attending concerts, and by acquiring a vocabulary and knowledge of music terms and concepts, students will be capable of identifying practically any piece of classical music by time period and genre. Students will also possess a much greater understanding of musical forms, genres and styles.

Top

Basic Vocal Skills

Class instruction in voice for nonmusic majors.

MUSIC 111R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing MUSIC 111R

Course Outcomes

Performance

Students will prepare four songs and perform memorized a minimum of three times throughout the semester.

Vocal Technique

Students will learn to understand the structure and function of the vocal instrument through:

- flexibly aligned posture;
- low, flexible breath management;
- consistent, projected flow phonation;
- freedom of vocal mechanism, including mouth and jaw;
- emerging resonance;
- emerging musicianship -- including dynamics, legato, accuracy;
- text and diction.

↑Top

Beginning Piano Techniques 1

Class instruction in piano for nonmusic majors.

MUSIC
113

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 113

Course Outcomes

Music Theory

Students will understand basic concepts of music theory including related terms and symbols, note and key names, key signatures and time signatures, and counting.

Accompaniment Skills

Students will be able to play chords in blocked and broken positions and use them to accompany melodies.

Technique

Students will be able to play technical exercises such as the Five Finger Position, major and minor triads, major and minor sales and major and minor cadences.

Improvisation

Students will be able to improvise simple melodies and play chords with them.

Sight Reading

Students will sight read easier music.

Musicality

Students will play repertoire pieces as assigned with all dynamics and articulations.

Rehearsal parts

Students will be able to play individual part of ensembles.

↑Top

Beginning Piano Techniques 2

Continuation of Music 113.

MUSIC
114R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 113 or instructor's consent.
Taught	Fall, Winter, Spring

Course Outcomes

114R

Students will be able to:
Understand concepts of music theory including triads and inversions and the quality of seventh chords, sixteenth notes and other rhythms.

Triads

Be able to play triads, triad inversions and seventh chords in blocked and broken positions and use them to accompany melodies.

Scales and Arpeggios

Be able to play technical exercises such as major and minor scales and arpeggios.

Improvising

Improvise simple melodies and play triads and seventh chords with them.

Sight Reading

Sight read easier music.

Style Characteristics

Understand and be able to discuss the style characteristics of composers and music from the four standard periods of music.

Dynamics and Articulations

Play repertoire pieces as assigned with all dynamics and articulations.

Performance

Play individual parts of ensembles fluently.

↑Top

Basic Organ Skills

Class instruction in organ for nonmusic majors.

MUSIC
115

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 115

Course Outcomes

Hymn Playing

Students will be able to prepare and play four-part hymns to a high standard.

Registration

Students will be able to know and apply basic principles of organ registration and construction.

Listen

Students will be able to listen in both practice and performance for perfect legato, precise releases, and independence of line.

Technique

Students will be able to use the standard legato manual and pedal techniques fluently, and to play simple pedal parts in combination with elementary manual parts.

Practice

Students will learn to use efficient practice techniques.

Repertoire

To experience (primarily through listening) a wide range of organ repertoire with three main goals: 1) identify registrational characteristics, 2) identify pieces of interest for future learning, and 3) distinguish between that which might be appropriate for worship and that which is appropriate for concert use.

↑Top

Organ Techniques and Literature

Continuation of Music 115.

MUSIC
116R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 115 or instructor's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 116R

Course Outcomes

Hymn Playing

Understand and be able to employ various advanced hymn playing techniques.

Repertoire

Learn at least two organ pieces this semester. Also, experience a wide range of organ repertoire with four main goals: associate selected organ masterworks with their respective composers, regions, and time periods; identify registrational characteristics; identify pieces of interest for future learning; and distinguish between that which might be appropriate for worship and that which is appropriate for concert use.

Registration

Understand and apply more advanced principles of organ registration.

Expression

Understand basics of touch, phrasing and articulation, and to know how to utilize them to enhance the expressiveness of a piece of music.

Technique

Develop fluency in manual techniques, including finger independence, redistribution, finger crossings, glissando, and substitution; and develop greater fluency in pedal playing.

Accompanying

Develop basic accompanying skills on the organ.

Practice techniques

Cultivate more efficient practice techniques.

↑Top

Basic Guitar Skills

Class instruction in guitar for nonmusic majors.

MUSIC 117

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Basic Guitar Skills

Students with no prior guitar experience will be able to play basic accompaniment patterns. This ability will serve them, their family and the community at large in the future.

Top

Guitar Techniques and Literature

Continuation of Music 117.

MUSIC 118R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 117 or instructor's consent.
Taught	Fall, Winter

Course Outcomes

118R

Building upon Music 117, students will hone their basic guitar skills to an intermediate level of self-accompaniment.

Top

Basic Conducting

Fundamental concepts and skills for nonmusic majors.

MUSIC
135

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 135

Course Outcomes

Learning Outcome

Students will demonstrate in their own conducting an understanding of and proficiency with the following techniques: beat patterns, style (legato/marcato), the conducting field, breath releases, melding, the SuperClick, subdivision of beats, fermatas, dynamics, cuing, phrase shaping.

Top

Bassoon

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Bassoon

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Brass and Percussion

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R - Brass + Percussion

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

↑Top

Carillon

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Carillon

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Cello

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Cello

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

↑Top

Clarinet

Private or semiprivate instruction. One to two hours of daily practice

MUSIC
160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Clarinet

By preparing for and attending weekly lessons, students will develop their technique, improve their tonal concepts and strengthen their interpretive skills.

↑Top

Classical Voice

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC
160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R - Classical Voice

By preparing for and attending weekly lessons, students will develop their technique, improve their tonal concepts and strengthen their interpretive skills.

Top

Contemporary Voice

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Performance Instruction

By preparing for and attending weekly lessons, students will develop their technique, improve their tonal concepts and strengthen their interpretive skills.

Top

Euphonium

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Euphonium

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Flute

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Flute

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Guitar

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Guitar Lessons for the non-music major

Students will develop and improve their chosen guitar style during the semester.

Guitar Lessons for the non-music major

Students will learn the value of lesson preparation and correct practice techniques.

Top

Harp

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Harp

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Harpsichord

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Harpsichord

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Horn

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Horn

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Oboe

Private or semiprivate instruction. One to two hours of daily practice

MUSIC
160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Oboe

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Organ

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Organ

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

↑Top

Percussion

Private or semiprivate instruction. One to two hours of daily practice

MUSIC
160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Percussion

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Performance Instruction

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 160R

Course Outcomes

160R - Performance Instruction

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Piano

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Piano

At the end of the semester students who give proper and sufficient practice time will become stronger in piano technical foundation and stronger in keyboard harmonic foundation. Students will expand repertoire by at least 1-2 pieces. Students will feel confident in accepting a church musician calling.

Top

Saxophone

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Saxophone

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

↑Top

Songwriting

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC
160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Songwriting

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

String Bass

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Bass

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Strings

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R - Strings

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Synthesizer

Private or semiprivate instruction. One to two hours of daily practice.

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Trombone

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Trombone

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Trumpet

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Trumpet

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Tuba

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Tuba

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

↑Top

Viola

Private or semiprivate instruction. One to two hours of daily practice

MUSIC
160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Viola

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

Top

Violin

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R Violin

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

↑Top

Woodwinds

Private or semiprivate instruction. One to two hours of daily practice

MUSIC 160R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status. Audition may be required.
Note	Fee.
Taught	Fall, Winter, Spring

Course Outcomes

160R-Woodwinds

By preparing for and attending weekly lessons, students will develop their technique and strengthen their interpretive skills.

↑Top

Voice Technique

Class instruction in voice technique.

MUSIC
161

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Acceptance by audition to the School of Music.
Taught	Fall, Winter
Programs	Containing MUSIC 161

Course Outcomes

Technique

Through the understanding and use of proper vocal technique, students will musically perform traditional and contemporary Musical Theatre, as well as "pop" pieces, implementing many vocal colors and styles.

Vocal Health

By studying the basic anatomy involved in vocal production, Students will differentiate between those mechanical processes, which will build healthy production and those, which will lead to vocal problems.

Text

Students will demonstrate knowledge of vocal technique outlined in the text through taking a series of quizzes.

Repertoire and Performance

Students will memorize and perform repertoire that is representative of the various vocal styles used in Musical Theatre literature.

Sight Reading

Students will expand sight-reading skills by participating in oral drills, enhancing the ability to study and learn musical scores.

Personal Core Values

Through class devotionals, group discussion and personal reflection (journal writing) each student will begin to synthesize his/her growing skills with his/her moral, spiritual and ethical values.

Community

By supporting the growth of each member of the class, each student will develop a sense of community and sharing in the process of magnifying his/her own talent, thus downplaying the intensely competitive element of the performing business.

Top

Survey of the Great Pianists

Exposure to influential pianists and recordings.

MUSIC 165

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Music 260R; Piano performance majors only.
Taught	Winter
Programs	Containing MUSIC 165

Course Outcomes

Great Pianist History

Students will deepen their understanding of the most influential pianists through their recordings, legacy, and style.

Top

Organ Registration

Organ stops and their application to various performance styles.

MUSIC 166

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Concurrent private or group instruction in organ or instructor's consent
Taught	Fall
Programs	Containing MUSIC 166

Course Outcomes

Organ Registration

During this class students learn basic concepts of organ registration and organ design as they pertain to hymn playing and general church service playing. Additionally, they learn the registration practices associated with historic periods and musical styles corresponding to the differing instrument types, musical genres and composers from the Middle Ages through the present.

↑Top

Careers in Music Education

Examining preschool through college teaching career options in music; seeking a good fit between personal aspirations, attributes, skills, and job requirements.

MUSIC 176

Hours	1.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Open to music majors and nonmajors.
Taught	Winter, Summer
Programs	Containing MUSIC 176

Course Outcomes

Career Options

Students will become acquainted with possible career options in musiceducation, and will examine the joys, demand, benefits, and potential hazards inherent in each option. They will also identify critical personal attributes and skills necessary for success in each option.

↑Top

Songwriting 1

Songwriting for present-day music publishing industry; basic songwriting theory; form, content, and style.

MUSIC 186

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Basic music reading and keyboard skills.
Taught	Fall, Winter
Programs	Containing MUSIC 186

Course Outcomes

Songwriting

Students study such topics as creativity itself, writing techniques, and the importance of collaboration. By the end of the semester each student will have completed several preparatory assignments in addition to a culminating creative song project. The students will receive an introduction to a working MIDI-technology studio. Parallel to these assignments are readings about the models of the music business: music publishing, record labels, legal concepts, the copyright law, etc. Quizzes and a final exam measure retention of these concepts. Students who master the principles advanced will be able to function creatively and to manage others involved in the creation of commercial songs.

Top

Composition 1

Introduction to principles of recent art music; composition and performance of student works for one to five instruments.

MUSIC 188

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 195 or instructor's consent.
Taught	Winter
Programs	Containing MUSIC 188

Course Outcomes

Composing with Modern and Experimental Vocabularies

Introduction to composing music with modern and and experimental music vocabularies.

↑Top

Music Fundamentals

Organizational systems of music, their notation and aural patterns.

MUSIC 190

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Nonmusic major status.
Note	Required for music minor.
Taught	Fall, Winter
Programs	Containing MUSIC 190

Course Outcomes

Music Fundamentals

Students will learn the fundamentals of music theory and harmony. This course also helps prepare them for the music major aural skills test.

↑Top

Aural Skills 1

Development of aural skills through melodic dictation, rhythm dictation, and error detection; listening materials include diatonic melodies in major and minor keys and basic rhythms in simple and compound meters.

MUSIC 193

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Acceptance as a music major; concurrent enrollment in Music 195.
Taught	Fall, Spring
Programs	Containing MUSIC 193

Course Outcomes

Dictation 1

At the conclusion of this course, you should be able to aurally identify intervals, triads, and scales. You will also be expected to write out rhythms and melodies up to four bars in length. Finally, you will be asked to write the outer voices of primary harmonic progressions and identify them by roman and arabic numerals.

↑Top

Aural Skills 2

Continued development of aural skills through melodic dictation, rhythm dictation, harmonic dictation, and error detection; listening materials include longer, arpeggiated melodies, more advanced rhythms, and diatonic harmonic progressions.

MUSIC
194

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	C- or higher in Music 193; concurrent enrollment in Music 196.
Taught	Winter, Summer
Programs	Containing MUSIC 194

Course Outcomes

Dictation 2

Continues dictation training in diatonic harmony. At the end of this course you should be able to aurally identify intervals, triads, and scales and also to write out rhythms and melodies up to four bars in length. Finally, you will be asked to write the four voices of diatonic harmonic progressions and identify them by roman and arabic numerals.

↑Top

Music Theory 1

Writing and analysis in diatonic harmony.

MUSIC
195

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance as a music major; concurrent enrollment in Music 193.
Taught	Fall, Spring
Programs	Containing MUSIC 195

Course Outcomes

Music Theory I

Students will be able to part-write (using figured bass, melodic harmonization, etc.) and analyze (using roman and arabic numerals) in primary harmony (the three basic chords within keys in tonal harmony).

↑Top

Music Theory 2

Writing and analysis in diatonic and chromatic harmony.

MUSIC
196

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 195; concurrent enrollment in 194.
Taught	Winter, Summer
Programs	Containing MUSIC 196

Course Outcomes

Music Theory 2

Students will be able to part-write (using figured bass, melodic harmonization, etc.) and analyze (using roman and arabic numerals) in a full range of diatonic harmony. Students will also be able to apply the same techniques to elementary chromatic harmony (secondary dominants and common chord modulations).

Top

Sight Singing 1

Development of aural skills through sight singing, rhythm reading, and improvisation; emphasis on learning solfège, counting syllables, conducting patterns, and hand signs in the performance of diatonic melodies in major and minor keys and basic rhythms in simple and compound meters.

MUSIC 197

Hours	0.5 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	Acceptance as a music major.
Taught	Fall, Spring
Programs	Containing MUSIC 197

Course Outcomes

Sight singing semester 1

Students will demonstrate ability to sight-sing, and show mastery of McHose and Gordon counting systems, Curwen hand signs, and solfege moveable do at level 1.

Top

Sight Singing 2

Continued development of aural skills through sight singing, rhythm reading, and improvisation; emphasis on arpeggiated melodies and more advanced rhythms.

MUSIC 198

Hours	0.5 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	C- or higher in Music 197.
Taught	Winter, Summer
Programs	Containing MUSIC 198

Course Outcomes

Sight singing level 2

students will demonstrate ability to sight-sing and mastery of Gordon and McHose counting systems, Curwen hand signs and solfege at level 2 ability.

↑Top

Civilization: Music 1

History of civilization from Greek antiquity through the seventeenth century, primarily from perspective of musical literature and the arts; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

MUSIC
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ability to read musical notation.
Taught	Fall, Spring Contact Department, Summer Contact Department
Offered	Honors also

Course Outcomes

Music 201 - Honors

Music 201 surveys music, the visual arts, and literature from ancient history to the beginning of the baroque period, giving emphasis whenever possible to the subject of music. As comprehension of musical scores constitutes an important part of the lectures and the exams, the ability to read music will help you excel in this course. Students who cannot read music will find it more difficult to do well.

Foundational Knowledge

Demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in the Arts, with a focus on music, from Ancient Greece to ca. 1720.

Communication

Communicate effectively through writing with diverse audiences about music, culture and the arts from Ancient Greece to ca. 1720.

Cultural Awareness

Identify and describe the major cultural ideas and styles from the Western cultural tradition from Ancient Greece to ca. 1720.

Life-long Learning

Demonstrate the skills and abilities needed for a life-long critical and evaluative pursuit of art, literature, music, and philosophy

Top

Honors Civilization: Music 1

History of civilization from Greek antiquity through the seventeenth century, primarily from perspective of musical literature and the arts; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

MUSIC 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ability to read musical notation.
Taught	Fall Contact Department, Spring Contact Department, Summer Contact Department

Course Outcomes

Music 201 - Honors

Music 201 surveys music, the visual arts, and literature from ancient history to the beginning of the baroque period, giving emphasis whenever possible to the subject of music. As comprehension of musical scores constitutes an important part of the lectures and the exams, the ability to read music will help you excel in this course. Students who cannot read music will find it more difficult to do well.

Foundational Knowledge

Demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in the Arts, with a focus on music, from Ancient Greece to ca. 1720.

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Cultural Awareness

Identify and describe the major cultural ideas and styles from the Western cultural tradition from Ancient Greece to ca. 1720.

Life-long Learning

Demonstrate the skills and abilities needed for a life-long critical and evaluative pursuit of art, literature, music, and philosophy

↑Top

Civilization: Music 2

History of civilization from the eighteenth century through the present day, primarily from perspective of musical literature and the arts; exploring fundamental questions in human experience, examining formative events in history; understanding value of important texts.

MUSIC
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ability to read musical notation.
Taught	Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing MUSIC 202

Course Outcomes

Music 202 - Honors

Music 202 surveys music, the visual arts, and literature from the middle baroque to the present day, giving emphasis whenever possible to the subject of music. As comprehension of musical scores constitutes an important part of the lectures and the exams, the ability to read music will help you excel in this course. Students who cannot read music will find it more difficult to do well.

Foundational Knowledge

Demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in the Arts, with a focus on music, from ca. 1720 to the present day.

Communication

Communicate effectively through writing with diverse audiences about music, culture and the arts from ca. 1720 to the present day.

Cultural Awareness

Identify and describe the major cultural ideas and styles from the Western cultural tradition from ca. 1720 to the present day.

Life-long Learning

Demonstrate the skills and abilities needed for a life-long critical and evaluative pursuit of art, literature, music, and philosophy

↑Top

Honors Civilization: Music 2

History of civilization from the eighteenth century through the present day, primarily from perspective of musical literature and the arts; exploring fundamental questions in human experience, examining formative events in history; understanding value of important texts.

MUSIC
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Ability to read musical notation.
Taught	Winter Contact Department, Spring Contact Department, Summer Contact Department

Course Outcomes

Music 202 - Honors

Music 202 surveys music, the visual arts, and literature from the middle baroque to the present day, giving emphasis whenever possible to the subject of music. As comprehension of musical scores constitutes an important part of the lectures and the exams, the ability to read music will help you excel in this course. Students who cannot read music will find it more difficult to do well.

Foundational Knowledge

Demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in the Arts, with a focus on music, from ca. 1720 to the present day.

Communication

Communicate effectively through writing with diverse audiences about music, culture and the arts from ca. 1720 to the present day.

Cultural Awareness

Identify and describe the major cultural ideas and styles from the Western cultural tradition from ca. 1720 to the present day.

Life-long Learning

Demonstrate the skills and abilities needed for a life-long critical and evaluative pursuit of art, literature, music, and philosophy

↑Top

World Music Cultures

Traditional music of selected cultures of Asia, Oceania, Africa, Europe, and the Americas, including both folk and art music traditions.

MUSIC
203

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Non-music major status.
Note	For non-music majors.
Taught	Fall
Programs	Containing MUSIC 203

Course Outcomes

Diversity

Students will recognize the diversity of aesthetic values among the world's cultures.

Cultural Traditions

Students will understand and appreciate cultural traditions outside of their own.

Ethnocentricity

Students will transcend natural tendencies towards ethnocentricity.

Values and Devotion

Students will discover the various ways in which the arts can express values and devotion.

Top

Honors Introduction to Jazz

Fostering an understanding and appreciation of jazz music within the context of American history and culture.

MUSIC 204

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Non-music major status.
Note	For non-music majors.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Honors Intro to Jazz

- Master a basic vocabulary for describing musical events
- Be able to reproduce a chronology of the most important events (including recordings) in the history of jazz
- Be able to recognize important styles, pieces, and soloists, by ear

Top

Introduction to Jazz

Fostering an understanding and appreciation of jazz music within the context of American history and culture.

MUSIC
204

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Non-music major status.
Note	For non-music majors.
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing MUSIC 204

Course Outcomes

Honors Intro to Jazz

- Master a basic vocabulary for describing musical events
- Be able to reproduce a chronology of the most important events (including recordings) in the history of jazz
- Be able to recognize important styles, pieces, and soloists, by ear

↑Top

Functional Piano Skills 1

Provides music majors with basic keyboarding ability in such areas as sight reading, technique, harmonization, and score reading.

MUSIC 221

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Piano skills determined by entrance diagnostic exam; music major status.
Taught	Fall, Spring
Programs	Containing MUSIC 221

Course Outcomes

221 Functional Piano Skill

At the end of this class, students should be able to:
Play major and minor cadences using tonic, sub-dominant and dominant chords in all keys at a tempo of 80, one chord per beat.

Harmonize Melodies

Harmonize melodies using the assigned accompaniment patterns demonstrating an ability to use chords in root and inverted positions.

Melodies by Ear

Play common melodies by ear using assigned chordal accompaniments.

Improvise Melody

Improvise a melody with the right hand while playing the assigned chordal accompaniment with the left hand.

Major and Harmonic Minor Scales

Play the major and harmonic minor scales that begin on the white keys for one octave up and down the keyboard at a tempo of 100 – two notes per beat.

Sight Reading

Be able to sight read given examples with a minimum of mistakes and hesitations.

Perform Assigned Repertoire

Perform assigned repertoire demonstrating an ability to play expressively while observing all terms and symbols, and fingering, at a tempo appropriate for the piece.

Accompaniment to Solos

Perform assigned accompaniments to solos demonstrating an ability to follow the performance of the soloist.

Top

Functional Piano Skills 2

Continuation of Music 221.

MUSIC 222

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 221; music major status.
Taught	Winter
Programs	Containing MUSIC 222

Course Outcomes

222 Functional Piano Skills

Continuing to build upon skills gained from Mus 221, students will also be able to:
Play the assigned progressions in all keys up to four sharps and four flats at a tempo of 88 per half note.

Harmonize Melodies

Harmonize given melodies using the assigned accompaniment pattern and chord symbols demonstrating ease in moving from chord to the next.

Common Melodies by Ear

By ear, play a common melodies with the right hand as assigned. With the left hand, play a chordal accompaniment using the assigned accompaniment pattern.

Improvisation

Improvise a melody with the right hand while playing the assigned chordal accompaniment with the left hand.

Major and Harmonic Minor Scales

Play major and harmonic minor scales that begin on the white keys for two octaves up and down the keyboard at a tempo of 120 – two notes per beat.

Major and Minor Arpeggios

Play major and minor arpeggios that begin on the white keys for two octaves up and down the keyboard at a tempo of 120 – two notes per beat.

Sight reading

Be able to sight read given examples with a minimum of mistakes and hesitations.

Perform Assigned Repetoire

Perform assigned repertoire demonstrating an ability to play expressively while observing all terms and symbols, and fingering, at a tempo appropriate for the piece.

Perform a Hymn

Perform a hymn of your choice from the LDS hymnbook or from a standard hymnbook from another denomination.

Accompaniment to Solos

Perform accompaniments to solos as assigned demonstrating an ability to follow the performance of the soloist.

Score Reading Example

Prepare a score reading example that relates to your major instrument. Play the line of your instrument and one other line of a differing and transposing instrument.

Top

Instrumental Conducting Techniques

Physical techniques and musical understanding required to conduct an instrumental performance ensemble.

MUSIC 235A

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 193 & MUSIC 195 & MUSIC 197
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 235A

Course Outcomes

Instrumental Conducting

Students will develop the physical techniques and interpretive skills required to be an instrumental conductor.

Instrumental Conducting Technique

Students will be able to:
--Explain and demonstrate the conductor's correct posture, stance, baton grip, and hand/arm position.
--Explain and demonstrate the conductor's preparatory gesture, ictus, rebound, the conducting patterns.
--Demonstrate expressive and ambidextrous use of both hands as it relates to the musical score.
--Conduct in various articulation styles, legato, staccato, marcato, & tenuto
--Conduct clear beat patterns, mixed meter, subdivision, and cuing technique.
--Define musical terms as useful for a conductor., and understand/explain the transpositions of instruments found within a musical score.
--Convincingly conduct a variety of musical excerpts

Top

Choral Conducting Techniques

Physical techniques and musical understanding required to conduct a choral performance ensemble.

MUSIC 235B

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 193 & MUSIC 195 & MUSIC 197
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 235B

Course Outcomes

235B Choral Conducting

Students will demonstrate in their own conducting an understanding of and proficiency with the following techniques: beat patterns, style (legato/marcato), the conducting field, breath releases, melding, the SuperClick, subdivision of beats, fermatas, dynamics, cuing, phrase shaping, irregular meters, and multi metrics.

↑Top

Fundamentals for Choir Directors

Choral repertoire, score preparation, vocal production, vowels, consonants, intonation, blend, balance, warm-up, rehearsal techniques, and teaching basic music skills.

MUSIC
236

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 135 or 235 with grade of B- or better; concurrent enrollment in Music 135 or 235 with instructor's consent.
Taught	Winter

Course Outcomes

236

Students will demonstrate understanding and application of effective, efficient choral rehearsal techniques. Their rehearsal demonstration will show competency with score analysis; planning and pacing the rehearsal; dealing with note, harmonic, rhythmical issues; vowel unification.

Top

Sophomore Recital

Prerecital hearing required at least three weeks before juried recitals.

MUSIC 249

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Concurrent enrollment in Music 260R and instructor's consent.
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 249

Course Outcomes

Recital Review and Performance

Preview the entire recital for the organ faculty at least three weeks prior to the performance, and then perform the recital.

Top

Performance Study

Performance study, private instruction, and studio class.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Note	From one to three hours of daily practice required. Fee.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MUSIC 250R

Course Outcomes

Music 250 - Performance Study, Voice

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

↑Top

Performance Study: Bassoon

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

↑Top

Performance Study: Brass and Percussion

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC
250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Cello

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC
250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Clarinet

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC
250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Note	Fee.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Euphonium

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

↑Top

Performance Study: Flute

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Guitar

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Harp

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Harpsichord

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC
250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

↑Top

Performance Study: Horn

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Oboe

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

↑Top

Performance Study: Organ

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Percussion

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Piano

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Recorder

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Saxophone

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

↑Top

Performance Study: String Bass

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC
250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Strings

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Synthesizer

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Trombone

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Trumpet

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Tuba

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

↑Top

Performance Study: Viola

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Violin

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Performance Study: Voice

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	Music major status (K-12 Choral Emphasis or Elementary Music Specialist Emphasis only).
Note	Fee.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MUSIC 250R

Course Outcomes

Music 250 - Performance Study, Voice

In juried exams and other public performances, students will demonstrate mastery of the basic skills required to perform vocal music in the Western tradition, such as language diction in Engish, Italian, German, and French, balanced vocal production, evenness of scale over a compass of an octave and a half, consistent resonance, and the musical values of accurate pitch, rhythm, dynamics, and phrasing.

Top

Performance Study: Woodwinds

Performance study, private instruction, and studio class. From one to three hours of daily practice required.

MUSIC 250R

Hours	0.5 - 1.0 Credit, 0.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Music 250 - Performance Study

In juried exams and other public performances, students will demonstrate mastery of the basic skills.

Top

Music Technology 1

Music technology concept, principles, and applications. Foundation course in Commercial Music core.

MUSIC 251

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Commercial Music major status or instructor's consent.
Taught	Fall
Programs	Containing MUSIC 251

Course Outcomes

Technology

Students are introduced to the basics of hardware and software technology used in commerical music production. They will demonstrate a working knowledge of sequencing and notation programs.

Audio Technology

Student will become familiar with basic audio principles, including fundamentals of hearing, psycho-acoustics, microphones, speakers, mixing consoles, patch bays, signal processing, etc.

Practical Hands-On Experience

This course focuses on basic audio principles. Students will begin to use studio technology in labs for this course where they can benefit from hands-on experience.

Top

Music Technology 2

Continuation of Music 251. Music technology concept, principles, and applications.

MUSIC 252

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 251
Taught	Winter
Programs	Containing MUSIC 252

Course Outcomes

Career Sampler

Building on the knowledge and skillset gained in Music 251, this class provides an opportunity for students to be introduced to different areas within commerical music and sound, and gives them a chance to briefly "sample" what it's like to be a film composer, a post-production audio engineer, location sound recordist, music producer, studio owner, and a variety of other areas. Students increase thier level of technological competency and ability to execute different types of projects in ProTools, and gain additional nessesary skills associated with each area.

Audio Technology

Students gain a more intermediate level of familiarity with recording equipment, recording and mixing strategies, and software tools.

Audio Production

Students continue to develop additional proficiency in audio and music production techniques by applying various concepts in a number of scenarios.

Practical Hands-On Experience

This course is project based, and involves hands on learning both in class and outside of class while working on a variety of assignments. Students also go on a number of field trips, providing an opportunity to see first hand how professional music and sound facilities function and how various pieces of equipment are used to accomplish certain objectives.

↑Top

Recording Studio 1

Basic recording theory, operational techniques, and procedures.

MUSIC 256

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 251
Taught	Winter
Programs	Containing MUSIC 256

Course Outcomes

Audio Technology

Student will become familiar with basic audio technology: microphones, monitors, mixers, signal processors, digital audio workstations, audio recorders, etc.

Audio Production

Student will achieve an intermediate-level of proficiency in audio production techniques, workflows, processes, common tasks, etc.

Aesthetics

Student will develop a sense of the aesthetic values commonly applied to music production.

Practical Hands-On Experience

This course focuses on experimentation in the studio. Many audio concepts are best understood and appreciated (and greater learning results are achieved) from hands-on demonstration and operation of the involved technology.

Top

Recording Studio 2

Continuation of Music 256.

MUSIC 257

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 256
Taught	Fall
Programs	Containing MUSIC 257

Course Outcomes

Audio Technology

Student will become comfortable with audio technology: microphones, monitors, mixers, signal processors, digital audio workstations, audio recorders, etc.

Audio Production

Student will achieve a more advanced level of proficiency in audio production techniques, workflows, processes, common tasks, etc.

Aesthetics

Student will develop a more advanced sense of the aesthetic values commonly applied to music production. They will also increase in their ability to hear various techniques and strategies used to create industry standard sound and music.

Practical Hands-On Experience

This course focuses on experimentation in the studio. Many audio concepts are best understood and appreciated (and greater learning results are achieved) from hands-on demonstration and operation of the involved technology.

Top

Psychology of Performance

Psychological skills for performers. Topics include audition preparation, conquering stage fright, preventing overuse injury, attention control, creativity. Skills applicable to any performance situation.

MUSIC
259

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MUSIC 259

Course Outcomes

Psychology of Performance

Students completing this course will be able to:
1. Have the skills to manage anxiety through the implementation of relaxation training.
2. Use mental visualization to enhance their performance and their performance preparation.
3. Use the 5 stages of the performance process to support future performance.
4. Create an optimal performance mindset.
5. Approach a performance with confidence.
6. Break through what is limiting their self expression.
7. Step up, risk and enjoy performing.

Top

Performance Instruction

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 260R

Course Outcomes

Performance Instruction

By preparing for and attending weekly lessons, students will develop their technique, and strengthen their interpretive skills.

↑Top

Performance Instruction: Bassoon

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Instruction: Brass and Percussion

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will apply their knowledge of songwriting they have learned from other courses directly to their projects for this course. Although songwriting isn't directly taught in this course, it is expected that students apply proven songwriting techniques. This includes song form, the craft of lyric writing, using a golden brick, writing proper bridges, introductions, chord progressions and etc.

↑Top

Performance Instruction: Cello

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Applied Cello Instruction

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Clarinet

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Instruction: Contemporary Voice

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter
Programs	Containing MUSIC 260R

Course Outcomes

Work Ethic

By preparing for and attending weekly lessons, students will develop their technique, and strengthen their interpretive skills.

Top

Performance Instruction: Euphonium

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will apply their knowledge of songwriting they have learned from other courses directly to their projects for this course. Although songwriting isn't directly taught in this course, it is expected that students apply proven songwriting techniques. This includes song form, the craft of lyric writing, using a golden brick, writing proper bridges, introductions, chord progressions and etc.

Top

Performance Instruction: Flute

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Instruction: Guitar

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will apply their knowledge of songwriting they have learned from other courses directly to their projects for this course. Although songwriting isn't directly taught in this course, it is expected that students apply proven songwriting techniques. This includes song form, the craft of lyric writing, using a golden brick, writing proper bridges, introductions, chord progressions and etc.

Top

Performance Instruction: Harp

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Harpsichord

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students completing this course will be able to:
1. Have the skills to manage anxiety through the implementation of relaxation training.
2. Use mental visualization to enhance their performance and their performance preparation.
3. Use the 5 stages of the performance process to support future performance.
4. Create an optimal performance mindset.
5. Approach a performance with confidence.
6. Break through what is limiting their self expression.
7. Step up, risk and enjoy performing.

Top

Performance Instruction: Horn

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Performance Instruction: Oboe

Private instruction and studio class.

MUSIC
260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Performance Instruction: Organ

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 260R

Course Outcomes

Work Ethic

Students completing this course will be able to:
1. Have the skills to manage anxiety through the implementation of relaxation training.
2. Use mental visualization to enhance their performance and their performance preparation.
3. Use the 5 stages of the performance process to support future performance.
4. Create an optimal performance mindset.
5. Approach a performance with confidence.
6. Break through what is limiting their self expression.
7. Step up, risk and enjoy performing.

Top

Performance Instruction: Percussion

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Piano

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 260R

Course Outcomes

Performance and Repertoire

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Saxophone

Private instruction and studio class.

MUSIC
260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Performance Instruction: String Bass

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will apply their knowledge of songwriting they have learned from other courses directly to their projects for this course. Although songwriting isn't directly taught in this course, it is expected that students apply proven songwriting techniques. This includes song form, the craft of lyric writing, using a golden brick, writing proper bridges, introductions, chord progressions and etc.

Top

Performance Instruction: Strings

Private instruction and studio class.

MUSIC
260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will apply their knowledge of songwriting they have learned from other courses directly to their projects for this course. Although songwriting isn't directly taught in this course, it is expected that students apply proven songwriting techniques. This includes song form, the craft of lyric writing, using a golden brick, writing proper bridges, introductions, chord progressions and etc.

Top

Performance Instruction: Synthesizer

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Instruction: Trombone

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Trumpet

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Performance Instruction: Tuba

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Viola

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Applied Viola Instruction

Students will demonstrate the abillity to perform standard solo repertoire, orchestral excerpts at an appropriate artistic level for their year of study. Students will cultivate technical and musical skills needed to pursue a career in music.

Top

Performance Instruction: Violin

Private instruction and studio class.

MUSIC
260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Applied Violin Instruction

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Performance Instruction: Voice

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 260R

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Instruction: Woodwinds

Private instruction and studio class.

MUSIC 260R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Work Ethic

Students completing this course will be able to:
1. Have the skills to manage anxiety through the implementation of relaxation training.
2. Use mental visualization to enhance their performance and their performance preparation.
3. Use the 5 stages of the performance process to support future performance.
4. Create an optimal performance mindset.
5. Approach a performance with confidence.
6. Break through what is limiting their self expression.
7. Step up, risk and enjoy performing.

Top

Contemporary Vocal Techniques

Contemporary vocal styles and techniques, including pop/belt, stage, and studio singing.

MUSIC 261

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Music 161 or instructor's consent.
Taught	Winter
Programs	Containing MUSIC 261

Course Outcomes

Performance

Students will work on, memorize and perform five song excerpts (Two "classical/legit", [one pre 1966 and one, post 1966] pieces from Musical Theatre literature, two mix/belt pieces from Musical Theatre literature and one Mozart aria. Focus will be on technique, musicianship and interpretation.

Audition Preparation

Students will use musical skill to create coherent 16 bar audition cuts for each of the assigned Musical Theatre pieces

Vocal Technique

Students will enlarge and demonstrate knowledge of vocal anatomy and proper singing technique through a series of quizzes based on information in text

Musical Theatre Literature

Students will enlarge knowledge of Musical Theatre literature by creating a literature list to include, but not limited to, all of the music performed in class.

Self Evaluation

Students will evaluate their own, in class performances by observing video recordings and writing evaluations.

Self Discovery

Through class discussion and personal reflection (journal writing,) students will create a vision for their place in the professional Musical Theatre industry and how best to incorporate the aims of a BYU education into that vision.

Peer Evaluation

Students will evaluate in class performances of peers attending to technique, musicality and communication.

Teaching

Students will develop the ability to analyze and explain concepts and principles of voice production through working one on one with peers in teacher/ student assignments.

Values Development

Students will keep a journal designed to focus on the importance of maintaining strong moral, ethical and spiritual values while functioning within the professional world.

↑Top

Keyboard Foundations 1

Sight-reading, harmonization, improvisation, and technique at the keyboard.

MUSIC
264

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 194 & MUSIC 198 & MUSIC 260R
Taught	Fall
Programs	Containing MUSIC 264

Course Outcomes

Keyboard Foundations - 264

The goal of 264/265 is to give students a strong introduction to various musical skills that they will very likely come across in the professional world. Many of these skills will draw on the student’s knowledge of music theory and become the concrete application of that knowledge.
As keyboard players –they are expected to have the strongest working knowledge of harmony, as the instrument is polyphonic in nature – not homophonic. The ability to see many notes and instantly divide them into harmonic groupings is crucial and a common denominator for nearly every aspect of this class. Sometimes this grouping skill will include adding or subtracting notes from the page, or supplying notes that are only notated by a symbol.
Very often students can play their performance repertoire wonderfully, but are virtually helpless and intimidated when attempting to add or subtract some of their own notes when not written specifically on the page. This tendency represents incomplete musicianship - it is instead only well trained muscles.
The outcomes for this course include sight reading, modulation, score reading, figured bass, transposition and improvisation. After discussing other items that would be considered foundational material for keyboard players in 2012, it was decided that added emphasis would be given to the history of great pianists.

↑Top

Keyboard Foundations 2

Continuation of Music 264.

MUSIC
265

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 264
Taught	Winter, Spring
Programs	Containing MUSIC 265

Course Outcomes

Musical Skills Continued

The goal of 264/265 is to give students a strong introduction to various musical skills that they will very likely come across in the professional world including: Sightreading, Modulation, Open Score Reading, Figured Bass, Transposition and Fakebook Improvisation.

Top

Musicality in the Elementary School

Survey of authentic folk song and art music tonal systems and structures; their use in developing musical intuition through singing, movement, listening, and playing instruments.

MUSIC
271

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Acceptance into the Music Education: Elementary Education Emphasis program.
Taught	

Course Outcomes

Folk Song Analysis

Students will analyze folk songs according to tone sets, scale types, rhythm patterns, and formal structures and create an organized index/retrieval system based on such analysis.

Pitch and Intonation

Students will demonstrate ability to sing children' s songs with accurate pitch and intonation.

Improvisation and Movement

Students will Improvise on piano and drums, patterns to guide young children’ s movement leading to awareness of rhythms, meters, and formal structures.

Accompanying

Students will demonstrate ability to accompany on autoharp or guitar, children’ s folk and traditional songs, showing an understanding of keys and chord patterns.

Dictation, Melody, and Rhythm

Students will take from dictation, folk song melodies and rhythms, and sing with accuracy intervals, pentatonic scales, and modes.

Developmentally Appropriate Learning

Students will be able to explain how children learn, and how they learn music, including an understanding of development at each age, windows of opportunity for learning certain things, and ages and stages of growth.

Teaching Strategies

Students will demontrate different strategies to effectively teach children using the teaching/learning processes explored in class.

Technology in Music Education

Students will demonstrate growth in knowledge of the use of technology in music education. In this class you will be asked to

- a. use finale to input music for flash cards
- b. use the web to investigate music program offerings for young children
- c. use the web to locate businesses that specialize in early childhood music books, instruments,
- and other equipment for music development and exploration
- d. create a song index retrieval system you can use throughout your education career,
- e. review interactive music teaching computer programs available for children

↑Top

Developing Children's Musicality, Grades K--2

Literature-based curriculum design and planning, grades K--2. Issues of pure intonation and vocal/aural development. Microteaching in a demonstration school.

MUSIC
272

Hours	3.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 271
Taught	Winter

Course Outcomes

Technology in Music Education

Students will demonstrate growth in knowledge of the use of technology in music education. In this class you will be asked to
a. use finale to input music for flash cards
b. use the web to investigate music program offerings for young children
c. use the web to locate businesses that specialize in early childhood music books, instruments, and other equipment for music development and exploration
d. create a song index retrieval system you can use throughout your education career,
e. review interactive music teaching computer programs available for children

Folk Song Analysis

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Improvisation and Movement

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Accompanying

Students will demonstrate ability to accompany on autoharp or guitar, children’ s folk and traditional songs, showing an
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Developmentally Appropriate Learning

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each age, windows of opportunity for learning certain things, and ages and stages of growth.

Teaching Strategies

Students will demontrate different strategies to effectively teach children using the teaching/learning processes explored in class.

Top

Percussion Techniques

Accessory and concert percussion instruments and related performance literature.

MUSIC 273A

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Percussion performance major or music education major with percussion emphasis.
Taught	Fall
Programs	Containing MUSIC 273A

Course Outcomes

MUS 273A - Percussion Techniques

Introduce basic concepts utilized in concert percussion performance. The focus will be on instruments that would be the part of a percussion section in a concert band, orchestra, or percussion ensemble.
Students will become familiar with basic techniques on snare drum, bass drum, cymbals, timpani, keyboard percussion and percussion accessory instruments. Application of these techniques will be related to literature as well as an understanding of basic maintenance, tuning and care of the instruments. Students will be able to demonstrate their ability to play these instruments in a variety of ensemble performance situations with confidence.

↑Top

Percussion Techniques

Introduction to world percussion, drum set, and marching percussion techniques.

MUSIC
273B

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Music 273A or instructor's consent.
Taught	Winter
Programs	Containing MUSIC 273B

Course Outcomes

MUS 273B - Percussion Techniques

Students will become familiar with basic techniques on instruments from Africa, Brazil, Cuba, the Middle East, Asia, and other parts of the world. Some exposure to these exotic instruments will take place with an emphasis of “hands on” experiences. Application of these techniques will be related to literature and recordings as well as an understanding of basic maintenance, tuning and care of the instruments. Students will be able to demonstrate their ability to play these instruments in a variety of performance situations with confidence.

↑Top

Exploration of Music Teaching

Teaching experiences and seminars aimed at helping prospective music teachers experience the demands and opportunities associated with teaching secondary music students.

MUSIC 276

Hours	4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	MUSIC 176; FBI fingerprint and background clearance.
Taught	Fall
Programs	Containing MUSIC 276

Course Outcomes

Teaching Process

Students will learn about and execute basic skills of lesson planning and teaching processes, i.e., developing learning objectives, using effective instructional strategies, sequencing instruction, assessing learning, and delivering instruction.

Organizing Instruction

Students will utilize national standards and expanded music literacy concepts to organize instructional content.

Musical Skills

Students will demonstrate basic skills related to two new instruments and to singing.

Theory of Music Teaching

Students will deepen their awareness of and thinking about educational theories underlying music instruction.

Attitudes and Behaviors

Students will develop professional attitudes and behaviors needed for success in the music education major and in the music teaching profession.

Top

Elementary General Music Methods

Methods and materials for teaching general music, K--12. Cognitive development and learning styles as a basis for instructional strategies. Includes Dalcroze, Orff, and Kodaly.

MUSIC
277

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Music 194 and 198 or concurrent enrollment.
Taught	Winter
Programs	Containing MUSIC 277

Course Outcomes

Personal Repertoire Development

Students will increase their personal repertoire of songs for children including songs from other cultures.

Children's Song Pitch, Tone, and Range

Students will sing children' s songs with accurate pitch, rhythm, intonation, style, and in a range appropriate for children' s vocal development.

Music Literature Analysis

Students will analyze music literature (songs and recordings) for teaching developmentally appropriate music concepts.

Teaching Strategies

Students will implement appropriate teaching strategies for teaching elementary general music.

Orff, Dalcroze, MMCP, etc. Pedagogies

Students will apply ideas from the music pedagogies of Orff, Dalcroze, MMCP, Kodaly, ETM in elementary music lesson plans and teaching experiences.

Child Musical Development

Students will develop music learning activities that are consistent with what they learn about child development and musical development, and determine appropriat emeans for assessing student musical learning.

Top

Secondary General Music Methods

Using an experiential approach, exploring ways to provide rich musical experiences for secondary students in general music situations, including mapping, additive approach, and other methods. Effective teaching and classroom management also addressed.

MUSIC 278

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	C- or higher in Music 275.
Taught	Fall
Programs	Containing MUSIC 278

Course Outcomes

Secondary General Methods

Through an experiential appoach, students will become familiar with secondary education methodssuch as mapping, additive approach and other methods. As well, students will receive instruction of effective classroom management.

Top

Topics in Music

Topics vary.

MUSIC 280R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Jazz Improvisation 1

Beginning improvisation: theory and technique.

MUSIC 284

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 194
Taught	Fall, Winter
Programs	Containing MUSIC 284

Course Outcomes

Beginning Jazz Improvisation

Students will learn the fundamentals of jazz improvisation and how to apply them in a performance environment. Such fundamentals will include blues scales and chord progressions, typical jazz chord progressions, melodic patterns for improvisation and others.

↑Top

Introduction to the Music Business

The music business and its models. Guided research topics for all musicians.

MUSIC 286

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music major status.
Taught	Winter
Programs	Containing MUSIC 286

Course Outcomes

Music Business

Music 286 is required in the Commercial Music major and is a recommended elective for all music majors. In the vernacular of the day, we teach, "Don't do the music business; be a music business." The course stresses that all musicians need a business plan, and is taught in a manner relevant for all musicians. The semester's work includes exposure to a variety of guest lectures, and creation of personal semester projects, including research, which take the form of a personal business plan. Retention of material is measured with quizzes and a final exam.

Top

Electronic Music Composition

Introduction to composition with digital audio and related media.

MUSIC 287

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Music 188 or instructor's consent.
Taught	Fall
Programs	Containing MUSIC 287

Course Outcomes

Modern and Experimental Vocabularies via Composition

Introduction to modern and experimental music vocabularies via composition in electronic media.

↑Top

Composition 2

Invention and exploration of sound, control of multivoiced textures and larger forms, and recent art music.

MUSIC 288

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 287
Taught	Winter
Programs	Containing MUSIC 288

Course Outcomes

Composition 2

Intermediate study of composition with modern and experimental music vocabularies.

↑Top

Music Theory for MDT Majors

Music theory, sight singing, aural dictation, and keyboard harmony.

MUSIC 290

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 113; Music dance theatre (MDT) major status.
Taught	Winter
Programs	Containing MUSIC 290

Course Outcomes

Sight Reading

Students will confidently sight read any new piece of music placed in their hands.

Piano Skills

Students will accompany themselves from the chord symbols in sheet music

Accompanying Skills

Students will 'fill in" at the piano whenever the accompanist is absent.

Accompaniment Styles

Students will create functional, pleasant accompaniments to their vocals using chord symbols.

Self Confidence

Students will discover a new level of confidence based on increased competence.

Class Discussion

Through class discussion students will examine BYU's core values and how they can be applied in future career paths.

↑Top

Aural Skills 3

Continued development of aural skills through melodic dictation, rhythm dictation, harmonic dictation, and error detection; listening materials include modal and chromatic melodies, more difficult rhythms, and chromatic chord progressions.

MUSIC 293

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	C- or higher in Music 194; concurrent enrollment in Music 295.
Taught	Fall, Spring
Programs	Containing MUSIC 293

Course Outcomes

Dictation 3

At the conclusion of this course, you should be able to aurally identify compound intervals. You will also be expected to write out rhythms and melodies up to eight bars in length. Finally, you will be asked to write the four parts of harmonic progressions and identify them by roman and arabic numerals (these harmonies will include chromatic harmonies—secondary dominants, borrowed chords, and augmented sixth chords).

Top

Aural Skills 4

Continued development of aural skills through melodic dictation, rhythm dictation, harmonic dictation, and error detection; listening materials include chromatic, modulating, and post-tonal melodies, challenging rhythms, and modulating chord progressions.

MUSIC
294

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	C- or higher in Music 293; concurrent enrollment in Music 296.
Taught	Winter, Summer
Programs	Containing MUSIC 294

Course Outcomes

Dictation 4

In this concluding course in dictation we practice music dictation of four things:
1. linear tetrachords
2. twelve-tone rows
3. syncopated rhythms (always played in four measures of 3/4)
4. modulating chord progressions

Top

Music Theory 3

Extended chromatic techniques and introduction to twentieth-century concepts.

MUSIC 295

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 196; concurrent enrollment in Music 293.
Taught	Fall, Spring
Programs	Containing MUSIC 295

Course Outcomes

Music Theory 3

Students will be able to part-write and analyze (using means covered in Music Theory 1 and 2) in a full range of chromatic harmony (including Neapolitan and augmented sixth chords, as well as enharmonic and common-tone modulations). Students will also be able to identify and analyze impressionist techniques (including types of planing, tall chords, and alternative scales).

Top

Music Theory 4

Set theory, serialism, and late twentieth-century concepts.

MUSIC
296

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 295; concurrent enrollment in Music 294.
Taught	Winter, Summer
Programs	Containing MUSIC 296

Course Outcomes

Music Theory 4

Students will learn how to use pitch-class set analysis (identifying, labeling, and comparing any groups of pitches) and various serial techniques (including the twelve-tone method), as well as to analyze post-impressionistic techniques (bichordalism, polytonality, quartal and quintal harmony, secundal harmony, and pandiatonicism) and identify (and possibly write with) a variety of rhythmic, indeterminate, minimalist, microtonal and possibly other contemporary techniques.

Top

Sight Singing 3

Continued development of aural skills through sight-singing, rhythm reading, and improvisation; emphasis on modal and chromatic melodies and advanced rhythms.

MUSIC 297

Hours	0.5 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	C- or higher in Music 198.
Taught	Fall, Spring
Programs	Containing MUSIC 297

Course Outcomes

Sight singing

Students continue to develop skills in sight singing, as built on the foundations of Sight Singing 1 and 2.

↑Top

Sight Singing 4

Continued development of aural skills through sight singing, rhythm reading, and improvisation; emphasis on chromatic and modulating melodies and challenging rhythms.

MUSIC 298

Hours	0.5 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	C- or higher in Music 297.
Taught	Winter, Summer
Programs	Containing MUSIC 298

Course Outcomes

Sight Singing

Students build on the fundamentals of sight singing 1,2 and 3.

↑Top

Music Theatre in Contemporary Culture

Analysis of the form, evolution, and influence of music dance theatre in Western culture.

MUSIC 300

Hours	1.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 290; concurrent enrollment in Dance 300 and TMA 300.
Taught	Fall
Programs	Containing MUSIC 300

Course Outcomes

MDT Analysis and Communication

Students will be able to analyze, synthesize and articulate the significant facets of music, dance and theatre within the historical context of the musical theatre genre.

↑Top

Survey of Music Literature 1

Survey of musical genres, forms, styles, and performance practices from antiquity to the Enlightenment.

MUSIC
301

Hours	2.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 294 & MUSIC 296 & MUSIC 298; Music major status; Music 201 & 202, or equivalent.
Taught	Fall, Winter
Programs	Containing MUSIC 301

Course Outcomes

Music History

- Identify simple elements of the major historical art music styles from Antiquity to the Enlightenment.
- Demonstrate familiarity with selected representative musical works from these historical periods
- Use appropriately the terminology associated with the study of these repertories.
- Think, speak, and write clearly and effectively about the music from this time period.

↑Top

Survey of Music Literature 2

Survey of musical genres, forms, styles, and performance practices in the 18th and 19th centuries.

MUSIC
302

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 294 & MUSIC 296 & MUSIC 298; Music major status; Music 201 and 202, or equivalent.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing MUSIC 302

Course Outcomes

Music History

- Identify simple elements of the major historical art music styles in the18th and 19th centuries.
- Demonstrate familiarity with selected representative musical works from these historical periods
- Use appropriately the terminology associated with the study of these repertories.
- Think, speak, and write clearly and effectively about the music from this time period.

↑Top

Survey of Music Literature 3

Survey of music genres, forms, styles, and performance practices from the late Romantic era to the present.

MUSIC
303

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 294 & MUSIC 296 & MUSIC 298; Music major status; Music 201 & 202, or equivalent.
Taught	Fall, Winter, Summer Contact Department
Programs	Containing MUSIC 303

Course Outcomes

Music History

- Identify simple elements of the major historical art music styles from the late Romantic era to the present day.
- Demonstrate familiarity with selected representative musical works from these historical periods
- Use appropriately the terminology associated with the study of these repertories.
- Think, speak, and write clearly and effectively about the music from this time period.

Top

World Music

Exploration of music making from a global perspective.

MUSIC
307

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 194 & MUSIC 196 & MUSIC 198; Music major status; Music 201, 202 or equivalent.
Taught	Fall, Winter
Programs	Containing MUSIC 307

Course Outcomes

Understanding of Non-Western Musical Practices

Students will be able to demonstrate an understanding of the methods of musical creativity in several non-Western cultures, including various approaches to melodic, rhythmic, timbral, and formal organization.

They will also be able to identify various musical instruments as well as the methods through which various cultures conceptualize and taxonomize instruments, and be able to show an understanding of how various modes of musical transmission (oral tradition, notation, media) affect musical practices over time.

Music, Values, and "Cross-Domain Mapping"

Students will articulate how a culture's values can be embodied and discerned within musical practices.

Students will learn how music's organizational principles (see the previous learning outcome) can be mapped onto various non-musical aspects of that culture. In other words, students will be able to observe and articulate how the way a music *sounds* relates to what that music *means*. Some areas of exploration related to this learning outcome could include:

- musical practices in various cultures that project power and legitimacy within political contexts
- musical practices in various cultures that reinforce social cohesion in a community context
- musical practices in various cultures that convey reverence or worship in a religious context

In discussions, assignments, and essays, students will use this concept of "cross-domain mapping" to articulate the connection between sound and meaning in various musical contexts. They will also use this as a basis to for written self-reflection:

- How does the music *the students themselves* use in personal, social, and religious contexts resonate with their personal, community, and religious beliefs and values?
- How do LDS musical practices, for example, reflect, shape, and strengthen Mormon identity?

Ethnomusicology as a Path to Cultural Understanding

Students will be able to articulate and demonstrate how the discipline of ethnomusicology and the scholarly methods it entails foster cross-cultural awareness, understanding, and empathy.
Students will fulfill this objective by reading about the history and practices of ethnomusicology as an academic discipline, studying the methods and ethical considerations applied in ethnomusicological fieldwork, writing about their findings in assignments and exam essays, and completing a review of a scholarly monograph based on ethnomusicological fieldwork. Students will articulate in a written essay how the goals, methodologies, and ethical standards of the discipline of ethnomusicology align with the purposes and outcomes articulated in BYU's Global and Cultural Awareness Foundation Document.

Music and Global Change

Students will demonstrate an understanding of the ways in which music reflects and contributes to large-scale international and intercultural changes.
Students will examine the ways in which major changes such as colonial and postcolonial political shifts, international economic developments, new media technologies, shifting social norms, religious proselytizing, etc., affect and are affected by musical practices. Students will demonstrate an understanding of musical culture as a continual interplay of tradition, hybridization, retrenchment, and change, and will be able to draw on various specific musical case studies to reflect on the complex cultural issues globalism raises. These case studies could include such things as:

- How various historical encounters, from the Silk Road to the Crusades to the World Fairs of the late 19th and 20th centuries, contributed to musical cross-pollination.
- How a Colombian soap opera helped turn a little-known provincial folk music style into an international phenomenon.
- How the advent of the recording industry in India dramatically changed the role of women in Indian classical music.
- How a Tibetan folk musician living in the U.S. balances his sense of stewardship over his tradition with the desire to broaden his audience.
- How members of the LDS Church throughout the world navigate the relationship between local traditional culture and shared LDS culture through the musical celebrations that precede temple dedications.
- Etc.

↑Top

History of Jazz

Survey of jazz history, emphasizing periods, styles, and artists through the analysis of published transcriptions and arrangements.

MUSIC
308

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 194 & MUSIC 196 & MUSIC 198; Music major status; Music 201, 202 or equivalent.
Taught	Fall, Winter
Programs	Containing MUSIC 308

Course Outcomes

Aural

Master an assigned repertory of classic jazz recordings.

Written

Be able to describe the main differences between important styles and artists.

Application

Learn to transcribe and analyze jazz solos

↑Top

Vocal Techniques for Choir Men

Vocal training to prepare student for participation in an advanced choral ensemble. Topics will cover vocal technique, sight singing, and choral musicianship.

MUSIC 309

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Learning Outcome

Men will demonstrate in their singing the ability to sing with proper breathing, phonation, resonation, and articulation. Men will access head tone, showing it to be part of their overall vocal technique.

Top

University Chorale

MUSIC
311R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Note	No audition required.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 311R

Course Outcomes

University Chorale

Students will demonstrate in performance their ability to read, learn, memorize, and polish the choral literature chosen as the choir's repertoire for the semester, together with all the specific technical and musical demands of the chosen music.

Top

Men's Chorus

MUSIC 312R

Hours	1.0 Credit, 0.0 Lecture, 5.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MUSIC 312R

Course Outcomes

Men's Chorus

Students will learn to:
1. Rehearse selected choral repertoire in disciplined, efficient manner, in order to perform with excellence.
2. Develop a personal understanding of the details that contribute to choral excellence; healthy vocal technique, precision, blend, intonation, artistry.
3. Participate in choral performances that display the ensemble’s mastery of the above.

Top

Women's Chorus

MUSIC 313R

Hours	1.0 Credit, 0.0 Lecture, 5.0 Lab
Prerequisites	Audition and director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 313R

Course Outcomes

Women's Chorus

1. Rehearse selected choral repertoire in disciplined, efficient manner, in order to perform with excellence.
2. Develop a personal understanding of the details that contribute to choral excellence; healthy vocal technique, precision, blend, intonation, artistry.
3. Participate in choral performances that display the ensemble’s mastery of the above.

↑Top

Concert Choir

MUSIC 314R

Hours	1.0 Credit, 0.0 Lecture, 5.0 Lab
Prerequisites	Audition and director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 314R

Course Outcomes

Concert Choir

Students will learn to:
1. Rehearse selected choral repertoire in disciplined, efficient manner, in order to perform with excellence.
2. Develop a personal understanding of the details that contribute to choral excellence; healthy vocal technique, precision, blend, intonation, artistry.
3. Participate in choral performances that display the ensemble’s mastery of the above.

Top

University Singers

MUSIC 315R

Hours	1.0 Credit, 0.0 Lecture, 5.0 Lab
Prerequisites	Audition and director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 315R

Course Outcomes

University Singers

Students will demonstrate in performance their ability to read, learn, memorize, and polish the choral literature chosen as the choir’s repertoire for the semester, together with all the specific technical and musical demands of the chosen music.

Top

Opera Workshop

Training and experience in operatic choral music and stage movement.

MUSIC
316R

Hours	1.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Audition and instructor's consent.
Taught	Fall
Programs	Containing MUSIC 316R

Course Outcomes

Operatic Performance Technique

Students will learn the performance techniques required to sing art songs and operatic arias from the western classical vocal traditions.

Class Performance

Students will apply these skills in the performance of songs or arias in the class.

Top

Opera Ensemble

Training and experience in operatic excerpts, chamber opera, and full productions for operatic soloists.

MUSIC 317R

Hours	0.5 - 3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	Audition and instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MUSIC 317R

Course Outcomes

Opera Ensemble

Through performance opportunities before an audience, students will demonstrate a more comprehensive understanding of the basic skills taught in the Opera Workshop course (See Learning Outcomes for the respective courses; Mus 316R and 616R).

Top

Music Theatre Ensemble

Auditioned chorus or orchestra for opera or music dance theatre productions.

MUSIC 318R

Hours	1.0 Credit, 0.0 Lecture, 5.0 Lab
Prerequisites	Audition and instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 318R

Course Outcomes

[Title]

This course is currently not offered.

↑Top

Young Ambassadors

Participation as soloists, coaches, or directors in music dance theatre performances.

MUSIC
320R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Audition and director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 320R

Course Outcomes

Music Dance Theatre in History

Students will explore the Music Dance Theatre tradition of America as they learn song and dance sequences from the American Songbook.

Increased Proficiency

Students will progress in their level of proficiency in dance and singing through intensive rehearsal and frequent performance opportunities.

Service

Students will serve in the community, in public schools, and with service organizations nationally and internationally to build bridges of understanding between cultures and peoples.

↑Top

University Orchestra

MUSIC 321R

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No audition required. Does not satisfy large ensemble requirement for majors.
Taught	Fall, Winter
Programs	Containing MUSIC 321R

Course Outcomes

321R University String Orchestra

The University Orchestra seeks to further the musical development of its musicians, to increase appreciation and understanding of standard works in orchestra repertoire,and to experience the joy of making music alongside fellow non-music majors.

↑Top

University String Orchestra

MUSIC
321R

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No audition required. Does not satisfy large ensemble requirement for majors.
Taught	Fall, Winter

Course Outcomes

321R University String Orchestra

The University String Orchestra seeks to further the musical development of its musicians, to increase appreciation and understanding of standard works in string orchestra repertoire,and to experience the joy of making music alongside fellow non-music majors.

Top

University Band

MUSIC 322R

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No audition required. Does not satisfy large ensemble requirement for majors.
Taught	Winter
Programs	Containing MUSIC 322R

Course Outcomes

322R University Band

Students should be able to apply the musical principles of individual, section, and ensemble musical tone production, correct notes, rhythms and dynamics, balance and blend. Students should be able to demonstrate application of these principles by successfully performing college-level band repertoire in a formal concert at semester's end.

Performance Proficiency

Students will expand individual confidence and performance proficiency through the medium of a large ensemble.

Critical Listening Skills

Students will develop and demonstrate critical listening skills through the performance of wind band literature.

Aesthetic Sensitivity

Students will expand their asethetic horizons by developing an appreciation and understanding of various peoples and their cultures as expressed through music.

Top

Marching Band

MUSIC 323R

Hours	1.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Audition or director's consent.
Taught	Fall
Programs	Containing MUSIC 323R

Course Outcomes

323R Marching Band

As learning outcomes, students should be able to apply the musical principles of individual, section, and ensemble musical tone production, correct notes, rhythms and dynamics, balance and blend, and correct marching execution. Students should be able to demonstrate application of these principles by successfully performing college-level marching band repertoire in rehearsal and performances.

Top

Cougar Band

MUSIC 324R

Hours	1.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Audition or director's consent.
Taught	Winter
Programs	Containing MUSIC 324R

Course Outcomes

324R Cougar Band

As learning outcomes, students should be able to apply the musical principles of individual, section, and ensemble musical tone production, correct notes, rhythms and dynamics, balance and blend. Students should be able to demonstrate application of these principles by successfully performing college-level pep band repertoire in rehearsals and performances.

Learning Outcomes

Members of the ROC Bands will be able to perform selected music at basketball games in a highly efficient and musical manner and exemplify BYU and its standards in dress, decorum, and sportsmanship.

Performance Proficiency

Students will expand individual confidence and performance proficiency through the medium of a large ensemble.

Critical Listening Skills

Students will develop and demonstrate critical listening skills through the performance of marching band literature.

Aesthetic Sensitivity

Students will expand their asethetic horizons by developing an appreciation and understanding of various peoples and their cultures as expressed through music.

Top

Symphonic Band

MUSIC 325R

Hours	1.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 325R

Course Outcomes

Performance Proficiency

Students will expand individual confidence and performance proficiency through the medium of a large ensemble.

Critical Listening Skills

Students will develop and demonstrate critical listening skills through the performance of wind band literature.

Aesthetic sensitivity

Students will expand their aesthetic horizons by developing an appreciation and understanding of various peoples and their cultures as expressed through music.

↑Top

Wind Symphony

MUSIC 326R

Hours	1.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 326R

Course Outcomes

Performance Proficiency

Students will expand individual confidence and performance proficiency through the medium of a large ensemble.

Critical Listening Skills

Students will develop and demonstrate critical listening skills through the performance of band literature.

↑Top

Script, Movement and Score Analysis

The integration into performance of information gathered from careful research and analysis of movement style, script and score.

MUSIC
328

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TMA 229; Music dance theatre BFA major status; concurrent enrollment in Dance 328 and TMA 328.
Recommended	Concurrent enrollment in Music 300, Dance 300, and TMA 300.
Taught	Fall
Programs	Containing MUSIC 328

Course Outcomes

Landmark Music Theatre Works Record

Students will compile a written record of these ‘landmark’ musical theatre works as a personal resource guide

Landmark Productions in American Musical Theatre

Students will be familiar with the selected ‘landmark’ productions of the American musical theatre.

Performance Improvement

Students will learn to implement into their musical theatre performance essential acting, vocal, and movement skills as outlined in the evaluation forms

Performance Ratings

Student performance work will be consistently rated in the 3.5 and above category based on the 5 point evaluation form scale.

Integrating Performance Feedback

Students will be able to integrate into their performance detailed feedback from faculty/peers.

Professional Conduct

Students will approach their work in a competent, courteous and professional manner.

↑Top

Folk Ensemble

Traditional bluegrass ensemble.

MUSIC 329R

Hours	1.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	Director's consent.
Note	Performs with BYU International Folk Dancers.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 329R

Course Outcomes

Folk Music Learning Outcomes

Folk Music students will learn to be team players as ensembles members. All Folk Music students are required to perform at least one time per semester. As students become better team players in their respective ensembles they will also learn management, leadership, and music performance, and music arranging skills. These skills will help them to proliferate music in their future lives and families.

Top

Steel Band

MUSIC 330R

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 330R

Course Outcomes

MUS 330R - Steel Band

Students should be exposed to music outside the Western European tradition. Most of the music performed in this ensemble includes Calypso and Soca styles from the island nation of Trinidad and Tobago. We will sometimes include a pop or classical number, but most of the time we will focus on "groove" music. This means that having a conductor will be rare and the student is expected to listen and learn how to contribute to that "groove".

Top

Jazz Combos

MUSIC 331R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 331R

Course Outcomes

Jazz Combos

Students will learn how to function in a traditional jazz combo setting, including learning head charts, standard lead sheet tunes, and arrangements. They will also further their knowledge of and experience in improvising in a typical professional performance setting in a variety of jazz styles.

Top

Show Band

Contemporary and traditional show music (Young Ambassadors) and ethnic music (Living Legends).

MUSIC
332R

Hours	1.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 332R

Course Outcomes

Young Ambassador Show Band

The goal of the Young Ambassadors Show Band is that each member will:
· Develop, improve, and hone their technique and skill on their respective instruments
· Expand their talents and abilities as a performing artist
· Broaden their knowledge of, and facility in performing differing styles of popular and jazz music idioms
· Increase their ability to communicate, through performing, their love for and joy of music
· Deepen their awareness of how their efforts, talents and abilities can touch and inspire the lives of those whom they meet, or for whom they perform, and realize more profoundly how such efforts, talents and abilities can assist the Lord in His work.

Top

Show Band

Contemporary and traditional show music (Young Ambassadors) and ethnic music (Living Legends).

MUSIC 332R

Hours	1.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will deepen their understanding of how music and show band are related.

Top

Jazz Ensemble

Includes Jazz Ensemble (big band), Jazz Lab Band (entry-level big band), and Vocal Jazz Ensembles.

MUSIC
333R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 333R

Course Outcomes

Jazz Ensemble

Students will learn how to perform in a traditional big band setting. Standard and representative repertoire from the various jazz styles will be taught and explored in this course.

Top

Jazz Lab Band

MUSIC 333R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Jazz Lab Band

Students will learn to perform in the traditional jazz big band idiom. Music will be selected from the standard and contemporary jazz repertiore.

Top

Vocal Jazz Ensemble

MUSIC 333R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	
Programs	Containing MUSIC 333R

Course Outcomes

Jazz Voices

Students will learn proper vocal techniques in the vocal jazz idiom and will learn how to perform music from the traditional vocal jazz repertiore.

Objectives

- To provide students a high quality vocal jazz experience and instruction.
- To provide an environment of spiritual, academic, musical and emotional growth.
- To provide opportunities to learn about jazz/music; its development, construction and expression.
- To create awareness about vocal jazz history, performance, standards, styles and improvisation.
- To engage artistically at the highest levels of complexity and competence.
- To develop improvisation skills and performance techniques, both as a group and as soloists.
- To rehearse and perfect high quality literature that will represent a wide range of jazz/contemporary/musical periods and styles.

Top

Synthesis

MUSIC 334R

Hours	1.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 334R

Course Outcomes

Synthesis

Students will learn to perform in a traditional big band setting. Music will be selected from the standard and representative repertoire of jazz styles.

↑Top

Jazz Legacy Band

Traditional ensemble specializing in early jazz. Band occasionally tours off campus.

MUSIC
335R

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 335R

Course Outcomes

Style

Students will perform traditional jazz, improvising within the traditional jazz tutti texture. Each student will demonstrate the roll of his or her instrument within the context of traditional jazz.

Improvisation

Each student will improvise solos in the style of the early jazz masters who play his or her instrument.

Performance Routines

Students will play typical introductions, endings, solo backgrounds, texture routines characteristic of traditional jazz styles

25 Standard "Dixieland" tunes

Students will demonstrate the ability to play 25 "Dixieland Standards." These are among the most commonly performed tunes that are played by professional "Dixieland" bands at casual performance engagements (gigs).
Standard tunes:

1. Avalon
2. Basin Street Blues
3. Big Butter and Egg Man
4. Black and Blue
5. Bourbon Street Parade
6. Do You Know What it Means
7. High Society
8. I Can't Give You Anything But Love
9. I Found A New Baby
10. Indiana (Back Home Again in)

11. Ja Da
12. Just A Closer Walk With Thee
13. Muskrat Ramble
14. Royal Garden Blues
15. St. James Infirmary
16. St. Louis Blues
17. Struttin' With Some Barbecue
18. Sweet Georgia Brown
19. That's A Plenty
20. Tin Roof Blues
21. Twelfth Street Rag
22. Up a Lazy River
23. When the Saints Go Marching In
24. When You're Smiling
25. Won't You Come Home Bill Bailey

↑Top

Balinese Gamelan

Playing and performing on the Balinese gamelan (percussion) instruments.

MUSIC 336R

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing MUSIC 336R

Course Outcomes

Mental and Technical Skill

Students participating in Gamelan will learn the mental and technical skills required to memorize and perform works from the traditional Balinese gamelan repertoire, including becoming proficient on one or more of the instruments in the ensemble.

Social and Religious Culture

Students will also use music as a window into the relationship between Balinese musical practice and Balinese social and religious culture, and, more broadly, develop a deep appreciation for this music's profound contribution to the life experience.

Interconnected Global Society

In the spirit of BYU's global mission and the breadth of educational experience advocated in BYU's guiding documents, successful students in gamelan will develop a greater understanding of and respect for music and traditions outside of their native experience. This respect will better prepare them to represent BYU and the Church in an increasingly interconnected global society.

Top

Symphony Orchestra

MUSIC 337R

Hours	1.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 337R

Course Outcomes

Performance

Students will enhance their performance proficiency through large ensemble playing.

↑Top

Philharmonic Orchestra

MUSIC
338R

Hours	1.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 338R

Course Outcomes

338R Philharmonic Orchestra

The BYU Philharmonic seeks to discover the truth imbedded in the greatest works for symphony orchestra through study, preparation, and performance, both for its own musicians and for audiences who hear them.

Top

Chamber Orchestra

MUSIC
339R

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Audition.
Taught	Fall, Winter
Programs	Containing MUSIC 339R

Course Outcomes

339R Chamber Orchestra

The Chamber Orchestra seeks to discover the truth imbedded in the greatest works for chamber orchestra through study, preparation, and performance, both for its own musicians and for audiences who hear them. The orchestra bears the responsibility of representing the School of Music, the University, and the Church through regional, national, and international tours.

Top

Harp Ensemble

MUSIC 340R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 340R

Course Outcomes

Harp Ensemble

The expected outcomes of this course are improved ensemble playing and arranging skills, and an expanded ensemble repertoire for each student

↑Top

Brass Chamber Music

MUSIC 341R

🕘 **Hours**	1.0 Credit, 1.0 Lecture, 2.0 Lab
☑ **Prerequisites**	Director's consent.
Taught	Fall, Winter, Spring
🎓 **Programs**	Containing MUSIC 341R

Course Outcomes

Ensemble Performance

Students will demonstrate the ability to perform standard chamber ensemble music at an appropriate artistic level for their year of study.

↑Top

Brass Choir

MUSIC 341R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter, Spring

Course Outcomes

Ensemble Performance

Students will demonstrate the ability to perform standard brass choir music at an appropriate artistic level for their year of study.

Top

Brass Ensemble

MUSIC
341R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter, Spring

Course Outcomes

Ensemble Performance

Students will demonstrate the ability to perform standard brass ensemble music at an appropriate artistic level for their year of study.

Top

Trombone Choir

MUSIC 341R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter, Spring

Course Outcomes

Ensemble Performance

Students will demonstrate the ability to perform standard trombone choir music at an appropriate artistic level for their year of study.

Top

Early Music Ensemble

MUSIC 342R

Hours	1.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 342R

Course Outcomes

Historical Performance Practice

Students will gain practical experience in historical performance practices.

Top

Guitar Enseble

MUSIC 343R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 343R

Course Outcomes

Guitar Ensemble

Students will gain ensemble experience with other guitarists, develop better sight-reading skills, and perform in a formal setting during the semester.

Top

Keyboard in Ensemble

Accompanying and ensemble performance.

MUSIC 344R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Music 260R or instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 344R

Course Outcomes

Ensemble Playing

Skills to Develop in 344r:
1. Understand how to best balance their playing with another instrument and comprehend how that balance evolves to meet the needs of different instruments.
2. Understand how to communicate musical ideas through body language.
3. Develop musical "ESP". This is achieved when a pianist works with the same person over a long period of time, and develops better sensitivity. The pianist and soloist can sense changes in tempi, phrasing, and dynamics through concentrated listening, needing almost no visual contact.
4. Understand the subtext of the score.
5. Develop a genuine appreciation for the art of the accompanist.

Top

Percussion Ensemble

MUSIC 345R

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 345R

Course Outcomes

MUS 345R - Percussion Ensemble

To expose students to the music written for percussion ensemble, to help students develop technique(s) on a myriad of instruments while contributing musically, and to present musical situations with and without a conductor. The percussion parts in a percussion ensemble differ drastically from those found in traditional orchestral and band percussion scores in that most performers must be not only rhythmically proficient, but melodically, harmonically and texturally expressive.

Top

Baroque Ensemble

MUSIC
346R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

String Chamber Music

MUSIC 346R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 346R

Course Outcomes

String Chamber Music

There are four main areas of student outcomes important for this course: the building of repertoire, experience performing, exploring the enormous variety of timbre and color in the chamber music setting, and artistically improving how to communicate musically with performing colleagues, as well as the audience.

Top

String Trios, Quartets, etc

MUSIC 346R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

A Cappella Ensemble

For Noteworthy and Vocal Point.

MUSIC 347R

Hours	1.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 347R

Course Outcomes

Vocal Point

The desired outcome of vocal point is to represent the School of Music and BYU to the World with a high degree of artistry and capturing the personality of our campus, through the medium of male a cappella choral music.

Ensemble Performance

The desired outcome of A Cappella Ensemble is to represent the School of Music and BYU to the World with a high degree of artistry and capturing the personality of our campus, through a cappella ensemble music.

Top

Flute Choir

MUSIC 348R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Performance

Students will demonstrate performance proficiency on their instrument within the context of woodwind chamber music.

Top

Saxophone Enseble

MUSIC
348R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter, Spring

Course Outcomes

Ensemble Performance

--Students will rehearse and perform saxophone ensemble music
--Depending on the music chosen, students will learn varying styles from the woodwind chamber repertory
--Students will demonstrate critical listening skills within the context of a chamber music ensemble.

↑Top

Woodwind Chamber Music

MUSIC 348R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 348R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Woodwind Ensemble

MUSIC
348R

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Director's consent.
Taught	Fall, Winter, Spring

Course Outcomes

Ensemble Performance

--students will rehearse and perform woodwind ensemble music
--depending on the music chosen, students will learn varying styles from the woodwind chamber repertory
--Students will demonstrate critical listening skills within the context of a chamber music ensemble.

Top

Junior Recital

MUSIC 349

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Concurrent enrollment in Music 360R or 460R and instructor's consent. Prerecital hearing required at least three weeks before juried recitals.
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 349

Course Outcomes

Full Recital

Students will perform a full recital of repertory, artistically appropriate to the year of study.

Top

Audio Applications 1

Advanced concepts in digital sound editing.

MUSIC 351

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 257
Taught	Fall
Programs	Containing MUSIC 351

Course Outcomes

Audio Technology

Students will become familiar with basic audio workstations; particularly the use of ProTools. Basic editing and recording principles using a workstation are taught, including, importing of files, editing, signal processing, and recording.

Practical Hands-On Experience

This course focuses on experimentation in an audio workstation. Each student will have a workstation available to them in the classroom. This hands-on experience allows the students to follow demonstrations and accomplish tasks on their own workstation. They will be given several projects to accomplish on their own as well.

Audio Production

Students will achieve an intermediate-level of proficiency in digital audio editing and recording techniques.

Top

Audio Applications 2

Advanced concepts in digital sound editing.

MUSIC 352

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 257
Taught	Winter
Programs	Containing MUSIC 352

Course Outcomes

Audio Technology

Students will use basic audio workstations; and particularly ProTools to perform advanced editing. Audio workstation are used to import files, edit, and produce recordings.

Practical Hands on Experience

This course focuses on advanced use of an audio workstation. Each student will have a workstation available to them in the classroom. This hands-on experience allows the students to follow demonstrations and accomplish tasks on their own workstation. They will be given several projects to accomplish on their own as well.

Editing

Students will achieve advanced proficiency in digital audio editing and recording techniques.

Top

Digital Projects 1

MUSIC
355R

Hours	1.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	MUSIC 251; or MUSIC 257
Taught	Fall, Winter

Course Outcomes

355R

Music 355R is the final digital projects class before graduation. The assignment is to produce a commercially viable stereo recording utilizing skills acquired from all previous class work, both artistic and technical.

↑Top

Digital Projects 2

MUSIC
355R

Hours	1.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	MUSIC 251; or MUSIC 257
Taught	Fall, Winter

Course Outcomes

355R

Music 355R is the final digital projects class before graduation. The assignment is to produce a commercially viable stereo recording utilizing skills acquired from all previous class work, both artistic and technical.

Top

Recording Workshop

Studio projects in multitrack recording for records, broadcast, film, and television.

MUSIC 355R

Hours	1.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	MUSIC 257
Taught	Fall, Winter
Programs	Containing MUSIC 355R

Course Outcomes

355R

Music 355R is the final recording projects class before graduation. The assignment is to produce a commercially viable stereo recording utilizing skills acquired from all previous class work, both artistic and technical.

Top

System Design Projects

MUSIC
355R

Hours	1.0 Credit, 1.0 Lecture, 5.0 Lab
Prerequisites	MUSIC 251; or MUSIC 257
Taught	Fall, Winter

Course Outcomes

355R

Music 355R is the final system design projects class before graduation. The assignment is to produce a commercially viable stereo recording utilizing skills acquired from all previous class work, both artistic and technical.

Top

Performance Study

Private instruction and studio class requiring from one to four hours of daily practice.

MUSIC 359R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; completion of degree requirements in 260R, 360R, and 460R; instructor's consent.
Note	Fee.
Taught	Fall, Winter, Spring
Offered	For those who have completed private instruction requirements for their degree.

Course Outcomes

Performance Study

By preparing for and attending weekly lessons, students will develop their technique, improve their tonal concepts and strengthen their interpretive skills.

↑Top

Performance Instruction

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 360R

Course Outcomes

MUS 360R

Students will learn how to improve their technical facility and artistic expression in their chosen area of musical study.

Top

Performance Instruction: Bassoon

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

↑Top

Performance Instruction: Brass and Percussion

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Cello

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Instruction: Clarinet

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Conducting

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Contemporary Voice

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Performance Instruction: Euphonium

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Flute

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Guitar

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Harp

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Solo Performance

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

↑Top

Performance Instruction: Harpsichord

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Horn

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Oboe

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Organ

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 360R

Course Outcomes

Performance and Repertoire

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Percussion

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Piano

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 360R

Course Outcomes

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes at an appropriate artistic level for their year of study. They must also show the ability to independently prepare a complete solo work for adjudication.

Performance and Repertoire

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

↑Top

Performance Instruction: Recorder

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Performance Instruction: Saxophone

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Songwriting

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 360R

Course Outcomes

Professional Songwriting

Music 360R is private instruction. Upper division media music students select a semester of professional-level songwriting, or songwriting in a midi-studio environment. Both options mirror professional working situations commonly encountered.

↑Top

Performance Instruction: String Bass

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Top

Performance Instruction: Strings

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

↑Top

Performance Instruction: Synthesizer

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 360R

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Instruction: Trombone

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Trumpet

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Tuba

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Viola

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

↑Top

Performance Instruction: Violin

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Performance and Repertoire

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

↑Top

Performance Instruction: Voice

Private instruction and studio class.

MUSIC
360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 360R

Course Outcomes

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Woodwinds

Private instruction and studio class.

MUSIC 360R

Hours	0.5 - 2.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Music major status; jury approval.
Note	From one to four hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will develop communication skills as they encourage one another in a spirit of love and support.

Solo Performance

Students will perform two solo selections from the advanced (professional) standard repertory in master class, recital, and jury exams each semester

Top

Vocal Pedagogy

Introduction to physiology, acoustics, and pedagogy of singing.

MUSIC 363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Junior standing as vocal performance or choral music education major or instructor's consent.
Taught	Fall
Programs	Containing MUSIC 363

Course Outcomes

Human Voice Physiology and Biomechanics

Students will learn the physiology and biomechanics of the human voice.

Acoustical Laws

Students will learn the acoustical laws which govern sound as applied to the human voice.

Pedagogical Approaches

Students will learn pedagocial approaches to teaching voice which conform to physical and acoustical principles.

↑Top

Keyboard Pedagogy

Basic pedagogical principles as applied to keyboard instruments.

MUSIC 364

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 249; Junior standing and successful completion of Music 249.
Taught	Fall
Programs	Containing MUSIC 364

Course Outcomes

Private Teaching Techniques

The objective of this course is to provide a foundation for teaching private piano to students, to increase the students' ability to utilize the various piano courses and techniques that will help provide basic skills for the art.

Professional Preparation

Through reading about successful methods and teachers, and listening to lectures the students will gain the necessary background for becoming good teachers and beginning a career as a professional teacher in their own established studio.

↑Top

Piano Pedagogy

Preparation for supervised private or group teaching.

MUSIC 365

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 364
Taught	Winter
Programs	Containing MUSIC 365

Course Outcomes

Private Piano Teaching Skills

As a continuation of Music 364, the objective of this course is to provide a foundation for teaching private piano to students, to increase the students' ability to utilize the various piano courses and techniques that will help provide basic skills for the art.

Professional Preparation

As a continuation of Music 364, through reading about successful methods and teachers, and listening to lectures the students will gain the necessary background for becoming good teachers and beginning a career as a professional teacher in their own established studio.

Top

Organ Pedagogy

Preparation for supervised private or group teaching.

MUSIC 366

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing MUSIC 366

Course Outcomes

Teaching Techniques

Learn teaching techniques from prominent music teachers (including organ teachers) both in and out of the local area.

↑Top

Woodwind Pedagogy

MUSIC 367

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Woodwind performance major status or instructor's consent.
Taught	Fall odd years
Programs	Containing MUSIC 367

Course Outcomes

Effective Private Teaching

Students will gain the knowledge and skill necessary to become en effective private teacher on their chosen instrument.

Woodwind Pedagogy

Students will demonstrate a knowledge of woodwind pedagogy, especially as it applies to their chosen instrument.

↑Top

Brass Pedagogy

MUSIC 368

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Brass performance major status or instructor's consent.
Taught	Fall even years
Programs	Containing MUSIC 368

Course Outcomes

Professional Preparation

Students will demonstrate a knowledge of the necessary background for becoming good private teachers and beginning a career as a professional teacher in their own established studios.

Brass Pedagogy Fundamentals

Students will demonstrate an understanding of the fundamentals of brass pedagogy.

Performance Traditions

Students will demonstrate a working knowledge of brass performance traditions, including recordings, style, and legacy of significant brass performers.

Top

String Pedagogy

MUSIC 369A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instrumental music major on violin or viola, or instructor's consent.
Taught	Fall even years
Programs	Containing MUSIC 369A

Course Outcomes

Undergraduate Upper String Pedagogy

Students will increase their pedagogical knowledge and parctical skills as a teacher on their respective instrument. Students will acquire the skills necessary to run a private studio.

Top

String Pedagogy

MUSIC 369B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instrumental music major on double bass, or instructor's consent.
Taught	Contact Department
Programs	Containing MUSIC 369B

Course Outcomes

Bass Pedagogy

At the end of this course, students will understand all the mechanics of the instrument, know more about their history and evolution, and be able to clearly verbalize, teach and communicate such knowledge.

↑Top

String Pedagogy

MUSIC 369C

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instrumental music major on cello or instructor's consent.
Taught	Contact Department
Programs	Containing MUSIC 369C

Course Outcomes

Cello Pedagogy

The music pedagogy course prepares students to teach all levels of playing by studying principles of movement and adapting those principles in their own teaching, and studying different schools of cello playing as well as methods. Students will also learn the music business side of running a private studio.

Top

String Pedagogy

MUSIC 369D

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instrumental music major on harp or instructor's consent.
Taught	Contact Department
Programs	Containing MUSIC 369D

Course Outcomes

Harp Pedagogy

The expected outcomes of this course are an increased knowledge and understanding of methods of pedagogy related to teaching harp in a private setting. Each student should end the class with a better understanding of his/her personal teaching philosophy, as well as lesson plans and tools for setting up a private studio.

Top

String Pedagogy

MUSIC 369E

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instrumental music major on guitar or instructor's consent.
Taught	Fall odd years
Programs	Containing MUSIC 369E

Course Outcomes

Guitar Pedagogy

Students will gain experience instructing students at the beginning and intermediate levels, gain a deeper knowledge of classical guitar and jazz guitar techniques, and analyze various guitar methods and approaches.

↑Top

Elementary Practicum A

Overview and practical application of classroom general music methodologies in the elementary grades, including the relationship of classroom practice to choral and instrumental experiences. Observation and teaching opportunities in the schools.

MUSIC
371A

Hours	3.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	MUSIC 276 & MUSIC 277
Recommended	Music 278.
Taught	Fall
Programs	Containing MUSIC 371A

Course Outcomes

Early Childhood & Elementary Music Content

Students will articulate what should be taught in early childhood and elementary music including music skills, elements, and concepts.

Developmentally Appropriate Teaching

Students will develop and teach standards-based early childhood and elementary music activities and lessons that are developmentally appropriate, and demonstrate sequenced developmental teaching of musical elements for grades PK-5 using a variety of strategies and delivery techniques.

Music Standards

Students will formulate meaningful learning objectives for elementary general music lessons based on the USOE standards and the National Standards in music.

Assessment

Students will select, utilize, and assess methods of evaluation in early childhood and elementary general music.

Professional Development

Students will explore and research special topics in music education such as classroom management, arts integration, creativity, multicultural music, etc.

Practicum

Students will have the opportunity to observe and teach in the BYU Young Musicians Academy and a local elementary music classroom.

↑Top

Elementary Practicum B

Expanded exploration of practical applications of classroom general music methodologies and pedagogy for the upper elementary grades. Elaboration of topics drawn from Music 371A. Investigation of children's choir development, including arranging and adapting vocal and instrumental music. Observation and teaching experiences in the schools.

MUSIC 371B

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 371A
Taught	Winter
Programs	Containing MUSIC 371B

Course Outcomes

Elementary Music Content

Students will articulate what should be taught in elementary music for grades K-5 including music skills, elements, and concepts and develop standards-based lesson plans for grades K-5 based on appropriate music skills and concepts for each grade level.

Assessment

Students will select, utilize, and assess methods of evaluation in elementary general music.

Practicum Experience

Students will observe and teach in the BYU Young Musicians Academy, local children's choirs, and elementary music classrooms.

Children's Choir

Students will demonstrate the ability to guide children's musicianship through choral experiences by selecting and analyzing repertoire, creating a choral concert program, gathering choral resources, and planning and executing choral rehearsals.

Research

Students will explore topics in music education such as assessment, curriculum development, learners with special needs, classroom instruments, etc.

↑Top

Woodwind Workshop

Learning to play and to teach woodwind instruments; survey of instructional materials; emphasis on clarinet and saxophone.

MUSIC
372A

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MUSIC 196 & MUSIC 198
Taught	Fall
Programs	Containing MUSIC 372A

Course Outcomes

Performance Skills

Students will demonstrate fundamental performance skills and technique on clarinet, flute, saxophone, oboe and bassoon.

Teaching Skills

Students will effectively sequence and demonstrate appropriate strategies for instructing fundamental performance skillsand technique on clarinet, flute, saxophone, oboe and bassoon, and will identify a variety of woodwind teaching resources.

Awareness of Pedagogy

Students willdemonstrate familiarity with selected woodwind pedagogues and their contributions.

↑Top

Woodwind Workshop

Continuation of Music 372A. Emphasis on flute, oboe, and bassoon.

MUSIC
372B

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MUSIC 196 & MUSIC 198
Taught	Winter
Programs	Containing MUSIC 372B

Course Outcomes

Performance Skills

Students will demonstrate fundamental performance skills and technique on clarinet, flute, saxophone, oboe and bassoon.

Teaching Skills

Students will effectively sequence and demonstrate appropriate strategies for instructing fundamental performance skillsand technique on clarinet, flute, saxophone, oboe and bassoon, and will identify a variety of woodwind teaching resources.

Awareness of Pedagogy

Students willdemonstrate familiarity with selected woodwind pedagogues and their contributions.

Top

Brass Workshop

Learning to play and to teach brass instruments; survey of instructional materials.

MUSIC 373

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MUSIC 196 & MUSIC 198
Taught	Fall
Programs	Containing MUSIC 373

Course Outcomes

Performance Skills

Students will demonstrate fundamental performance skills and technique on trumpet, french horn, trombone, euphonium, and tuba including: correct embouchure, proper hand positions and slide manipulation, ability to breath properly without disturbing the mouthpiece position, appropriate tonguing (sustained and detached sound, double and triple tonguing).

Teaching Skills

Students will effectively sequence and demonstrate appropriate strategies for instructing fundamental performance skillsand technique on trumpet, french horn, trombone, euphonium, and tuba.

Instrument/Performance Mechanics

Students will demonstrate understanding of: the simple physics of the overtone series and how it applies to brass instruments; the basics of mouthpiece construction and how it affects performance; three different ways to produce vibrato on brass instruments; various transpositions needed by an orchestral brass player; mutes and what effect they have on performance and intonation.

Awareness of Pedagogy

Students will demonstrate: a basic knowledge of the history of brass instruments; how electronic accompaniments can be used as a teaching tool; an awareness of graded brass literature; recognition of the most commonly played brass solos.

Top

Percussion Workshop

Learning to play and teach percussion instruments; survey of instructional materials.

MUSIC 374

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MUSIC 196 & MUSIC 198
Taught	Fall, Winter
Programs	Containing MUSIC 374

Course Outcomes

MUS 374 - Percussion Workshop: Choral

To prepare you to teach basic percussion skills at the public school level to both instrumental students and choral students as well as to help you reach a high level of performance ability with regards to rhythm, counting, and exposure to a variety of percussion instruments. Additional objectives are to develop your abilities in writing/arranging percussion parts for choral works and becoming more familiar with choral repertory that utilizes percussion. Since this is a one semester course, please try to immerse yourself in percussion related activities by attending recitals and concerts where percussion is utilized.

Performance Skills

Students will demonstrate: an understanding of fundamental performance techniques for musical instruments common to the percussion family; rudimentary technique on many of the instruments labeled percussion, concentrating on those that are most common to today's elementary and high school band and orchestra literature.

Teaching Skills

Students will demonstrate ability to teach beginning percussion students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills.

Awareness of Pedagogy

Students will demonstrate familiarity with the history of each major instrument found in the percussion family, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation.

↑Top

Percussion Workshop: Choral

MUSIC 374

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MUSIC 196 & MUSIC 198
Taught	

Course Outcomes

MUS 374 - Percussion Workshop: Choral

To prepare you to teach basic percussion skills at the public school level to both instrumental students and choral students as well as to help you reach a high level of performance ability with regards to rhythm, counting, and exposure to a variety of percussion instruments. Additional objectives are to develop your abilities in writing/arranging percussion parts for choral works and becoming more familiar with choral repertory that utilizes percussion. Since this is a one semester course, please try to immerse yourself in percussion related activities by attending recitals and concerts where percussion is utilized.

Performance Skills

Students will demonstrate: an understanding of fundamental performance techniques for musical instruments common to the percussion family; rudimentary technique on many of the instruments labeled percussion, concentrating on those that are most common to today's elementary and high school band and orchestra literature.

Teaching Skills

Students will demonstrate ability to teach beginning percussion students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills.

Awareness of Pedagogy

Students will demonstrate familiarity with the history of each major instrument found in the percussion family, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation.

↑Top

Percussion Workshop: Instrumental

MUSIC
374

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MUSIC 196 & MUSIC 198
Taught	

Course Outcomes

MUS 374 - Percussion Workshop: Choral

To prepare you to teach basic percussion skills at the public school level to both instrumental students and choral students as well as to help you reach a high level of performance ability with regards to rhythm, counting, and exposure to a variety of percussion instruments. Additional objectives are to develop your abilities in writing/arranging percussion parts for choral works and becoming more familiar with choral repertory that utilizes percussion. Since this is a one semester course, please try to immerse yourself in percussion related activities by attending recitals and concerts where percussion is utilized.

Performance Skills

Students will demonstrate: an understanding of fundamental performance techniques for musical instruments common to the percussion family; rudimentary technique on many of the instruments labeled percussion, concentrating on those that are most common to today's elementary and high school band and orchestra literature.

Teaching Skills

Students will demonstrate ability to teach beginning percussion students at the elementary or secondary school levels and to continue to provide them with an accepted, organized approach to learning and developing percussion techniques and skills.

Awareness of Pedagogy

Students will demonstrate familiarity with the history of each major instrument found in the percussion family, their acoustical properties and methods of sound production, and the idiosyncrasies of percussion music notation.

Top

String Workshop

Learning to play and teach string instruments; survey of instructional materials, emphasis on violin and viola.

MUSIC 375A

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing MUSIC 375A

Course Outcomes

Performing on a Stringed Instrument

Demonstrate the ability to play with expression simple tunes, with proper playing position, tone quality, intonation, and rhythmic accuracy on all four orchestral instruments.

String Skills and Techniques

Demonstrate ability to identify skills and techniques common to all string instruments.

Effective Sequencing and Instruction

Demonstrate ability to effectively sequence and instruct these fundamental skills.

Diagnosing Technical and Aural Problems

Demonstrate ability to diagnose technical problems and propose remedial strategies. This includes developing and improving the necessary aural skills needed for effective string teaching.

The Role of String Instruction

Demonstrate an enthusiasm for and understanding of the role of orchestra/string instruction in the K-12 school music curriculum as a means of realizing a comprehensive music education.

Professionalism

Develop the professional skills, traits, and behaviors expected of a professional music educator.

Pedagogues and Movements in String Education

Students will know selected string pedagogues, and demonstrate ability to identify important movements in string education.

Spiritually Strengthining

Discover ways to appropriately teach by the Spirit in a secular educational setting (D&C 50:13-22).

↑Top

String Workshop

Continuation of Music 375A. Emphasis on cello and bass.

MUSIC
375B

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing MUSIC 375B

Course Outcomes

Performing on a Stringed Instrument

Demonstrate the ability to play with expression simple tunes, with proper playing position, tone quality, intonation, and rhythmic accuracy on all four orchestral instruments.

String Skills and Techniques

Students will demonstrate ability to identify skills and techniques common to all string instruments.

Effective Sequencing and Instruction

Demonstrate ability to effectively sequence and instruct these fundamental skills.

Diagnosing Technical and Aural Problems

Demonstrate ability to diagnose technical problems and propose remedial strategies. This includes developing and improving the necessary aural skills needed for effective string teaching.

The Role of String Instruction

Demonstrate an enthusiasm for and understanding of the role of orchestra/string instruction in the K-12 school music curriculum as a means of realizing a comprehensive music education.

Professionalism

Develop the professional skills, traits, adn behaviors expected of a professional music educator.

Pedagogues and Movements in String Education

Students will know selected string pedagogues, and demonstrate ability to identify important movements in string education.

Spiritually Strengthening

Discover ways to appropraitely teach by the Spirit in a secular educational setting (D&C 50:13-22)

↑Top

Choral Practicum

Applied conducting technique, score analysis and preparation, evaluating solo performance, and application of learning theory.

MUSIC 376A

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 196 & MUSIC 235B
Taught	Fall
Programs	Containing MUSIC 376A

Course Outcomes

Conducting in Various Genres

Students will demonstrate clear and expressive conducting in various genres.

Conducting Techniques

Students will develop and demonstrate mastery of conducting techniques.

Effective Communication through Conducting

Students will demonstrate principles of effective communication through conducting.

Score Analysis

Students will demonstrate ability to analyze scores in terms of form, phrasing, meter, cueing, balance and harmonic analysis and provide score markings for each.

Transposing

Students will demonstrate ability to transpose.

Teaching Strategies

Students will learn and implement diverse teaching strategies.

Lesson Planning

Students will create lesson plans that identify and target specific music elements by predicting and prioritizing rehearsal issues.

Rehearsal Strategies

Students will design and customize rehearsal strateigies as an integral part of lesson planning.

Micro Teaching Modules

Students will conduct and perform for each other in micro teaching modules.

Rehearsal, Performance and Evaluation

Students will rehearse, perform, and evaluate in real time.

Performance Analysis

Students will analyze and assess performance practice in live lab settings.

Self-Reflection

Students will self-reflect on individiual goals, progress and challenges.

Peer Assessment

Students will assess peers in pairs and in groups.

Conducting/Teaching Modules

Students will mini conducting/rehearsal modules will be representative of the skills, knowledge, and techniques required for classroom teaching (rehearsals are filmed).

Professional and Courteous Conduct

Students will show empathy, respect and courtesy towards each other throughout the leanrning process.

Top

Choral Practicum

Curriculum design, score analysis and preparation, choral arranging, rehearsal techniques, survey of literature, and vocal pedagogy, including treble voice and changing voice; computers and computer-assisted instruction.

MUSIC 376B

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 376A
Taught	Winter
Programs	Containing MUSIC 376B

Course Outcomes

Professional Preparation

Students will be prepared to function competently in the public schoolclassroom as musical artists, as teachers, and as administrators.

Rehearsal Technique

Students will develop processes, build skills, and share knowledge in rehearsal technique by analyzing scores, forecasting rehearsal issues, planning, creating, and prioritizing strategies, executing the rehearsal with a real lab choir.

Classroom Strategies and Policies

Students will be prepared to create their own strategies and policies for themusic classroom based on sound principles.

Choral Voice Building

Students will develop processes, build skills, and share knowledge in voice building of choral singers by creating an index of vocalises to build technique, modeling for and strategizing to improve the tone of the lab choir over the semester, reading about and discussing group vocal pedagogy.

Choral Repertoire

Students will develop processes, build skills, and share knowledge in discerning quality choral repertoire, collecting and organizing it into personal choral reference libaries.

Repertoire and Program Selection

Students will develop processes, build skills, and share knowledge in selecting repertoire and creating quality concert programs for secondary students.

Creating Course Documents

Students will develop processes, build skills, and share knowledge in creating course documents that outline curriculum goals, classroom management rules and consequences, assessment and grading procedures, budget proposals and purchasing information.

Recruiting and Voice Testing

Students will develop processes, build skills, and share knowledge in recruiting singers, voice testing and discerning stages of the changing voice meeting the range needs of those voices, auditioning.

↑Top

Instrumental Practicum

Applied conducting technique, score analysis and preparation, evaluating solo performance, and applying learning theory.

MUSIC 377A

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 196 & MUSIC 235A
Taught	Fall
Programs	Containing MUSIC 377A

Course Outcomes

Score analysis

Students will demonstrate ability to analyze scores in terms of form, phrasing, meter, cueing, balance and harmonic analysis, provide score markings for each. Transposing skills are required.

Rehearsal Planning and Strategies

Students will create lesson plans that identify and target specific music elements by predicting and prioritizing rehearsal issues.
Students will learn and implement diverse teaching strategies
Students will rehearse, perform, and evaluate in real time.
Students will analyze and assess performance practice in live lab settings.

Conducting Skills and Experience

Students will develop and demonstrate mastery of conducting techniques.
Students will demonstrate clear and expressive conducting iand effective communication through conducting.

Students will experience and use a variety of assessment strategies

Formative Assessment
Students will peer-assess in pairs and in groups, mentor each other in lesson presentation, and self-reflect on progress, goals and challenges
Students will be assessed by instructors with written comments, rubrics and live commentary on teaching sessions.
Summative Assessments
Lesson plan preparation
Conducting Final

Professional and Courteous Conduct

Students will show empathy, respect and courtesy towards each other throughout the leanrning process.

↑Top

Instrumental Practicum

Curriculum design, evaluating ensemble performance, advanced rehearsal techniques, administering secondary instrumental music programs; computers and computer-assisted instruction.

MUSIC 377B

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 377A
Taught	Winter
Programs	Containing MUSIC 377B

Course Outcomes

Philosophy of Instrumental Music Education

Develop and demonstrate the ability to articulate a personal philosophy for music education which accounts for the place of arts in the K-12 school curriculum. Philosophical topics may include the scope and sequence of a curriculum, music selection, extra-musical activities (travel, fund raising, service), diversity and inclusion, and ethics.

Performing on Band and Orchestra Instruments

Demonstrate the ability to play music appropriate for school bands and orchestras with proper playing position, tone quality, rhythmic accuracy, intonation, and expression on all instruments learned in workshop classes.

Instrumental Pedagogy

Demonstrate the ability to identify skills and techniques common to K-12 band and orchestra musicians. This includes the ability to recognize challenges and diagnose solutions to common pedagogical challenges encountered in a K-12 band and orchestra classroom.

Teaching

Demonstrate ability to effectively sequence and instruct the skills of musicianship needed in a K-12 band and orchestra class.

Effective Conducting

Demonstrate a high degree of musicianship as a conductor.

Diagnosing Technical and Aural Problems

Demonstrate and improve needed aural, theoretical, and pedagogical skills required for effective conducting and teaching in a K-12 band and orchestra rehearsal. This includes the ability to diagnose aural and technical problems while proposing remedial strategies to improve student musicianship.

Rehearsal techniques

Students will demonstrate ability to locate and resolve errors in ensemble performance and to conduct ensemble music with clarity and purpose.
Students will gain experience in the musical skills of intonation/quality, andtransposition/score reading.

K-12 Instrumental Music Program Management

Demonstrate the leadership and managerial skills required to manage a K-12 band and orchestra program. This includes contest/festival adjudication, facility planning, recruiting, public relations, finances, and fund raising.

Professionalism

Develop and maintain the professional skills, traits, and behaviors expected of a professional music educator.

Spiritually Strengthening

Discover ways to appropriately teach by the Spirit in a secular educational setting (D&C 50:13-22).

↑Top

Music for the Elementary Classroom Teacher

Establishing a classroom environment for musical development; emphasis on appropriate songs, activities, resources, and teaching strategies.

MUSIC 378

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing MUSIC 378

Course Outcomes

MUSIC 378 - Mu Elem Clsrm Tch

Students will acquire personal musicianship skills applied to knowledge of age-appropriate musical activities, materials and delivery techniques for grades K–6.

↑Top

Pre-Student Teaching

Analyzing education practice and relationship between theories and research on music education and the practice of teaching.

MUSIC 379

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or better in Music 275.
Taught	Fall, Winter
Programs	Containing MUSIC 379

Course Outcomes

Student Teaching Readiness

Students will demonstrate a readiness to assume the responsibilities of student teaching in general, choral, or instrumental music through successfully completing a semester-long, part-time field experience in a suitable public school music classroom setting.

Top

Jazz Improvisation 2

Intermediate improvisation: theory and technique.

MUSIC 384

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Music 284 or director's consent.
Taught	Winter
Programs	Containing MUSIC 384

Course Outcomes

Jazz Improv II

Students will continue their study of improvisation techniques and will learn advanced scales, chord progressions, and stylistic approaches to jazz improvisation.

↑Top

Songwriting 2

Projects in advanced songwriting.

MUSIC
386R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 186 & MUSIC 256 & MUSIC 295
Taught	Winter
Programs	Containing MUSIC 386R

Course Outcomes

Advanced Songwriting

In Music 386R, advanced songwriting, the student is encouraged to think more deeply about the ultimate purpose of songs being written either for personal reasons, or to answer the needs of publishers or producers of movies and television episodes, who are requisitioning specific content or musical style. The course is repeatable to allow the developing student writer multiple chances to hone this important craft. Industry-style collaboration situations are encountered in this class, and the pace of writing, as well as the number of projects expected, reflects a more professional pace of working.

Top

Composition 3

Composition lessons and seminars in principles and techniques of recent art music.

MUSIC 387R

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	C- or higher in Music 288, 296; junior-level screening.
Taught	Fall, Winter
Programs	Containing MUSIC 387R

Course Outcomes

Advanced Composition

Advanced composition study that (a) focuses on modern and postmodern musical vocabularies, (b) enhances knowledge of contemporary repertoire, and (c) prepares students for their senior recitals.

↑Top

Projects in Commercial Music

Introductory projects in scoring for broadcast media, publication, and studio recording.

MUSIC 389

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 186, 222, 256, 296.
Taught	Fall
Programs	Containing MUSIC 389

Course Outcomes

Commercial Music Projects

The projects class will help students understand and prepare for real-world applications of the tools and techniques used in music production. A good working knowledge and understanding of MIDI, music compositional techniques, digital workstations(such as Pro Tools, Logic, Digital Performer), Virtual Instrument plug-ins and other production components are required. The class will review some basic principles and teach more advanced uses of these technologies. Class projects will range from realistic drum sequencing, writing and producing jingles, song clones to scoring for video and film.

Top

Jazz Keyboard

Lead sheets, chord voicings, and other aspects of jazz performance practice.

MUSIC
391

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 196 & MUSIC 222
Taught	Winter, Spring
Programs	Containing MUSIC 391

Course Outcomes

Jazz Keyboarding

Students learn how to read lead sheets and how to appropriately voice chords on the piano.

Play standard tunes in the following ways using a lead sheet

Upon the successful completion of this course a student should be able

- Melody in the right hand and basic chord inversions in the left hand
- Chords only spread between both hands to comp behind a soloist, employing upper structure and altered chord harmony.
- Rootless voicings in the left hand and embellished melody in the right hand while playing with bass and drums.
- Play a solo piano ballad with rich jazz harmonies and moving textural lines.
- Play the blues in four keys, demonstrating standard chord voicings and improvisational techniques.
- Play II-V-I patterns in major and minor, using three voicing systems; 1735-1379, 1357-1793, and rootless voicings. These include harmonic extensions to the 13th and various forms of the altered dominant seventh chords and their substitutions.
- Know and play all of the following modes and scales with correct fingerings: Dorian, Mixolydian, Jazz Minor, Lydian, Locrian, Whole Tone, Diminished (Octatonic) in two forms, Lydian Dominant, Super Locrian (Diminished Whole-Tone).

⬆Top

Jazz Styles and Analysis

In-depth experience in recognizing and differentiating jazz styles, including analyzing and transcribing solo and ensemble jazz materials.

MUSIC 394

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Music major status; instructor's consent.
Taught	Winter odd years
Programs	Containing MUSIC 394

Course Outcomes

Jazz Styles and Analysis

In-depth experience in recognizing and differentiating jazz styles, including analyzing and transcribing solo and ensemble jazz materials.

Top

Form and Analysis

Analytical study of forms from the common-practice period, including baroque contrapuntal structures and instrumental forms, classical sonata cycle, and romantic part forms.

MUSIC 395

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 293, 295.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 395

Course Outcomes

Form and Analysis

This course teaches the formal techniques of western music primarily from the 17th through 21st centuries.
The specific repertoire and analytical methods you will be expected to master, or the knowledge (theoretical, historical, practical) you will be expected to acquire in any given section of this course may vary from professor to professor. That reflects the nature of a university and the privilege of academic freedom, which despite arbitrary (and actuarial) attempts to curb it, must prevail.

Top

Academic Internship

Internship or externship in creative, performing, producing, or teaching applications of major course work.

MUSIC
399R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing MUSIC 399R

Course Outcomes

Off Campus Performance

Students will participate in an off-campus performance or administrative experience to enhance the student's academic training at the university.

Networking

Students will gain access to professional contacts and create a network beneficial to future career choices.

Skill Application

Students will apply acquired classroom skills in a professional setting.

↑Top

Vocal Literature

Survey of literature with emphasis on art song. Research in area of concentration.

MUSIC 402A

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into 360R or instructor's consent.
Taught	Fall
Programs	Containing MUSIC 402A

Course Outcomes

Classical Vocal Art Song: 1600 to Present

Students will survey the classical vocal art song repertoire in English, Italian, German, and French from the past 400 years.

Style and Development

Students will be able to discuss stylistic elements of song, including melody, harmony, rhythm, accompaniment, text, and form.
Students will be able to discuss the development of song through various composers, languages or eras.

Seminar Presentations

Students will be able to prepare and present a class on a given composer or group of composers—consisting of lecture, musical examples, live performance, and appropriate handouts.

Listening

Students will be able to identify listening examples of specific songs.

Performance

Students will be able to perform at least one song in two other student presentations.

Repertoire Lists

Students will be able to compile a comprehensive personal repertoire list.

Top

Vocal Literature

Continuation of Music 402A with emphasis on opera and oratorio.

MUSIC 402B

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into 360R or instructor's consent.
Taught	Contact Department
Programs	Containing MUSIC 402B

Course Outcomes

Vocal Literature

Students will further develop skills started in Music 402A.

Top

Piano Literature

Survey of literature. Research in area of concentration.

MUSIC 403A

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 306; acceptance into 360R or 460R, or instructor's consent.
Taught	Fall
Programs	Containing MUSIC 403A

Course Outcomes

Advanced Keyboard Performance

This course is designed for the advanced keyboard performer, and consists of projects in keyboard harmony, sight-reading, transposition, modulation, improvisation, playing by ear, and score reading, in pursuit of developing the complete keyboard fluency.

Top

Piano Literature

Continuation of Music 403A.

MUSIC 403B

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 306; acceptance into 360R or 460R, or instructor's consent.
Taught	Winter
Programs	Containing MUSIC 403B

Course Outcomes

Piano Literature: Classical to Contemporary

This course will explore piano literature from late Classical, Romantic, Impressionistic, and Contemporary periods of music history including composer surveys, analysis, aural and score recognition, performances and performance practices. The goal of this course is for each student to gain a broad understanding of the subject and develop a love for the rich heritage of the medium. A major purpose of the course is to instill in students a curiosity essential for lifetime discovery. Thorough knowledge and appreciation of the piano repertoire is crucial for a successful career in performance and teaching.

Top

Organ Literature

Survey of literature. Research in area of concentration.

MUSIC 404A

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 306; acceptance into 360R or 460R, or instructor's consent.
Taught	Fall odd years
Programs	Containing MUSIC 404A

Course Outcomes

Organ Lit

The course objective is to further an acquaintance and familiarity with the repertory, composers, forms and genres, stylistic features, analytical techniques and general performance practices associated with organ literature from the earliest sources of the fourteenth century through the music of Johann Sebastian Bach.

Top

Organ Literature

Continuation of Music 404A.

MUSIC 404B

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 306; acceptance into 360R or 460R, or instructor's consent.
Taught	Winter even years
Programs	Containing MUSIC 404B

Course Outcomes

Organ Lit, 2

A continuation of 404A, with the focus being on organ literature from the mid-eighteenth century to the present.

Top

String Literature

Survey of literature, including research in field of concentration.

MUSIC
406

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 306; acceptance into 360R or 460R, or instructor's consent.
Taught	Fall odd years
Programs	Containing MUSIC 406

Course Outcomes

String Literature

Be able to discuss, listen to, dance to and perform standard standard repertoire as well as read and write about it. The ultimate purpose is to expand your understanding of the concert and teaching repertoire. This survey will demonstrate the wealth of string literature available and how you can find, understand and play it well.

Top

Symphonic Literature

Survey of literature, including research in field of concentration.

MUSIC 407

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 306; concurrent enrollment in 460R, or instructor's consent.
Taught	Contact Department
Programs	Containing MUSIC 407

Course Outcomes

[Title]

This class is currently not offered.

↑Top

Music Dance Theatre: Senior Performance Project

Participation in an MDT performance group culminating in a showcase for agents and directors in New York City during April.

MUSIC
426

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	DANCE 361; Concurrent enrollment in Dance 426, and TMA 426.
Taught	Fall, Winter
Programs	Containing MUSIC 426

Course Outcomes

Professional Feedback

Students will experience an audition/showcase situation in two entertainment markets

Audition/Showcase Experience

Students will audition for and receive feedback from industry professionals in two markets

Auditions Selections

Students will have several performance-ready audition selections prepared

Promotional Materials

Students will have professionally produced personal promotional material on hand

Master Classes

Students will experience Master Classes from working Broadway professionals

Entertainment Industry Type and Market

Students will recognize their 'type' and marketability within the entertainment industry

Professional Contacts

Students will establish professional contacts that will aid them in making the transition from the academic to the professional world of theatre

Top

New Music Ensemble

MUSIC 441R

Hours	1.0 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 441R

Course Outcomes

Modern and Experimental Music Practice

Performance practice in modern and experimental musical vocabularies.

Top

Senior Recital

MUSIC 449

Hours	1.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Concurrent enrollment in Music 360R, 387R, or 460R, and instructor's consent. Prerecital hearing required at least three weeks before juried recitals.
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 449

Course Outcomes

Full Recital Performance

Students will perform a full recital of repertory, artistically appropriate to the year of study.

↑Top

Performance Instruction

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 460R

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Bassoon

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Brass and Percussion

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Solo Performance

Students will perform two solo selections from the advanced (professional) standard repertory in master class, recital, and jury exams each semester.

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Cello

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Applied Cello Instruction

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Clarinet

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Conducting

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

↑Top

Performance Instruction: Euphonium

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Flute

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Guitar

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Harp

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Harpsichord

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Horn

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Oboe

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Organ

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 460R

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Percussion

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: Piano

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring
Programs	Containing MUSIC 460R

Course Outcomes

Technique and Musicality

Students will acquire a higher technical level and develop additional musical skills needed to pursue a career in teaching, solo performance, and collaborative performance.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes at an appropriate artistic level for their year of study. Their final presentation will include a 50-60 minute recital representing three contrasting periods of music.

Top

Performance Instruction: Saxophone

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

↑Top

Performance Instruction: String Bass

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

🡅Top

Performance Instruction: Strings

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Solo Performance

Students will perform two solo selections from the advanced (professional) standard repertory in master class, recital, and jury exams each semester

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Trombone

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Trumpet

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Tuba

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Viola

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study. Students will cultivate technical and musical skills neeed to pursue a career in music.

↑Top

Performance Instruction: Violin

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Applied Violin Instruction

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Solo Performance

Students will demonstrate the ability to perform standard solo repertoire, orchestral excerpts, and etudes/methods at an appropriate artistic level for their year of study.

Top

Performance Instruction: Voice

Advanced private instruction and studio class.

MUSIC
460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

Top

Performance Instruction: Woodwinds

Advanced private instruction and studio class.

MUSIC 460R

Hours	1.5 - 3.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Major in performance; jury approval.
Note	From three to five hours of daily practice. Fee.
Taught	Fall, Winter, Spring

Course Outcomes

Solo Performance

Students will perform two solo selections from the advanced (professional) standard repertory in master class, recital, and jury exams each semester

Technique and Musicality

Students will acquire the technical and musical skills needed to pursue a career on their respective instruments.

↑Top

Orchestral Excerpts

Performance instruction in standard orchestral repertoire.

MUSIC 462R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Music 460R or instructor's consent.
Note	For string performance majors.
Taught	Fall
Programs	Containing MUSIC 462R

Course Outcomes

Orchestral Repertoire and Excerpts

This course is a skill development class that is designed to help you to become ready to take professional orchestral auditions and help prepare you to reach your potential as an orchestral musician.

- Preparation and performance of standard orchestral excerpts
- Sight-reading of several other standard orchestral excerpts
- Perform for outside adjudicators in "mock audition" setting
- Understand professional audition procedures and processes
- Collect mateials and resources to aid in preparation for future professional auditions

Top

Orchestral Excerpts: Bass

Performance instruction in standard orchestral repertoire.

MUSIC 462R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Music 460R or instructor's consent.
Note	For string performance majors.
Taught	

Course Outcomes

Orchestral Excerpts and Repertoire

This course is a skill development class that is designed to help you to become ready to take professional orchestral auditions and help prepare you to reach your potential as an orchestral musician.

- Preparation and performance of standard orchestral excerpts
- Sight-reading of several other standard orchestral excerpts
- Perform for outside adjudicators in "mock audition" setting
- Understand professional audition procedures and processes
- Collect mateials and resources to aid in preparation for future professional auditions

Top

Orchestral Excerpts: Cello

Performance instruction in standard orchestral repertoire.

MUSIC
462R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Music 460R or instructor's consent.
Note	For string performance majors.
Taught	

Course Outcomes

Orchestral Repertoire & Excerpts

This course is a skill development class that is designed to help you to become ready to take professional orchestral auditions and help prepare you to reach your potential as an orchestral musician.

- Preparation and performance of standard orchestral excerpts
- Sight-reading of several other standard orchestral excerpts
- Perform for outside adjudicators in “mock audition” setting
- Understand professional audition procedures and processes
- Collect materials and resources to aid in preparation for future professional auditions

↑Top

Orchestral Excerpts: Harp

Performance instruction in standard orchestral repertoire.

MUSIC 462R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Music 460R or instructor's consent.
Note	For string performance majors.
Taught	

Course Outcomes

Orchestral Excerpts and Repertoire

This course is a skill development class that is designed to help you to become ready to take professional orchestral auditions and help prepare you to reach your potential as an orchestral musician.

- Preparation and performance of standard orchestral excerpts
- Sight-reading of several other standard orchestral excerpts
- Perform for outside adjudicators in "mock audition" setting
- Understand professional audition procedures and processes
- Collect mateials and resources to aid in preparation for future professional auditions

↑Top

Orchestral Excerpts: Viola

Performance instruction in standard orchestral repertoire.

MUSIC 462R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Music 460R or instructor's consent.
Note	For string performance majors.
Taught	

Course Outcomes

Orchestral Excerpts and Repertoire

This course is a skill development class that is designed to help you to become ready to take professional orchestral auditions and help prepare you to reach your potential as an orchestral musician.

- Preparation and performance of standard orchestral excerpts
- Sight-reading of several other standard orchestral excerpts
- Perform for outside adjudicators in "mock audition" setting
- Understand professional audition procedures and processes
- Collect mateials and resources to aid in preparation for future professional auditions

Top

Orchestral Excerpts: Violin

Performance instruction in standard orchestral repertoire.

MUSIC 462R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Music 460R or instructor's consent.
Note	For string performance majors.
Taught	

Course Outcomes

Orchestral Excerpts and Repertoire

This course is a skill development class that is designed to help you to become ready to take professional orchestral auditions and help prepare you to reach your potential as an orchestral musician.

- Preparation and performance of standard orchestral excerpts
- Sight-reading of several other standard orchestral excerpts
- Perform for outside adjudicators in "mock audition" setting
- Understand professional audition procedures and processes
- Collect mateials and resources to aid in preparation for future professional auditions

↑Top

Orchestral Excerpts: Woodwinds

Performance instruction in standard orchestral repertoire.

MUSIC 462R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Music 460R or instructor's consent.
Note	For string performance majors.
Taught	

Course Outcomes

Orchestral Excerpts and Repertoire

This course is a skill development class that is designed to help you to become ready to take professional orchestral auditions and help prepare you to reach your potential as an orchestral musician.

- Preparation and performance of standard orchestral excerpts
- Sight-reading of several other standard orchestral excerpts
- Perform for outside adjudicators in "mock audition" setting
- Understand professional audition procedures and processes
- Collect mateials and resources to aid in preparation for future professional auditions

↑Top

Organ Practicum

Developing various practical skills required of the organist.

MUSIC 466R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Music 166 or organ performance major status. Must be taken in consecutive winter and fall semesters.
Taught	Fall odd years, Winter odd years
Programs	Containing MUSIC 466R

Course Outcomes

Hymn Playing

To play hymns using a wide variety of techniques and with artistry, encouraging congregational participation and enthusiasm, and to conduct hymns adequately.

Choir Accompaniment

To accompany choirs at the organ, interpreting and preparing the score properly, managing the console with mastery, and following the director accurately and musically.

↑Top

String Teaching Practicum

Applying pedagogical principles to teaching.

MUSIC
467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class (Music 369A-E).
Taught	Fall, Winter
Programs	Containing MUSIC 467

Course Outcomes

String Studio Teaching Practicum

1- Pedagogy - By the semester's end, each student will have a thorough knowledge of how to apply string pedagogy, its theory, and practice.
2- Teaching - The student will have greatly improved his or her capacity to teach learners of every age and ability level through actual supervised teaching.
3- Private Teaching Studio- Each student will have gained the knowledge and skill necessary to run a successful private teaching studio.

String Bass Teaching Practicum

Students will have greater facility in understanding technical and pedagogical principles of double bass, how these principles are best organized and presented in a teaching setting, and how to synthesize these with effective teaching methods.

Top

String Teaching Practicum: Bass

Applying pedagogical principles to teaching.

MUSIC
467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class (Music 369A-E).
Taught	Fall, Winter

Course Outcomes

String Studio Teaching Practicum

1**-** Pedagogy - By the semester's end, each student will have a thorough knowledge of how to apply string pedagogy, its theory, and practice.
2- Teaching - The student will have greatly improved his or her capacity to teach learners of every age and ability level through actual supervised teaching.
3- Private Teaching Studio- Each student will have gained the knowledge and skill necessary to run a successful private teaching studio.

String Bass Teaching Practicum

Students will have greater facility in understanding technical and pedagogical principles of double bass, how these principles are best organized and presented in a teaching setting, and how to synthesize these with effective teaching methods.

Top

String Teaching Practicum: Cello

Applying pedagogical principles to teaching.

MUSIC 467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class (Music 369A-E).
Taught	Fall, Winter

Course Outcomes

String Studio Teaching Practicum

1- Pedagogy - By the semester's end, each student will have a thorough knowledge of how to apply string pedagogy, its theory, and practice.
2- Teaching - The student will have greatly improved his or her capacity to teach learners of every age and ability level through actual supervised teaching.
3- Private Teaching Studio- Each student will have gained the knowledge and skill necessary to run a successful private teaching studio.

String Bass Teaching Practicum

Students will have greater facility in understanding technical and pedagogical principles of double bass, how these principles are best organized and presented in a teaching setting, and how to synthesize these with effective teaching methods.

↑Top

String Teaching Practicum: Guitar

Applying pedagogical principles to teaching.

MUSIC 467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class (Music 369A-E).
Taught	Fall, Winter

Course Outcomes

String Studio Teaching Practicum

1- Pedagogy - By the semester's end, each student will have a thorough knowledge of how to apply string pedagogy, its theory, and practice.
2- Teaching - The student will have greatly improved his or her capacity to teach learners of every age and ability level through actual supervised teaching.
3- Private Teaching Studio- Each student will have gained the knowledge and skill necessary to run a successful private teaching studio.

String Bass Teaching Practicum

Students will have greater facility in understanding technical and pedagogical principles of double bass, how these principles are best organized and presented in a teaching setting, and how to synthesize these with effective teaching methods.

Top

String Teaching Practicum: Harp

Applying pedagogical principles to teaching.

MUSIC 467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class (Music 369A-E).
Taught	Fall, Winter

Course Outcomes

String Studio Teaching Practicum

1- Pedagogy - By the semester's end, each student will have a thorough knowledge of how to apply string pedagogy, its theory, and practice.
2- Teaching - The student will have greatly improved his or her capacity to teach learners of every age and ability level through actual supervised teaching.
3- Private Teaching Studio- Each student will have gained the knowledge and skill necessary to run a successful private teaching studio.

String Bass Teaching Practicum

Students will have greater facility in understanding technical and pedagogical principles of double bass, how these principles are best organized and presented in a teaching setting, and how to synthesize these with effective teaching methods.

Top

String Teaching Practicum: Viola

Applying pedagogical principles to teaching.

MUSIC 467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class (Music 369A-E).
Taught	Fall, Winter

Course Outcomes

String Studio Teaching Practicum

1- Pedagogy - By the semester's end, each student will have a thorough knowledge of how to apply string pedagogy, its theory, and practice.
2- Teaching - The student will have greatly improved his or her capacity to teach learners of every age and ability level through actual supervised teaching.
3- Private Teaching Studio- Each student will have gained the knowledge and skill necessary to run a successful private teaching studio.

String Bass Teaching Practicum

Students will have greater facility in understanding technical and pedagogical principles of double bass, how these principles are best organized and presented in a teaching setting, and how to synthesize these with effective teaching methods.

↑Top

String Teaching Practicum: Violin

Applying pedagogical principles to teaching.

MUSIC
467

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class (Music 369A-E).
Taught	Fall, Winter

Course Outcomes

String Studio Teaching Practicum

1- Pedagogy - By the semester's end, each student will have a thorough knowledge of how to apply string pedagogy, its theory, and practice.
2- Teaching - The student will have greatly improved his or her capacity to teach learners of every age and ability level through actual supervised teaching.
3- Private Teaching Studio- Each student will have gained the knowledge and skill necessary to run a successful private teaching studio.

String Bass Teaching Practicum

Students will have greater facility in understanding technical and pedagogical principles of double bass, how these principles are best organized and presented in a teaching setting, and how to synthesize these with effective teaching methods.

↑Top

Jazz Pedagogy

Organizing and teaching jazz in the secondary school. Designed for the music educator.

MUSIC
468

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing MUSIC 468

Course Outcomes

Jazz Pedagogy

Students will learn how to organize and teach jazz in the secondary school. Materials are designed for the music educator.

Top

Theory and Methods of Studio Teaching

Applying learning theory and secondary education methods to studio teaching.

MUSIC 469

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Completion of required pedagogy class or instructor's consent.
Taught	Winter
Programs	Containing MUSIC 469

Course Outcomes

Theory and Methods of Studio Teaching

Students will gain a theoretical base in beginning and maintaining a successful studio.

Top

Keyboard Teaching Practicum

Applying pedagogical principles to teaching.

MUSIC 470R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class or instructor's consent.
Taught	Fall, Winter
Programs	Containing MUSIC 470R

Course Outcomes

Knowledge

Students will deepen their understanding of how music and practicum are related.

Top

Keyboard Teaching Practicum: Organ

Applying pedagogical principles to teaching.

MUSIC 470R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class or instructor's consent.
Taught	Fall, Winter

Course Outcomes

Plan, teach, evaluate

Plan, teach, and evaluate effective organ training courses and private lessons.

Apply

Apply concepts introduced in Organ Pedagogy (Music 366, 665) in supervised private and group instruction.

Self-sufficient

Become self-sufficient as an organ teacher.

Top

Keyboard Teaching Practicum: Piano

Applying pedagogical principles to teaching.

MUSIC 470R

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Completion of required pedagogy class or instructor's consent.
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will deepen their understanding of how music and teaching practice are related.

Top

Supervised Teaching in Voice

Lecture, discussion, and practicum in the methodology of studio voice instruction.

MUSIC
472

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	MUSIC 363
Taught	Winter
Programs	Containing MUSIC 472

Course Outcomes

Teaching Experience

Students will apply the information gained in Music 363 to teaching at least 2 students, one male and the other female.

Pedagogical Approaches

Students will develop through study and experience pedagocial approaches to teaching singing.

Repertoire for Beginning Voice

Students will develop a basic list of repertoire appropriate to teaching beginning voice lessons.

Student Public Recital

Students will help their pupils prepare at least one song to a performance level which can be presented in a public recital.

Home Studio Management

Students will learn the organizational and financial structure of a successful home studio.

Top

Secondary Student Teaching

Capstone, field-based, semester-long experience in teaching secondary music students, demonstrating proficiency in all program standards. Seminar required.

MUSIC 476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of all course work or approval; with a major GPA 2.85.
Taught	Fall, Winter
Programs	Containing MUSIC 476

Course Outcomes

Teacher Work Sample

Students will complete a Teacher Work Sample documenting their ability to understand a teaching situation and their individual students in one specific class, and their ability to plan, teach, reflect on and revise music learning events to teach a learning unit to this class. They will document group and individual progress for the unit.

Effective Planning, Teaching and Revising

Students will demonstrate their ability to effectively plan, teach, reflect and revise music learning events by teaching full-time in a student teaching placement with a mentor teacher. In addition, students will demonstrate their ability to communicate effectively with individual students and groups of students, as well as parents, as well as the ability to work well with their mentor teacher and other school colleagues.

↑Top

Advanced Topics in Music

Topics vary.

MUSIC 480R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Music 296.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Orchestration

Scoring for standard orchestral instruments.

MUSIC
481

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 293, 295.
Taught	Fall
Programs	Containing MUSIC 481

Course Outcomes

Orchestration

This course is to learn fundamentals and intermediate techniques of orchestration, primarily pre-modern.

↑Top

Choral Arranging

Study of published choral arrangements, as well as techniques for adapting and arranging for choirs.

MUSIC 482

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 295.
Taught	Winter
Programs	Containing MUSIC 482

Course Outcomes

Choral Arranging

This course will help students learn a broad range of techniques in choral arranging, especially as it applies to adapting existing works for different configurations and creating new arrangements based on preexisting melodies.

↑Top

Counterpoint

Eighteenth-century contrapuntal styles and techniques, emphasizing those of J. S. Bach.

MUSIC 483

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 294, 296.
Taught	Fall
Programs	Containing MUSIC 483

Course Outcomes

18th Century Counterpoint

Learn techniques of 18th-century counterpoint and how they apply in principle to music of all subsequent periods.

Top

Jazz Arranging and Composition

Developing concepts and skills related to the orchestration, arranging, and composition of jazz and related contemporary styles of music.

MUSIC 485

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 295
Taught	Winter
Programs	Containing MUSIC 485

Course Outcomes

Jazz Arranging

Students will develop concepts and skills related to the orchestration, arranging, and composition of jazz and related contemporary styles of music.

Top

Commercial Music Capstone Project

Creating a demo CD and resume from course work, creative project, and internship experiences. Career goals and opportunities.

MUSIC 486

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 389; Commercial Music major status.
Taught	Fall, Winter
Programs	Containing MUSIC 486

Course Outcomes

Professional Presentation

This capstone level course is a resume/demo-reel combination project presenatatio suitable to show a prospective employer within the music industry. In building a resume, the students are instructed how to show both national and local credits, weighting, effective descriptions and other presenting other related expeirence and proper formatting on the resume.
The demo-reel, (A/V recording) part of the requirement needs to show a finish level that would get the positive attention of an industry professional. Skills learned in prior upper division media music courses are all brought to bear here as a final presentaion of the students abilities are showcased.

↑Top

Film Scoring

Introduction to techniques and technology of film scoring.

MUSIC 489

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 389; Instructor's consent.
Taught	Winter
Programs	Containing MUSIC 489

Course Outcomes

Course Outcomes

Successful completion of this class will allow students:
1. To develop a practical understanding and approach to film scoring.
2. To develop an appreciation of film composition as an art form.
3. To have a practical ability of the creative and technical process of film composition.
4. Seek to develop a balance between the career and spiritual well-being.
5. Ultimately, to gain a greater fascination and increased skill of film composition.

Top

Independent Readings

MUSIC 494R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Advising professor's consent as certified by completing a contract obtained from undergraduate studies secretary in E-579 HFAC.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Independent Readings

Precise learning outcomes vary from student to student, and are negotiated prior to the experience and approved by the supervising faculty member. These specific requirements are written down in a contract and placed on file.

↑Top

Honors Thesis

MUSIC 499R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Senior status.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Research

After completion of the project, the student should be prepared to do research at the graduate level.

Bibliography

Students will become familiar with, and use correctly, proper bibliographic styles.

End Product

Students will gain the experience of producing a well-written and researched thesis and/or thesis project.

↑Top

Musical Research Techniques

MUSIC
500

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Graduate status.
Taught	Fall, Winter

Course Outcomes

Scholarly Inquiry, Information Literacy, and Writing

Develop skills of scholarly inquiry, information literacy, and writing that will (1) save time and make graduate coursework easier, (2) facilitate current awareness of developments in the music professions, (3) lay a foundation for your own professional development, (4) and enable lifelong personal learning.

Critical Thinking

Learn to think critically (make value judgments) about music and evaluate the purpose of your career in music. Add intellectual and spiritual depth to your musical activities.

Methodologies and Publication

Gain a broad understanding of methodologies and publication types commonly applied in music research.

Reference Sources, Public Services, and Actual Holdings

Become familiar with reference sources, public services, and actual holdings useful for music research and performance in the Harold B. Lee Library, in other significant music libraries throughout the world, and online.

Basic and Advanced Reference Sources

Learn the uses and comparative merits of basic and advanced reference sources related to music. Gain the ability to determine the best reference source for a given research need. Learn how to critique reference sources.

Correct Citations

Become proficient in basic and advanced aspects of bibliographic citation, using principles of the Chicago Manual of Style (16th edition) and other writing conventions common to scholarly music publications.

Evaluation of Sources

Develop basic skills necessary to locate and evaluate critically musical manuscripts and various types of editions of scores.

Top

Music Education Research Techniques

MUSIC 501

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Graduate status.
Taught	Summer

Course Outcomes

Course Outcomes

At the end of this course, students should be able to:

- Identify research problems and questions.
- Identify the appropriate research methodology to address a given problem or question.
- Identify the standards and procedures of ethical research practices in music education.
- Articulate the key elements of quantitative, qualitative, historical, and philosophical research designs. Also, included will be action research or research on your own teaching in your own classroom.
- Effectively read, evaluate, and critique data and research findings particular to music education.
- Analyze quantitative and qualitative research data.
- Conduct research literature reviews and synthesizing the material into their own practice.
- Access and utilize the basic music education research journals and other sources of research reports and summaries, including online sources.
- Clearly and effectively express research and teaching ideas in writing.
- Apply the principles of gospel teaching and learning in music research and teaching.

Top

Aesthetics

Fundamental questions of aesthetic theory from classical antiquity to the present, emphasizing musical aesthetics.

MUSIC 503

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Music 306 or equivalent.
Taught	Fall

Course Outcomes

Aesthetics

Students will understand a broad historical range of literature in the philosophy of art, with particular emphasis on music.

↑Top

Applied Literature

Advanced survey and research of literature.

MUSIC 505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

↑Top

Applied Literature: Brass Literature

Advanced survey and research of literature.

MUSIC 505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

Top

Applied Literature: Organ Literature

Advanced survey and research of literature.

MUSIC 505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

Top

Applied Literature: Percussion Literature

Advanced survey and research of literature.

MUSIC 505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

Top

Applied Literature: Piano Literature

Advanced survey and research of literature.

MUSIC 505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

Top

Applied Literature: String Literature

Advanced survey and research of literature.

MUSIC 505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

Top

Applied Literature: Vocal Literature

Advanced survey and research of literature.

MUSIC
505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

↑Top

Applied Literature: Woodwind Literature

Advanced survey and research of literature.

MUSIC
505A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Minimum of one enrollment in Music 402-407 or equivalent.
Taught	

Course Outcomes

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to and perform music beyond the standard repertoire as well as read and write about it. The ultimate purpose is to expand your ability and skill to study a portion of string literature in great depth.

MUS 505A - Percussion Literature

Familiarize students with solo literature for snare drum, drum set, timpani, and multiple percussion and discuss method book approaches and techniques. Students will learn analysis techniques by viewing works compositionally and pedagogically while developing a spread sheet file with information regarding level of difficulty, composer/publisher, and comments regarding the piece or method.

Piano Literature

Students will gain an overview of (piano) literature, from (Renaissance to Avant Garde).

History and Development

Students will survey the operatic traditions, styles, and repertoire from 1600 to the present day.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Composers

Students will gain depth of understanding about a particular style and/or composer through focused research and seminar presentations in class.

Top

Advanced Applied Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to, perform, read and write about an advanced topic (or topics) in string literature. The ultimate purpose is to pursue a specific subject that has greatly piqued your interest in string literature (such as performance practice, an aspect of pedagogy, development of your instrument, a select body of literature or techniques etc.)

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

MUS 505B - Percussion Literature

Expose students to an in depth study of percussion ensemble literature from trios to large ensembles of ten or more players. Student presentations will be made so that they can evaluate compositional techniques, instrumentation, styles, and difficulty. Use of recordings will help students become familiar with the variety of textures and sounds available. Score analysis will help students determine the quality of pieces when recordings are unavailable and will aid in their ability to conduct and teach the pieces to their own students.

Research

Students will engage in in-depth research on a topic of vocal literature that has been approved by the instructor.

Piano Literature

Students will gain an overview of piano literature, from the Renaissance to the Avant Garde.

Pedagogy

As future pedagogues, students will learn to evaluate and choose instructional materials for beginning, intermediate and advanced students.

Research Paper

Students will prepare a written research paper on their topic following the guidelines set by the instructor.

Research

At the conclusion of this course, students will be able to list and describe their instrument’s primary resources available for historical, pedagogical and artistic research.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

Top

Advanced Applied Literature: Brass Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

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Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

↑Top

Advanced Applied Literature: Organ Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

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Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

Top

Advanced Applied Literature: Percussion Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
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Research Paper

Students will prepare a written research paper on their topic following the guidelines set by the instructor.

Research

At the conclusion of this course, students will be able to list and describe their instrument's primary resources available for historical, pedagogical and artistic research.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

↑Top

Advanced Applied Literature: Piano Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to, perform, read and write about an advanced topic (or topics) in string literature. The ultimate purpose is to pursue a specific subject that has greatly piqued your interest in string literature (such as performance practice, an aspect of pedagogy, development of your instrument, a select body of literature or techniques etc.)

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Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

MUS 505B - Percussion Literature

Expose students to an in depth study of percussion ensemble literature from trios to large ensembles of ten or more players. Student presentations will be made so that they can evaluate compositional techniques, instrumentation, styles, and difficulty. Use of recordings will help students become familiar with the variety of textures and sounds available. Score analysis will help students determine the quality of pieces when recordings are unavailable and will aid in their ability to conduct and teach the pieces to their own students.

Research

Students will engage in in-depth research on a topic of vocal literature that has been approved by

the instructor.

Piano Literature

Students will gain an overview of piano literature, from the Renaissance to the Avant Garde.

Pedagogy

As future pedagogues, students will learn to evaluate and choose instructional materials for beginning, intermediate and advanced students.

Research Paper

Students will prepare a written research paper on their topic following the guidelines set by the instructor.

Research

At the conclusion of this course, students will be able to list and describe their instrument’s primary resources available for historical, pedagogical and artistic research.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

↑Top

Advanced Applied Literature: String Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to, perform, read and write about an advanced topic (or topics) in string literature. The ultimate purpose is to pursue a specific subject that has greatly piqued your interest in string literature (such as performance practice, an aspect of pedagogy, development of your instrument, a select body of literature or techniques etc.)

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

MUS 505B - Percussion Literature

Expose students to an in depth study of percussion ensemble literature from trios to large ensembles of ten or more players. Student presentations will be made so that they can evaluate compositional techniques, instrumentation, styles, and difficulty. Use of recordings will help students become familiar with the variety of textures and sounds available. Score analysis will help students determine the quality of pieces when recordings are unavailable and will aid in their ability to conduct and teach the pieces to their own students.

Research

Students will engage in in-depth research on a topic of vocal literature that has been approved by

the instructor.

Piano Literature

Students will gain an overview of piano literature, from the Renaissance to the Avant Garde.

Pedagogy

As future pedagogues, students will learn to evaluate and choose instructional materials for beginning, intermediate and advanced students.

Research Paper

Students will prepare a written research paper on their topic following the guidelines set by the instructor.

Research

At the conclusion of this course, students will be able to list and describe their instrument's primary resources available for historical, pedagogical and artistic research.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

Top

Advanced Applied Literature: Vocal Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to, perform, read and write about an advanced topic (or topics) in string literature. The ultimate purpose is to pursue a specific subject that has greatly piqued your interest in string literature (such as performance practice, an aspect of pedagogy, development of your instrument, a select body of literature or techniques etc.)

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

MUS 505B - Percussion Literature

Expose students to an in depth study of percussion ensemble literature from trios to large ensembles of ten or more players. Student presentations will be made so that they can evaluate compositional techniques, instrumentation, styles, and difficulty. Use of recordings will help students become familiar with the variety of textures and sounds available. Score analysis will help students determine the quality of pieces when recordings are unavailable and will aid in their ability to conduct and teach the pieces to their own students.

Research

Students will engage in in-depth research on a topic of vocal literature that has been approved by

the instructor.

Piano Literature

Students will gain an overview of piano literature, from the Renaissance to the Avant Garde.

Pedagogy

As future pedagogues, students will learn to evaluate and choose instructional materials for beginning, intermediate and advanced students.

Research Paper

Students will prepare a written research paper on their topic following the guidelines set by the instructor.

Research

At the conclusion of this course, students will be able to list and describe their instrument's primary resources available for historical, pedagogical and artistic research.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

Top

Advanced Applied Literature: Woodwind Literature

Intensification and deeper study of Music 505A materials.

MUSIC 505B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	MUSIC 505A
Taught	

Course Outcomes

Brass Literature

Students will gain a working knowledge of the solo, chamber, orchestral, and pedagogical literature for their chosen instrument.
Through a study of specific repertoire, students will be able to identify and trace the development of their instrument's literature from its inception to the Contemporary period.

String Literature, graduate level

Be able to discuss, listen to, perform, read and write about an advanced topic (or topics) in string literature. The ultimate purpose is to pursue a specific subject that has greatly piqued your interest in string literature (such as performance practice, an aspect of pedagogy, development of your instrument, a select body of literature or techniques etc.)

Organ Literature

Students will gain indepth understanding of organ literature in the most important points of the instrument's history. Likewise, students will be able to readily engage in scholarly discussions about the studied literature.

MUS 505B - Percussion Literature

Expose students to an in depth study of percussion ensemble literature from trios to large ensembles of ten or more players. Student presentations will be made so that they can evaluate compositional techniques, instrumentation, styles, and difficulty. Use of recordings will help students become familiar with the variety of textures and sounds available. Score analysis will help students determine the quality of pieces when recordings are unavailable and will aid in their ability to conduct and teach the pieces to their own students.

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Students will engage in in-depth research on a topic of vocal literature that has been approved by

the instructor.

Piano Literature

Students will gain an overview of piano literature, from the Renaissance to the Avant Garde.

Pedagogy

As future pedagogues, students will learn to evaluate and choose instructional materials for beginning, intermediate and advanced students.

Research Paper

Students will prepare a written research paper on their topic following the guidelines set by the instructor.

Research

At the conclusion of this course, students will be able to list and describe their instrument’s primary resources available for historical, pedagogical and artistic research.

Oral Exam

Students will be able to readily engage in scholarly discussions about the studied literature.

Presentation

Students will present the results of their research to the class in a seminar presentation on their topic.

↑Top

Choral Literature 1

Concentrated analytical study and application of choral literature through Beethoven.

MUSIC 506

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall odd years

Course Outcomes

Choral Lit 1

1. You will have begun to assemble your own personal choral music database and library.
2. You will have familiarized yourself with many representative pieces of major composers from each historical period. You will know their general characteristics and be able to apply this knowledge to the analysis of many kinds of choral music. You will know the important works of the major composers in each period. You will be able to recognize visually or aurally the musical characteristics of periods and composers in unidentified scores and recordings.
3. You will know the names and general characteristics of contemporary arrangers, and composers who write choral music for educational purposes. You will also be able to recognize desirable qualities of repertoire for varying levels of age and ability in school, church, or community choir settings.
4. You will know the criteria which affect choral programming. You will have compiled three sample programs, which demonstrate both your ability to create an artistic program and your knowledge of the repertoire.
5. You will know about the issues which affect the choral musician’s search for repertoire: the focus of well known publishers, music in the public domain, internet resources, copyright issues, out of print music, etc.
6. You will have the necessary skills to evaluate each choral piece you encounter and be able to assess why a choral piece is or is not worth performing. Also, you will hopefully find great spiritual enlightenment as you come to know and better understand the world’s choral masterpieces.

↑Top

Choral Literature 2

Concentrated analytical study and application of choral literature from post-Beethoven to the present.

MUSIC 507

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall even years

Course Outcomes

Choral Lit 2

1. You will have begun to assemble your own personal choral music database and library.
2. You will have familiarized yourself with many representative pieces of major composers from each historical period. You will know their general characteristics and be able to apply this knowledge to the analysis of many kinds of choral music. You will know the important works of the major composers in each period. You will be able to recognize visually or aurally the musical characteristics of periods and composers in unidentified scores and recordings.
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6. You will have the necessary skills to evaluate each choral piece you encounter and be able to assess why a choral piece is or is not worth performing. Also, you will hopefully find great spiritual enlightenment as you come to know and better understand the world's choral masterpieces.

Top

Orchestra Literature 1

Concentrated analytical study and application of orchestral literature of the baroque and classical eras.

MUSIC 508

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Winter odd years

Course Outcomes

508 Orchestral Literature 1

The purpose of this course is to study the standard orchestral literature through the eyes of a conductor. Upon completion of the course, students will be familiar with the most important literature of the Baroque, Classical, and Romantic periods up to through the works of Brahms. They will be able to identify the most important composers, their works, and the most significant passages with regards to challenges for the conductor.

Top

Orchestra Literature 2

Concentrated analytical study and application of orchestral literature of the romantic era and the 20th century.

MUSIC 509

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Winter even years

Course Outcomes

509 Orchestral Literature 2

The purpose of this course is to study the standard orchestral literature through the eyes of a conductor. Upon completion of the course, students will be familiar with the most important literature of the late Romantic period up to through the new music of today.. They will be able to identify the most important composers, their works, and the most significant passages with regards to challenges for the conductor.

↑Top

Band Literature

Concentrated study of band literature through analysis and conducting.

MUSIC
510

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Winter

Course Outcomes

Score Analysis

Identify and describe elements of form, rhythm, melody, harmony, texture, dynamics, timbres, style and phrasing in a variety of band or orchestral scores.

Historical Knowledge

Describe the evolution of various large scale instrumental forms and trace the development of the styles and composition techniques in band history--while citing research sources for adding to that information.

Knowledge of Composers

List significant composers for the instrumental genres of band or orchestra music and name their most prominent works--while citing research sources for additional information.

↑Top

Oratorio Literature for Solo Voice

History, repertoire, and performance practice of sacred works with a focus on works from the Baroque Era to Contemporary.

MUSIC
511

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 402A or equivalent.
Taught	Winter

Course Outcomes

Outcomes

1. Students will study the history of oratorio repertoire and its styles of performance from the baroque era through to the present day.
2. Students will focus on specific recitative and arias from the oratorio repertoire, and perform extracts in class.
3. Students will complete assignments and give presentations in class that will pertain to their research on oratorio repertoire.

↑Top

Score Preparation and Conducting: Instrumental

MUSIC 532R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall

Course Outcomes

Score Analysis

Identify and describe elements of form, rhythm, melody, harmony, texture, dynamics, timbres, style and phrasing in a variety of band or orchestral scores.

Score Marking

Use a variety of score marking techniques to notate preparation in score analysis and rehearsal planning.

Conducting Clarity

Demonstrate the ability to clearly signal changes in meter, tempo, style, phrasing and dynamics while conducting the ensemble.

Rehearsal Techniques

Demonstrate ability to forecast performance problems and demonstrate techniques and strategies for correcting them.

Top

Choral Conducting and Development

Principles and practices of score preparation, conducting, and choral development as elements of choral artistry.

MUSIC 533R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter odd years, Summer

Course Outcomes

Learning Outcome

Students will demonstrate (1) the ability to analyze and graph a score, including factors of form, rhythm, melody, harmony, texture, dynamics, and balance, (2) the ability to prepare the score for rehearsal, creating a clear rehearsal plan, while showing challenges in the score and offering the means for meeting those challenges, and (3) conducting the score in a manner that communicates its style and character.

Top

Score Preparation and Direction: Jazz

MUSIC 534R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Summer odd years

Course Outcomes

Score Prep

Students will be able to prepare a score for rehearsal.

Top

Instrumental Conducting and Error Detection

Development of critical rehearsal and conducting skills through score preparation, lesson planning, rehearsal goals and predicting issues, performance accuracy, score transpositions, error detection, conducting gesture analysis, and music-mapping for the development of expressive conducting gesture.

MUSIC 535R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Summer

Course Outcomes

Conducting and Error Detection

- Demonstrate ability to study scores effectively to predict ensemble needs
- Demonstrate ability to prepare effectively for rehearsal and develop lesson plans
- Demonstrate ability to map a piece
- Demonstrate ability to use clear and effective conducting gestures to enhance ensemble's performance
- Conduct and perform for each other in micro teaching modules
- Demonstrate ability to perform in an ensemble with accuracy and precision
- Demonstrate ability to detect errors in score and performance in a positive manner, recommend solutions, and reinforce good behaviors
- Analyze and assess performance practice in live lab settings
- Demonstrate ability to transpose concert score for each instrument in the ensemble
- Students will show empathy, respect and courtesy towards each other throughout the learning process

Top

Graduate Brass and Percussion Instruction

MUSIC 560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Graduate Conducting Instruction

MUSIC
560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Graduate Organ Instruction

MUSIC 560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Graduate Piano Instruction

MUSIC 560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Graduate String Instruction

MUSIC 560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

↑Top

Graduate Voice Instruction

MUSIC
560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Graduate Woodwind Instruction

MUSIC 560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

↑Top

Harpsichord Instruction

MUSIC 560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Taught	

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Performance Instruction

Performance instruction for students not specializing in performance, and for performance students wishing to study secondary instruments.

MUSIC 560R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate music student status.
Note	Fee.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

560R Performance Instruction

Prepare performances at a high level, including knowledge of applicable solo and ensemble literature, and perform from a cross-section of that repertory.

Top

Music for Elementary School Teachers

Experiences in teaching various music activities in the elementary school.

MUSIC 570

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 371, 471, or elementary music teaching experience.
Taught	Contact Department

Course Outcomes

Music for Elementary Teachers

Students will have a greater understanding of the musical needs and abilities for K-6 students.

Top

Elementary Education Music Pedagogy

Orff, Dalcroze, and Kodaly materials and techniques.

MUSIC
571

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Music 371 and equivalent of elementary education teaching minor in music.
Taught	Contact Department

Course Outcomes

Music ElEd Pedagogy

Students will learn different methods of teaching music to K-6 students.

Top

Instructional Methods 1

MUSIC 575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of instructional methods.

Top

Instructional Methods 2

MUSIC 575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of instructional methods.

Top

Instructional Methods 3

MUSIC
575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of instructional methods.

Top

Literature and Research 1

MUSIC 575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of how literature and research are related.

Top

Literature and Research 2

MUSIC 575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of how literature and research are related.

↑Top

Literature and Research 3

MUSIC 575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understanding of how literature and research are related.

Top

Prepatory Musicianship

MUSIC
575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will begin to understand Musicianship.

Top

Summer Music Workshops and Clinics

MUSIC 575R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Classroom Teaching Techniques

Students will demonstrate ability to apply to their classroom teaching those music education teaching techniques addressed in the given Summer Music Clinic.

Top

Teacher Musicianship 1

MUSIC
575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understand of Musicianship.

Top

Teacher Musicianship 2

MUSIC
575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understand of Musicianship.

↑Top

Teacher Musicianship 3

MUSIC 575R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen their understand of Musicianship.

Top

Fundamentals and Techniques of the Marching Band

Planning, charting, and scoring for marching bands.

MUSIC 576

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Music 294, 296 (or equivalents); music education major status.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Topics in Music

MUSIC 580R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Music 296 or equivalent.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Twentieth-Century Orchestration

New techniques for standard and new instruments; analysis and listening.

MUSIC
581

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Music 481 or equivalent.
Taught	Winter
Programs	Containing MUSIC 581

Course Outcomes

20th Century Orchestration

Learn specialized orchestrational techniques, primarily of the modern era.

🡅Top

Sixteenth-Century Counterpoint

Strict modal counterpoint in sixteenth- century style (Palestrina); includes species, text setting, and motet.

MUSIC 583

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	C- or higher in Music 294, 296, or equivalent.
Taught	Fall odd years
Programs	Containing MUSIC 583

Course Outcomes

16th Century Counterpoint

Learn the techniques of 16-century counterpoint, including principles applicable to later music.

Top

Composition

MUSIC 587R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Advanced Composition

Students will receive advanced training in composition, particularly emphasizing larger forces and extended forms.

Top

Advanced Topics in Keyboard Harmony

Topics vary.

MUSIC 591

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall

Course Outcomes

Advanced Keyboard

Through projects in keyboard harmony, sight-reading, transposition, modulation, improvisation, playing by ear, and score reading, advanced keyboard students will continue developing a complete keyboard fluency.

Top

Score Analysis

Analysis of representative choral and instrumental works from the Renaissance through contemporary styles.

MUSIC 595

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter odd years, Summer odd years
Programs	Containing MUSIC 595

Course Outcomes

Score Analysis

Music 595 is to help you to
- Explore the nature and function of scores of all kinds.
- Answer the question of any score: what does this score tell me about the intended sound and what does it not tell me?
- Learn criteria for identifying style, period, and performance practice of any score.
Score types include:
1. *Vocal music*: various *a capella* genres (choral, barbershop, etc.), congregational hymns (including shape-note symbols and tonic sol-fa), *Lieder*, popular sheet music, folk transcriptions.
2. *Instrument-based genres:* works for solo instrument, chamber groups, and larger ensembles
3. *Alternative uses and adaptations of common-practice notation:* lead sheets/fake books, charts/graphs (e.g., Schenker graphs), short scores, piano reductions, transcriptions, various indeterminate notations.
4. *Miscellaneous non-common-practice notation*. These include tablatures, assorted graphic/pictographic representations, verbal scores, mathematical (e.g., ratio-based) notation.

↑Top

Schenker Analysis

Schenker's system of tonal analysis.

MUSIC 596

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Music 306, 395; or equivalents.
Taught	Winter even years
Programs	Containing MUSIC 596

Course Outcomes

Structure and Prolongation

Will learn the principles of structure, prolongation, and related ideas (as articulated by Schenker and his followers).

↑Top

Academic Internship

Internship in creative, performing, producing, or teaching applications of major course work.

MUSIC 599R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Academic Internship

Precise learning outcomes vary from student to student, and are negotiated and explicated prior to the experience and approved by the supervising graduate faculty member.

Top

Language Study: Navajo

Survival-level conversation, reading, listening, and culture skills in the target language.

NAVAJ
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Navajo

Beginning speaking, listening, reading, and writing skills.

NAVAJ 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Navajo

Second-semester speaking, listening, reading, and writing skills.

NAVAJ 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	NAVAJ 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	
Programs	Containing NAVAJ 102

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Navajo

Intermediate speaking, listening, reading, and writing skills.

NAVAJ 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	NAVAJ 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Navajo

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

NAVAJ
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	NAVAJ 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing NAVAJ 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Navajo

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

NAVAJ
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Navajo

Systematic review of grammar and syntax of target language.

NAVAJ
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NAVAJ 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Navajo

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

NAVAJ 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Navaj 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing NAVAJ 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Navajo

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

NAVAJ 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NAVAJ 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Navajo

Concentration on target-language and target-culture issues for specific careers.

NAVAJ 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NAVAJ 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Essentials of Human Nutrition

Food-oriented study of nutritional facts and principles as a basis for dietary choices; consequences of choices; scientifically examining controversial topics.

NDFS 100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing NDFS 100

Course Outcomes

Nutrients

Identify functions of nutrients and their major food sources.

Applications

Identify, interpret, and apply nutrition information.

Scientific Method

Apply the scientific method to identify and interpret credible nutrition information.

Linking Course Outcomes to GE Outcomes

GE Learning Outcomes for Scientific Principles and Reasoning: Biological, Physical, and Social Science

1. Demonstrate an understanding of the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process.
2. Appreciate the excitement of discovery that has accompanied important scientific developments.
3. Demonstrate how scientific methodology can be used to analyze real-world science-related problems.
4. Evaluate scientific data and claims in order to make rational decisions on public-policy science issues that affect their community.
5. Express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data.
6. Reflect rationally upon the interface between science and religion.

Connected GE Learning Outcome	Course Outcome	Measured/Met By:
Scientific Principles and		

Reasoning

2, 3, 4, 5	Identify function of nutrients and their major food sources.	Assignment: Dietary Analysis Class discussion iClicker questions In-class Exam Reviews Exam questions
1, 2, 3, 4, 5	Identify, interpret, and apply nutrition information.	Assignment: Dietary Analysis Assignment: Plan and Prepare a Meal Assignment: Weight Loss Diets Paper Class discussion iClicker questions In-class Exam Reviews Exam questions
1, 2, 3, 4, 5, 6	Apply the scientific method to identify and interpret credible nutrition information.	Assignment: Dietary Analysis Class discussion iClicker questions In-class Exam Reviews Exam questions

↑Top

Careers in Food Science

Guest lectures and exposure to vocations in food science.

NDFS 191

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing NDFS 191

Course Outcomes

Food Science Major

Determine if Food Science is the major program best suited for you.

Career Preparation

Create a portfolio that includes a resume, a compilation of networking contacts, and a sample cover letter of introduction. For Food Science majors, instructors of subsequent food science courses will require students to add major projects reports and assignments to their portfolio.

↑Top

Nutrient Metabolism

Chemical structures of nutrients, their food sources, requirements, digestion, absorption, transport, metabolism, functions, storage and excretion; metabolic consequences of nutrient deficiencies, interactions, imbalances, and toxicities.

NDFS
200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 100 & CHEM 101; or NDFS 100 & CHEM 105; Concurrent enrollment in Chem 285 or 351.
Taught	Fall, Winter
Programs	Containing NDFS 200

Course Outcomes

Chemical Structure

Identify chemical structures of amino acids, lipids, carbohydrates, and vitamins.

Deficiencies and Toxicities

List functions, food sources, and consequences of deficiencies and toxicities for each of the essential nutrients.

Consequences of Dietary Practices

Explain the metabolic and physiological basis for the consequences of dietary practices that affect nutrient levels, and relate the consequences to the roles of essential nutrients in metabolic processes.

Diet Analysis

Analyze diets and alter food intake to reach predetermined targets for consumption of specific dietary components or to achieve an overall dietary pattern.

Original Research and Peer-Reviewed Scientific Journal

Analyze the primary nutrition literature and identify statistically and biologically significant data.

Top

Society, Nutrition, and Chronic Disease

Behavioral, dietary, and environmental factors that influence nutrition and risks for chronic disease.

NDFS 201

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	NDFS 100
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing NDFS 201

Course Outcomes

Understand:

Explain or describe how behavioral, dietary, and environmental factors influence nutrition and chronic disease risks.

Find/Evaluate:

Find scientific research articles and identify their key characteristics. Identify consistencies or inconsistencies in studies of diet and chronic disease risks.

Apply:

Apply information about behavioral, dietary, and environmental factors to reduce chronic disease risks.

Top

Introduction to Culinary Arts

Introduction to culinary arts. Emphasis on basic skills including: knife skills; plate design and presentation; stocks and sauces; cooking methods for, meats, eggs, fruits, vegetables, grains, and pasta; hors d'oeuvres; breads, baking, and pastry.

NDFS 237

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing NDFS 237

Course Outcomes

Knife Skills

Demonstrate competence in knife safety as well as proper use of knives to fabricate several specific knife cuts

Stocks

Explain the principles of making different types of stocks

Sauces

Describe the five mother sauces including preparation methods and uses for each

Cooking Methods

Identify moist and dry heat cooking methods and applications of each
Apply a variety of cooking methods to proteins, vegetables, and starches

Egg Cookery

Demonstrate competence in cooking eggs to order

Baking and Pastry

Discuss basic principles of bakery and pastry including production of yeast breads, quick breads, cakes, cookies, and pastry

Plating and Design

Demonstrate effective plating and design techniques

↑Top

Essentials of Food Science

Overview of food science, including chemical, physical and microbiological principles related to food processing, storage, and utilization. Current issues in food science.

NDFS
250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	CHEM 101; or CHEM 105; concurrent enrollment in NDFS 251
Note	This class should be taken concurrently with NDFS 251.
Taught	Fall, Winter, Spring
Programs	Containing NDFS 250

Course Outcomes

Concepts and Principles

Explain the basic concepts and principles of Food Science

Current Food Science Topics in the News

Recognize (distinguish) current topics in the news and in lay literature as being related to Food Science and Technology

Consumer Concerns

Evaluate the scientific validity of various consumer concerns regarding food production, preservation, and storage

Topics in Scientific Literature

Obtain further information on Food Science topics through library research of the scientific literature

Food Science in your Major

Explain how Food Science knowledge applies to your major field of study, and make the connection between what you're learning and what you plan to do after graduation

Problem Solving

Solve Food Science related problems.

Food Safety and Quality

Determine your level of confidence in the safety and quality of the food available to you, having gained an understanding of what happens to food between farm gate and dinner plate

Top

Essentials of Food Science Laboratory

Laboratory experience in the chemistry of changes occurring during food processing, storage, and utilization.

NDFS 251

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	CHEM 101; or CHEM 105; Concurrent enrollment in NDFS 250.
Note	This class should be taken concurrently with NDFS 250.
Taught	Fall, Winter, Spring
Programs	Containing NDFS 251

Course Outcomes

Food Chemistry Reactions

Explain the basic chemistry involved in ripening, processing, and storing food

Critical thinking skills

Apply critical thinking skills to solve food related questions and problems

Collaborative Laboratory Experiments

Develop the ability to work in teams to carry out laboratory experiments

Top

Introduction to Dietetics

The profession of dietetics; exposure to specialty areas through guest lectures.

NDFS 290

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing NDFS 290

Course Outcomes

How to become a Registered Dietitian Nutritionist

Understand how to become a Registered Dietitian Nutritionist, including:
Educational requirements and various routes to completion.
Requirements for acceptance to the Didactic Program in Dietetics at BYU.
Requirements for acceptance to a Dietetic Internship.
Requirements for eligibility for Registration by the Commission on Dietetic Registration (CDR)
Requirements for maintenance of continuing CDR Registration.

Defining a Registered Dietitian Nutritionist

Understand what a Registered Dietitian Nutritionist is.

Defining a Professional

Understand what it means to be a professional.

Exposure to Registered Dietitian Nutritionist Jobs

Have exposure to a variety of jobs currently held by Registered Dietitian Nutritionists.

Your Dietetic Area of Interest

Identify which area of dietetics is personally most appealing

Future Job Opportunities

Identify what future job opportunities are predicted in the profession of dietetics.

↑Top

Fieldwork in Dietetics

Fieldwork for international students.

NDFS
292R

Hours	0.5 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Gain skills through fieldwork

Students will demonstrate professional attributes such as customer focus, critical thinking, and time management and work prioritization while developing dietetics-related skills within various organizational structures.

↑Top

Nutrition Research Fundamentals

Design of protocols for and ethics of research with human subjects and animals. Scientific literature searches and presentations.

NDFS
294

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	NDFS 200
Note	Recommended during sophomore year.
Taught	Fall
Programs	Containing NDFS 294

Course Outcomes

Nutrition Experimental Design

Design a nutrition research experiment using metholdology employed by NDFS faculty and/or that found in peer reviewed nutritional research papers.

IRB and IACUC Standards

Pass the Institutional Review Board (IRB) research test and implement standards of the Institutional Animal Care and Use Committee (IACUC) into a research study design

↑Top

Medical Nutrition Therapy 1

Nutritional assessment and medical nutrition therapy across disease states.

NDFS 300

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Dietetics major status.
Taught	Fall
Programs	Containing NDFS 300

Course Outcomes

Pathophysiology of Diseases and Nutrition Intervention

Identify the pathophysiology of diseases discussed in this course and how they relate to nutrition intervention

Medical Terminology

Understand and use medical terminology

Nutrition Assessment

Know how to gather and interpret information from various domains to accurately assess nutritional status

Nutrient Composition of Foods/Menus

Gather, analyze and interpret the nutrient composition of foods/menus

Disease Specific Diets

Develop appropriate disease specific diets

Alternative Nutritional Therapies and Herbal Remedies

Be familiar with common alternative nutritional therapies and become familiar with resources on herbal remedies or alternative/complimentary practitioners

Appropriate Medical Nutrition Therapy and Intervention

Identify the appropriate medical nutrition therapy for specific disease states and provide the appropriate intervention, including calculating and defining diets

Professional Literature

Interpret, evaluate and use professional literature to make ethical evidence-based practice decisions

Evidence Based Guidelines and Protocols

Use current information technologies to locate and apply evidence based guidelines and protocols; (ADA evidence Analysis Library and the Cochrane Database of Systematic Reviews)

Nutrition Care Process

Use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including MNT, disease prevention and health promotion

Pharmacology, Nutrient Metabolism, Physiology, Genetics and

Demonstrate understanding of pharmacology, nutrient metabolism, physiology, genetics and biochemistry

Core Knowledge for the RDN

2017 ACEND Standards

Knowledge	NDFS 300 Course Learning Outcomes	**How objective is met/ measured**
KRDN 1.1	Interpret, evaluate and use professional literature to make ethical evidence-based practice decisions based on current guidelines and protocols (ADA evidence Analysis Library and the Cochrane Database of Systematic Reviews)	Medication and Complimentary Care Assignment; case studies; exams
KRDN 1.2	Use current information technologies to locate and apply evidence based guidelines and protocols	Medication and Complimentary Care Assignment
KRDN 1.3	Apply critical thinking skills	Homework assignments, exams, class discussion
KRDN 3.1	Develop the ability to use the nutrition care process (assessment, diagnosis, identification, interventions, and monitoring and evaluation) including the principles of medical nutrition therapy across a variety of disease states.	Exam Dietary Analysis DM diet GI Diets
KRDN 3.5	Describe basic concepts of nutritional genomics	Exam
KRDN 5.2.5	Principles of medical nutrition therapy and the Nutrition Care Process	Exams, diabetes and GI assignments
KRND 5.2.13	Understanding of biochemistry, anatomy, physiology, pharmacology, and nutrient metabolism	Exams

↑Top

Nutritional Implications of Disease

Nutritional assessment and medical nutrition therapy across disease states.

NDFS 305

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	NDFS 200 & PDBIO 305
Note	For nutritional science majors.
Taught	Winter
Programs	Containing NDFS 305

Course Outcomes

Nutritional Assessment and Intervention

Apply principles of nutrition assessment and evidence-based nutrition intervention to clinical diseases and conditions.

Pathophysiology

Analyze the pathophysiology of nutrition-related diseases and conditions and evaluate the role of medical nutrition therapy.

Evidence-Based Practice

Analyze and interpret nutrition research related to prevention and treatment of various clinical diseases and conditions.

Top

Nutrition and Metabolism in Sports and Exercise

Scientific basis for the role of nutrition in human performance. Critical evaluation of popular practices; making optimal food choices for physical activity.

NDFS 310

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	NDFS 100 & PDBIO 305; or NDFS 100 & PDBIO 362
Note	This course was formerly named Sports Nutrition.
Taught	Fall, Winter, Spring
Programs	Containing NDFS 310

Course Outcomes

Nutrition and Physical Performance

Students will apply their current understanding of nutrition to aspects of physical performance. Describe the factors (exercise intensity, duration, substrate availability and endocrine) that affect energy utilization.

Scientific Research and Evaluation

Search, interpret, and summarize original scientific information. Evaluate nutritional claims for scientific accuracy.

Nutrition Recommendations for Physical Activity

Apply evidence-based nutrition recommendations for sports and exercise in real or hypothetical situations.

Top

Food Analysis

Principles, methods and techniques of qualitative and quantitative physical, chemical, and biological analysis of food and food ingredients.

NDFS 350

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	NDFS 250 & NDFS 251 & CHEM 285; or NDFS 250 & NDFS 251 & CHEM 352
Taught	Winter
Programs	Containing NDFS 350

Course Outcomes

Analytical Techniques

Explain the principles behind the analytical techniques used in food analysis (primarily chemical and physical analyses)

Measurement of Components of Food

Measure various components of food (found on the Nutrition Facts label) using laboratory techniques common to food chemistry and food analysis

Selecting Appropriate Techniques

Select the appropriate analytical technique when presented with a practical problem

Quality Assurance Tests

Prepare a written report and brief oral presentation covering the quality assurance tests required for the analysis of raw ingredients, intermediate products and final product of a food commodity having a standard of identity.

Top

Food Process Engineering

Mass and energy balances, thermodynamics, fluid flow, heat and mass transfer; unit operations in food processing, including thermal processing, frying, irradiation, refrigeration, freezing, and dehydration.

NDFS 355

Hours	4.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	PHSCS 105 & MATH 112; or PHSCS 105 & MATH 119; Food Science majors only.
Taught	Winter
Programs	Containing NDFS 355

Course Outcomes

Transport Processes and Unit Operations

Solve fluid flow problems to determine flow rate variables and pump requirements.
Assess fluid type and processing requirements to determine appropriate pump type.

Mass and Energy Balances

Calculate the effectiveness and amount of heat exchanged in tubular and plate heat exchangers under various flow conditions.
Calculate the amount of heat recovered in the regeneration section of a HTST pasteurizer under various flow conditions.
Determine the ideal conditions for heat transfer.

Mass and Energy Balances 2

Calculate the coefficient of performance for refrigeration cycles and make a judgment as to which refrigerant is appropriate for a hypothetical application.

Mass and Energy Balances 3

Calculate the amount of steam needed to achieve a hypothetical heating operation.

Unit Operations

Describe how various unit operations work individually and together.

Quality and Safety

Explain the function and operation of various processes and their controls that maximize food safety and processing efficiency while preserving food quality.
Determine thermal processing times.

Packaging

Know the chemistry and barrier properties of commonly used packaging types, including polymers.

Packaging 2

Know the functions of a packaging-type and be able to determine what functions the package is performing.

↑Top

Medical Nutrition Therapy 2

Medical nutrition therapy across disease states; continuation of NDFS 300.

NDFS
356

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 300
Taught	Winter
Programs	Containing NDFS 356

Course Outcomes

Communication Skills

Use oral and written communications in presenting an educational session for a group

Effective Team Member

Work effectively as a team member

Public Speaking

Teach class members about a disease, and its medical and nutritional implications

Specific Dietetic Knowledge

Knowledge of: exercise physiology, pathophysiology related to nutrition care, fluid and electrolyte requirements, pharmacology: nutrient-nutrient interaction.

Medical Nutrition Terminology

Demsonstrated ability to: interpret medical terminology, interpret laboratory parameters related to nutrition

Appropriate Documentation

Appropriately document MNT in a professional format

Nutrient Composition of Foods

Calculate and interpret nutrient composition of foods

Diets for Health Conditions

Calculate and/or define diets for health conditions addressed by health promotion/disease (cancer, pulmonary, liver, pancreas, and kidney)

Enteral and Parenteral Nutrition Formulations

Calculate enteral and parenteral nutrition formulations

Core knowledge for the RDN

2017 Acend Standards

Knowledge	NDFS 356 Course Learning Outcomes	How objective is met/measured
KRDN 1.1	Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.	Case studies; paper; exams; Renal diet
KRDN 1.3	Apply critical thinking skills.	Homework, case study presentations, chart notes, exams
KRDN 2.1	Demonstrate effective and professional oral and written communication and documentation.	Case study presentation and paper; chart notes
KRDN 3.1	Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.	Case study; chart notes; exam CA assignment; Renal diet; NS worksheets
KRDN 3.2	Develop an education session or program/education strategy for a target population	Case study presentation
KRDN 5.2.5	Apply the principles of medical nutrition therapy and the Nutrition Care Process	CA and Renal diets, exams, case study, chart notes
KRDN 5.2.13	Demonstrate understanding of pharmacology, nutrient metabolism, physiology, genetics and biochemistry	Exam; case study

Nutritional Health Risks

Assessment and treatment of nutritional health risks

Appropriate Medical Nutrition Therapy and Intervention

Identify the appropriate medical nutrition therapy for specific disease states and provide the appropriate intervention, including calculating and defining diets

Professional Literature

Interpret, evaluate and use professional literature to make ethical evidence-based practice decisions

Evidence Based Guidelines and Protocols

Use current information technologies to locate and apply evidence based guidelines and protocols; (ADA evidence Analysis Library and the Cochrane Database of Systematic Reviews)

Nutrition Care Process

Use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including MNT, disease prevention and health promotion

Pharmacology, Nutrient Metabolism, Physiology, Genetics, and

Demonstrate understanding of pharmacology, nutrient metabolism, physiology, genetics and biochemistry

↑Top

Food Microbiology

Pathogenic and spoilage microorganisms in foods and their control. Beneficial microorganisms in food systems. Influence of the food system on growth and survival of microorganisms.

NDFS 361

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	MMBIO 221 & MMBIO 222
Taught	Fall
Programs	Containing NDFS 361

Course Outcomes

Growth Requirements of Common Food Borne Pathogens

Understand the growth requirements of common food borne pathogens and spoilage microorganisms. Be able to attribute the characteristics of a food borne illness with unknown etiology to the most likely organism. Differentiate which organisms would be likely to grow in a specific food product.

Intrinsic and Environmental Aspects

Understand intrinsic and environmental aspects of foods and how they can be modified to affect the growth and metabolism of food borne microorganisms to include spoilage, pathogenic, and beneficial organisms.

Laboratory Experiments

Carry out a series of laboratory experiments aimed at isolating and identifying common food borne microbial pathogens

Spoilage Microorganisms

Classify spoilage microorganisms according to the food or foods they are most likely to affect based on the intrinsic and environmental characteristics of the food and compare to various storage methods to determine which method would be most appropriate for the given food product

Microbial Safety of a Common Food Product

Design and carry out a laboratory experiment to evaluate the microbial safety of a common food product or process

Top

Food Commodity Processing

Characteristics of raw food material; principles of food preservation and food processing techniques; packaging materials and methods; sanitation and water and waste management.

NDFS 362

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	NDFS 250 & NDFS 251; Food Science majors only.
Taught	Fall
Programs	Containing NDFS 362

Course Outcomes

Food Plants

Apply knowledge of different food plants and their varieties to determine which are most appropriate for specific finished products.
Understand the processing operations involved in converting raw plants into finished products

Animal Commodities

Apply knowledge of different animal species, breeds, and types to determine which are most appropriate for specific finished products.
Understand the processing operations involved in converting raw animal commodities into finished products.

Confections

Understand the processing operations involved in confection manufacture.

Freshwater

Know the sources of and the processing operations involved in converting freshwater into water for various uses in a food production plant. Apply knowledge of freshwater characteristics and how they impact its use in a food production plant.

Wastewater

Understand the processing operations involved in wastewater treatment.

Research Project

Obtain further information on food commodity processing topics through research.

Top

Food Production Management

Managing processes and techniques of quantity food production in commercial and institutional food systems.

NDFS 374

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Dietetics major status.
Taught	Fall
Programs	Containing NDFS 374

Course Outcomes

Foodservice Industry

1. Explain the foodservice industry in the context of a system and describe food consumption issues and trends for consumers.
KRDN 1.3, 3.4
Measured/Met by:
ServSafe Exam, Quiz, Midterm and Final Exams

Food Product Flow

2. Identify different paths of food product flow and understand the advantages and disadvantages of these operations.
KRDN 1.3, 3.4
Measured/Met by:
Quiz, Midterm and Final Exams

Menu Planning for Institutional Feeding

3. Demonstrate knowledge of principles of menu planning through creating an appropriate menu for institutional feeding to meet needs of target population.
KRDN 3.4
Measured/Met by:
Menu Planning Assignment, Menu Modification Assignment, Modified Consistency Assignment, Midterm and Final Exams

Therapeutic Menus

4. Understand the importance of aesthetically pleasing therapeutic menus and apply knowledge to meet individual or group dietary needs.
KRDN 3.4
Measured/Met by:
Pureed Food Impressions Assignment, Menu Planning Assignment, Modified Consistency Assignment, Midterm and Final Exams

Standardized Recipes

5. Discuss need for standardized recipes and appropriately quantify recipes for volume food production.
KRDN 3.4
Measured/Met by:
Menu Planning Assignment, Midterm and Final Exams

Quantity Food Production Techniques, Terminology, and Equipm

6. Apply knowledge of quantity food production techniques, terminology, and equipment used for: soups, sauces, meat, poultry, fish, egg and dairy foods, vegetables, fruits, salads, sandwiches, and baked goods
KRDN 3.4
Measured/Met by:
Menu Planning Assignment, Modfied Consistency Assignment, Midterm & Final Exams

Food and Labor Costs

7. Accurately calculate food, labor, and inventory costs for financial accountability
KRDN 1.3, 4.2, 4.6
Measured/Met by:
Make/Buy Assignment, Financial Case Studies, Midterm and Final Exams

Quantify Recipes and Costs

8. Accurately quantify recipes and calculate recipe costs.
KRDN 1.3, 4.2, 4.6
Measured/Met by:
Quiz, Midterm and Final Exams

Principles of Sanitation and Safety in Foodservice

9. Students are able to apply the principles of sanitation and safety to foodservice, and recognize the impact on consumers after becoming ServSafe certified.
KRDN 1.3, 3.4, 4.5
Measured/Met by:
ServSafe Certification, Food Handling Observation Assignment, Midterm and Final Exams

10. Understand the importance of allergens in quantity food production

Apply understanding of allergens in the context of a foodservice operation.
KRDN 3.4, 4.5
Measured/Met by:
ServSafe Allergy Certification (optional), Midterm and Final Exams

2017 Core Knowledge for the RDN

Accredidation Council for Education in Nutritional Dietetics Core Knowledge for the RDN
2017 Standards

Top

Food Production Management Laboratory

The Food Production Management Laboratory, The Pendulum Court, is a small restaurant where dietetics students have rotations as manager, cook, baker, and in cold foods. The Pendulum Court is designed to give students experience in foodservice management.

NDFS
375

Hours	3.0 Credit, 0.0 Lecture, 9.0 Lab
Prerequisites	NDFS 374 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing NDFS 375

Course Outcomes

Quantity Food Preparation Techniques and Food Science Knowle

1. Apply appropriate quantity food preparation techniques and Food Science knowledge for soups, sauces, meat, poultry, fish, dairy foods, vegetables, fruits, salads, sandwiches, and baked goods
KRDN 1.3, 2.1, 3.4
Measured/Met By: Performance Mid Evaluation, Final Evaluation and Manager Evaluation, Worksheets, Exams

Quantity Food Production

2. Use appropriate controls in quantity food production.
KRDN 1.3, 3.4
Measured/Met By: ServSafe Certification, Worksheets, Performance Mid Evaluation, Final Evaluation and Manager Evaluation, Exams

Safety and Sanitation Principles

3. Demonstrate use of appropriate safety and sanitation principles during food production and service to the customer.
KRDN 1.3, 3.4, 4.5
Measured/Met By: ServSafe Certification, Performance Mid Evaluation, Final Evaluation and Manager Evaluation, Exams

Foodservice Equipment

4. Demonstrate safe and appropriate use of and cleaning of foodservice equipment.
KRDN 3.4, 4.5
Measured/Met By: Performance Mid Evaluation, Final Evaluation and Manager Evaluation

Presentation and Service of Food

5. Demonstrate effective presentation and service of food.
KRDN 3.4
Measured/Met By: Performance Mid Evaluation, Final Evaluation and Manager Evaluation, Peer Evaluation, Worksheets, Exams

Team Work Skills

6. Students will work effectively as a team member as evidenced through good communication, appropriate assertiveness, and effective time management skills.
KRDN 2.1
Measured/Met By: Performance Mid Evaluation, Final Evaluation and Manager Evaluation, Peer Evaluations

Monitoring Tools for Quality Improvement

7. Use various monitoring tools to analyze data for continuous quality improvement.
KRDN 1.3, 2.1, 4.2, 4.6
Measured/Met By: Manager Performance Evaluation, Manager Worksheet, Manager Dollar Data, Exams

Production Management Skills

8. Demonstrate production management skills ensuring that foodservice operation meets the needs of the customers.
KRDN 1.3, 2.8, 3.4
Measured/Met By: Manager Performance Evaluation, Peer Evaluations, Manager Dollar Data

2017 Core Knowledge for the RDN

Accreditation Council for Education in Nutrition and Dietetics Core Knowledge for the RDN
2017 Standards

Top

International Nutrition

Causes and consequences of nutrient deficiencies common in developing countries. Appropriate interventions to prevent or treat malnutrition.

NDFS 380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 100
Taught	Contact Department
Programs	Containing NDFS 380

Course Outcomes

Nutrient Deficiencies and Cognitive Development

Relate critical nutrient requirement deficiencies to nutritional diseases and poor cognitive devolopment

Nutritional Problems in Developing Societies

Intrepret the scientific literature that relates to nutional problems in devloping societies

Solutions for Undernourishment

Relate the nutritional status of undernourished children to their diets and suggest plausible solutions

↑Top

Special Topics in Nutrition, Dietetics, and Food Science

Various topics related to nutrition, dietetics, and/or food science.

NDFS 390R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Academic Internship

Off-campus work experience sponsored by industrial, government, or academic institutions.

NDFS
399R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing NDFS 399R

Course Outcomes

Practical Experience

Gain practical experience in a nutrition, dietetics, or food science related organization or field.

Apply Knowledge

Apply didactic knowledge to real-life situations through hands-on activities in nutrition, dietetics, and food science.

Communication and Networking

Develop communications and networking skills to set foundations for future work opportunities in nutrition, dietetics, and food science.

Top

Academic Internship in Dietetics

Off-campus work experience sponsored by industrial, government, or academic institutions.

NDFS 399R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Academic Internship in Food Science

Off-campus work experience sponsored by industrial, government, or academic institutions.

NDFS 399R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship in Nutritional Science

Off-campus work experience sponsored by industrial, government, or academic institutions.

NDFS
399R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Community Nutrition

Public health nutrition applied to community programs.

NDFS 400

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 200; or NDFS 201
Taught	Fall
Programs	Containing NDFS 400

Course Outcomes

Nutrition Programs and Policies

1. Describe various community nutrition programs, government health care programs, and policies aimed to enhance the nutritional status and overall health of individuals in the US population.

Grant Proposal

2. Effectively write a grant proposal that encompasses the basic elements of implementing community nutrition programs, including a needs assessment, program planning, implementation and evaluation, and budget preparation, and conduct the proposed project in a real-life community setting.

Oral and Written Communication

3. Exhibit competent communication skills in both written and oral communication for lay and professional audiences in the performance of course assignments.

Top

Nutrition Assessment Lab

Developing skill in anthropometric, biochemical, clinical, and dietary parameters of nutritional assessment.

NDFS
405

Hours	0.5 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	NDFS 356
Taught	Fall Term 2
Programs	Containing NDFS 405

Course Outcomes

Locate, Interpret, Evaluate and Use Professional Literature

Demonstrate the ability to locate, interpret, evaluate and use professional literature in the process of nutritional assessment.

Assessment Procedures

Accurately perform and interpret assessment procedures (the first step in the nutrition care process) to identify nutrition-related problems.

Core Knowledge for the RDN

2017 ACEND Standards

AND Knowledge Requirement/LO	NDFS 405 Course Learning Outcomes	Measured/Met by:
KRDN 1.3	Apply critical thinking skills	Competency Sign-offs, Blood Pressure Certification, Lab Worksheets
KRDN 3.1	Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions	Competency Sign-off, Lab Worksheets Practicum

Safety Principles in Laboratory Procedures

Apply safety principles in laboratory procedures regarding blood-borne pathogens and the disposal of biohazardous waste.

↑Top

Nutrition Through the Life Cycle

Nutritional requirements, diet, and health concerns for pregnancy and lactation; infants; toddlers and preschoolers; school-age children; adolescents; and older adults.

NDFS
424

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	NDFS 300; or NDFS 305
Taught	Winter
Programs	Containing NDFS 424

Course Outcomes

Evidence-based Nutrient Requirements and Assessment Methodol

1. Demonstrate knowledge of evidence-based nutrient requirements (including the rationale for specific requirements throughout the life cycle) and nutritional status assessment methods used to determine diet adequacy among pregnant and lactating women; infants; children; adolescents; and older adults.

Pregnancy Nutrition Assessment

2. Assess the nutritional status of a pregnant woman and provide appropriate recommendations for dietary improvement based on nutrient requirements during this life stage.

Child Nutrition Assessment

3. Assess the nutritional status of a young child and provide appropriate recommendations for dietary improvement based on nutrient requirements during this life stage.

Older Adult Nutrition Assessment

4. Assess and evaluate the nutritional status of an older adult.

Top

Nutritional Bio-organic Chemistry

Principles of organic chemistry and biochemistry relating to the function and structure of macronutrients, vitamins, and minerals.

NDFS 434

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	NDFS 200 & CHEM 285 & PDBIO 305
Taught	Winter
Programs	Containing NDFS 434

Course Outcomes

Scientific Research and Communications

Demonstrate ability to search, interpret, and summarize original scientific information

Nutrient Chemical Structure and Metabolism

Demonstrate knowledge of the chemical structure of nutrients, their food sources, the scientific basis for nutrition requirements, digestion, absorption, transport, metabolism and functions, and the metabolic consequences of nutrient deficiencies, interactions, imbalances and toxicities.

Biochemical Functions and Pathways

Understand the biochemical functions and pathways of nutrients in the body.

Physiological and Biochemical Changes in the Body

Identify possible physiological and biochemical changes in the body associated with deficient or excessive nutrient intakes.

Enzymatic Reactions

Understand the role of enzyme kinetics, structure, and active sites in catalyzing biochemical reactions.

↑Top

Nutritional Biochemistry and Metabolism

Biochemical and metabolic processes and interrelationships among nutrients.

NDFS
435

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	NDFS 200 & PDBIO 305 & CHEM 285; or NDFS 200 & PDBIO 305 & CHEM 481
Taught	Fall, Spring
Programs	Containing NDFS 435

Course Outcomes

Scientific Research and Writing

Demonstrate ability to search, interpret, and summarize original scientific information in an efficiently written scientific paper.

Nutrient Chemical Structure and Metabolism

Demonstrate knowledge of nutrient chemical structures, food sources, digestion, absorption, transport, metabolism and functions, and the metabolic consequences of nutrient deficiencies, interactions, imbalances and toxicities.

Experimental Design

Demonstrate knowledge of appropriate design for scientific experiments.

Biochemical Functions and Pathways

Understand the biochemical functions and pathways of nutrients in the body.

Nutrient Metabolism and Body Homeostasis

Identify physiological, biochemical and metabolic changes associated with deficient nutrient intake, excessive nutrient intake and selected metabolic diseases.

↑Top

Nutrition Education and Counseling

Learning theory; curriculum development and dissemination; nutrition counseling; for dietetics majors.

NDFS 440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing NDFS 440

Course Outcomes

Plan Teaching for Target Audience

Design teaching plans including objectives, concepts, and learning experiences appropriate for target audience.
KRDN 2017: 2.1, 2.6, 3.2, 3.4

Educational and Visual Support Materials

Develop appropriate educational and visual support materials for individual or group instruction.
KRDN 2017: 2.1, 2.6, 3.2, 3.3

Education and Counseling Techniques

Demonstrate effective education and counseling techniques.
KRDN 2017: 2.1, 3.2, 3.3

Behavior Change Theories and Models

Evaluate behavior change theories and models as part of nutrition interventions
KRDN 2017: 3.2, 3.3

Evaluation Techniques

Use formative and summative evaluation techniques for both self-assessment and learner assessment.
KRDN 2017: 2.1, 3.2, 3.4

Core Knowledge for the RDN

2017 ACEND Standards

Core Knowledge for the RDN	Learning Outcome	Measured Met by
2.1, 3.2, 3.3	Demonstrate effective education and counseling techniques.	Micro-teaching, teaching method, lesson plan, bulletin board, social media, handout, flip chart
3.2, 3.3	Evaluate behavior change theories and models as part of nutrition interventions	Micro-teaching, teaching method, lesson plan, bulletin board, social media, handout, flip chart, exams
2.1, 2.6, 3.2, 3.3	Develop appropriate educational and visual support materials for individual and group instruction	Micro-teaching, teaching method, lesson plan, bulletin board, social media, handout, flip chart, exams, Harvard implicit, cultural knowledge, exams, copyright tutorial
2.1, 2.6, 3.2, 3.4	Design teaching plans including objectives, concepts, and learning experiences appropriate for target audience	Lesson Plans, Social Media Plan, Objective Assignment, Exam, Learning Styles Inventory, Harvard implicit, cultural knowledge
2.1, 3.2, 3.4	Use formative and summative evaluation techniques for both self-assessment and learner assessment.	Verbal Non-verbal analysis, Exams, Lesson Plan, Harvard Implicit

Top

Foodservice Systems

Input, transformation, and output in the food service system; emphasizes procurement, production, service, and sanitation.

NDFS 445

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 374
Taught	Winter
Programs	Containing NDFS 445

Course Outcomes

Foodservice System Model

Describe the foodservice system model and the relationship of each of its parts

Industry Trends

Analyze current societal, demographic, technological, and menu trends and topics in a variety of industry segments
KRDN 2017: 2.1, 3.2

Systems Theory

Apply systems theory and knowledge of management functions to foodservice operations as well as other areas of the dietetic industry
KRDN 2017: 4.1

Procurement

Discuss the procurement subsystem and the functions fo that subsystem including
- Vendors and vendor selection
- Methods of purchasing, receving, storage, and inventory control
- Understand specifications and value analysis and their use in purchasing
KRDN 2017: 2.5, 4.2, 4.6

Production

Understand the food production subsystem and the functions of that subsystem

- Understand and apply the use of forecasting models
- Discuss planning, purchase and use of kitchen equipment
- Discuss the purpose and use of an ingredient room and production schedules
- Understand and apply principles of facility design and kitchen layout

KRDN 2017: 2.5, 4.2, 4.6

Distribution and Service

Discuss the distribution and service subsystem

- Differentiate between delivery systems for various types of foodservices
- Discuss pros and cons of methods of distribution
- Define different types and methods of service
- Discuss service management and the experience economy

KRDN 2017: 2.4, 3.4

Sanitation and Safety

Safety, Sanitation, and Maintenance Subsystem

- Understand principles of safety and maintenance as they apply to foodservice systems

KRDN 2017: 4.5

Sustainability

Discuss principles of sustainability and how it applies to foodservice systems as well as other parts of the dietetics industry.

Marketing

Understand basic principles of marketing and apply them to a foodservice system

- Discuss marketing of nutrition and self

KRDN 2017: 4.1

Foodservice System Interrelation

Critically evaluate and describe each part of the foodservice system indiviually and as a whole and understand how they interrelate with each other
KRDN 2017: 1.3, 2.1, 4.6

Core Knowledge for the RDN

2017 ACEND Standards

Core Knowledge	**Learning Outcome**	**Measured/Met by:**
KRDN 2.1, 3.2	1. Analyze current societal, demographic, technological, and menu trends and topics in a variety of industry segments	Trade Journal Assignment
	1. Describe the foodservice system model and the relationship of each of its parts	Quizzes, Exams, Final Portfolio

KRDN 4.1	1. Apply systems theory and knowledge of management functions to foodservice operations as well as other areas of the dietetic industry	Facility profile visit and report, Final portfolio
KRDN 2.5, 4.2, 4.6	1. Discuss the procurement subsystem and the functions of that subsystem including • Vendors and vendor selection • Methods of purchasing, receiving, storage, and inventory control • Understand specifications and value analysis and their use in purchasing	Quizzes, Classroom discussion, Procurement portfolio sections, Final portfolio
KRDN 2.5, 4.2, 4.6	1. Understand the food production subsystem and the functions of that subsystem • Understand and apply the use of forecasting models • Discuss planning, purchase and use of kitchen equipment • Discuss the purpose and use of an ingredient room and production schedules • Understand and apply principles of facility design and kitchen layout	Quizzes, Classroom discussion, Production portfolio sections, Final portfolio
KRDN 2.4, 3.4	1. Discuss the distribution and service subsystem • Differentiate between delivery systems for various types of foodservices • Discuss pros and cons of methods of distribution • Define different types and methods of service • Discuss service management and the experience economy	Quizzes and Exams, Distribution portfolio section, Final portfolio
KRDN 4.5	1. Safety, Sanitation, and	Quiz 9, Exam 2, Sanitation and

	Maintenance Subsystem • Understand principles of safety and maintenance as they apply to foodservice systems	safety portfolio section, final portfolio
	1. Discuss principles of sustainability and how it applies to foodservice systems as well as other parts of the dietetics industry.	
KRDN 4.1	1. Understand basic principles of marketing and apply them to a foodservice system • Discuss marketing of nutrition and self	Marketing portfolio section, Final portfolio
KRDN 1.3, 2.1, 4.6	1. Critically evaluate and describe each part of the foodservice system individually and as a whole and understand how they interrelate with each other.	Final Portfolio and Presentation

↑Top

Food Chemistry

Structure and properties of food components, including water, carbohydrates, protein, lipids, other nutrients, and food additives. Chemistry of changes occurring during processing, storage, and utilization.

NDFS 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 250 & NDFS 251 & CHEM 285; or NDFS 250 & NDFS 251 & CHEM 352
Taught	Fall
Programs	Containing NDFS 450

Course Outcomes

Food Components

Explain the chemistry of food components, including their properties and reactions

Food Processing and Storage

Explain the major chemical reactions that occur during food processing and storage, including those that limit food shelf life

Solving Real-world Problems

Solve real-world problems related to food chemistry

Research Proposal

Write a research proposal on a food chemistry topic. Include objectives, literature review, experimental design and references

↑Top

Financial Management in Dietetics

Basic financial management principles focused on application to the dietetics industry. Topics include basic accounting, financial statements, financial ratios, financial control, productivity measures, menu pricing, menu engineering, billing and coding, and budgets and budgeting.

NDFS 455

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 374 & NDFS 445
Taught	Fall
Programs	Containing NDFS 455

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Management in Dietetics

Management cycle and theory applied to clinical and administrative dietetics.

NDFS
458

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 445
Taught	Fall
Programs	Containing NDFS 458

Course Outcomes

Dietetics Management

Explain dietetics management in the context of a system.

Group Work

Discuss group dynamics and work group formation and participate effectively in group tasks.

Communication and Negotiation

Identify and use principles of effective communication and negotiation.

Decision Making and Planning Processes

Identify tools used and steps in the decision making and planning processes.

Management Functions

Identify the management functions, including planning, organizing, staffing, leading, monitoring, and evaluating.

Human Resource Management

Identify principles of human resource management, including determining manpower needs, recruiting and interviewing, orientation and training, performance appraisal, diversity issues, conflict management, and labor relations laws.

Management and Leadership

Describe theories of effective management and leadership.

Motivational and Organizational Change

Identify theories of motivation and organizational change.

Disaster Planning and Risk Management

Discuss concepts of disaster planning and risk management.

Management Information Systems

Explain management information systems in dietetics

ACEND Knowledge Requirement for the RD

Management in Dietetics

ACEND Knowledge Requirement For the RD	By the conclusion of the course, students will:	Measured/Met by:
4.1.	1. Explain dietetics management in the context of a system.	Exam Reading Journal (RJ) Class Discussion (CD) Abstracts
4.1, 5.3	2. Discuss group dynamics and work group formation and participate effectively in group tasks.	Projects #1, #2 Peer Evaluations Exam RJ, CD
2.1	3. Identify and use principles of effective communication and negotiation.	Projects #1, #2 Peer Evaluations Exam RJ, CD
4.1, 4.2	4. Identify tools used and steps in the decision making and planning processes.	Projects #1, #2 Exam RJ, CD
4.1.	5. Identify the management functions, including planning, organizing, staffing, leading, monitoring, and evaluating.	Exam RJ, CD
2.1, 4.1	6. Identify principles of human resource management, including determining manpower needs, recruiting and interviewing, orientation and training, performance appraisal, diversity issues, conflict management, and labor relations laws.	Exam Peer Evaluations Transfer Exercise RJ, CD
4.1	7. Describe theories of effective management and leadership.	Exam Project #1 RJ, CD
3.3, 4.1	8. Identify theories of motivation and organizational change.	Exam Project #1 Transfer Exercise RJ, CD
4.2	9. Discuss concepts of disaster planning and risk management.	Exam RJ, CD
2.3, 4.1	10. Explain management information systems in dietetics.	Exam RJ, CD

↑Top

Food Regulations and Quality Assurance

Federal and international food regulations and methods of assuring food quality.

NDFS 462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 121 & NDFS 250 & NDFS 251
Taught	Fall
Programs	Containing NDFS 462

Course Outcomes

Ethical Reasoning

Apply ethical reasoning to make business decisions based on principles of integrity and honesty

Laws, Regulations, Guidelines, and Directives

Be able to locate, retrieve and interpret specific laws, regulations, guidelines and directives relating to food, its manufacture, labeling, distribution and sale

Assuring the Quality of Food Products

Be able to apply the principles of food science and statistics to control and assure the quality of food products

HACCP Documentation

Prepare a HACCP documentation system for any defined food product/process

Government Roles in Food Supply

Explain how the legislative, executive, and judicial branches of federal and state government function and interact to regulate and control the safety, wholesomeness, and economy of the food supply

Legal Food Labels

Prepare a legal food label

Top

Food Sensory Evaluation

Analytical and affective methods of assessing sensory properties of food using statistical methods. Laboratory experience in sensory research and techniques. Integrative capstone course.

NDFS 464

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	STAT 121 & NDFS 250 & NDFS 251; Concurrent enrollment in NDFS 465.
Taught	Winter
Programs	Containing NDFS 464

Course Outcomes

Prepare for and conduct a sensory test

Create and execute a sensory consumer or discrimination test using a sensory questionnaire delivery, data collection and analysis software package.

Client reports

Using a computer, prepare a professional sensory report for a client.

Statistics

Use statistics to draw conclusions about data.

Test Types and Questions

Demonstrate understanding of sensory test types and which test type is best for meeting project objectives. Be able to select the appropriate questions, scales, and wording for each test type.

Quantitative Descriptive Panels

Demonstrate understanding of how quantitative descriptive panels are conducted. Show how to determine when Quantitative Descriptive panelists are sufficiently trained and when they need more training.

Leading and Participating in Groups

Lead and participate in groups in developing hypotheses, planning and conducting experimentation to test that hypothesis

Top

Food Product Development

Integration and application of food science principles to develop new food products. Laboratory experience in food product design and development. Integrative capstone course.

NDFS 465

Hours	3.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	NDFS 361 & NDFS 362 & NDFS 462; This class should be taken concurrently with NDFS 464.
Taught	Winter
Programs	Containing NDFS 465

Course Outcomes

Specifications

Prepare raw material, product, and process specifications for a product and related commercial manufacturing process

Commercializing

Work with a team in successfully commercializing a new or improved food product

Stability Test

Coordinate, plan, and execute a stability test

Plant Trial

Coordinate, plan, and execute a plant trial

Project Time-lines

Prepare and follow workable project time-lines for multiple development projects

Consumer Tests

Coordinate, plan, and execute an appropriate consumer test for guidance or decision making

Food Product Label

Properly prepare and document all information required for a finished food product label

Laboratory Notebook

Keep a precise, well-documented laboratory notebook that will stand up under scrutiny in a court of law

↑Top

Advanced Dietetics Practice

Skill development in specialized topics of medical nutrition therapy and administrative dietetics.

NDFS 466

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NDFS 356 & NDFS 440 & NDFS 458
Taught	Winter
Programs	Containing NDFS 466

Course Outcomes

Nutrition Support

Calculate, monitor, and make recommendations for all forms of nutrition support in inpatient and outpatient settings.
KRDN 1.1, 1.2, 1.3, 2.2, 2.5, 3.1

Nutrition Care Process and Principles of Medical Nutrition

Evaulate patients using the Nutrition Care Process and the principles of Medical Nutrition Therapy for following conditions: trauma, HIV disease, thermal injury, diabetes, high risk pregnancies, high risk infants, complex pediatric disorders, developmental disorders, metabolic disorders.
KRDN 1.1, 1.2, 1.3, 2.2, 2.5, 3.1, 4.3

Menu Engineering Data

Use and interpret menu engineering data in making pricing and menu decisions.
KRDN 3.4

Systems Approach and Management Issues

Develop proposals for food and nutrition services departments by applying knowledge of the systems approach and management issues in foodservice, clinical, and community settings.
KRDN 1.1, 1.2, 1.3, 2.1, 3.4, 4.1, 4.4

Core Knowledge for the RD

Accreditation Council for Education in Nutrition and Dietetics Core Knowledge for the RD

Core Knowledge for the RDN	By the conclusion of the course, students will:	Measured/Met by:
KRDN 1.1, 1.2, 1.3, 2.2, 2.5, 3.1	Calculate, monitor, and make recommendations for all forms of nutrition support in inpatient and outpatient settings..	Clinical Case Studies Nutrition Support Worksheets
KRDN 1.1, 1.2, 1.3, 2.2, 2.5, 3.1,	Evaulate patients using the	Clinical Case Studies, Nutrition

4.3	Nutrition Care Process and the principles of Medical Nutrition Therapy for following conditions: trauma, HIV disease, thermal injury, diabetes, high risk pregnancies, high risk infants, complex pediatric disorders, developmental disorders, metabolic disorders	Support Worksheet, Case study billing questions
KRDN 3.4	Use and interpret menu engineering data in making pricing and menu decisions.	Capstone Management Project
KRDN 1,1, 1.2, 1.3, 2.1, 3.4, 4.1, 4.4	Develop proposals for food and nutrition services departments by applying knowledge of the systems approach and management issues in foodservice, clinical, and community settings	Capstone Management Project

2017 standards

Top

Research Methods in Dietetics

Research techniques in a variety of dietetics practice areas.

NDFS
475

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Senior status in dietetics program.
Taught	Winter
Programs	Containing NDFS 475

Course Outcomes

Types of Appropriate Research

Identify types of research and their appropriate use, including: research question, sample selection, methodologies, data collection methods, data analysis methods

Locate, Interpret and Evaluate and Use Professional Literatu

Demonstrate how to locate, interpret and evaluate and use professional literature to make ethical evidence based practice decisions

Using Information Technologies

Use current information technologies to locate and apply evidence based guidelines and protocols

Design Research Projects

Design research projects using appropriate methods of sample selection and data collection

Survey Questionnaire

Develop survey questionnaire for appropriate research objectives

Visual Aids and Communication Skills

Utilize visual aids and communication skills to present concepts in oral and written reports

Literature Research Reports

Interpret and evaluate research reports in literature

Basic Statistics

Interpret and apply basic statistics

Core knowledge for the RDN

2017 ACEND Standards

Knowledge	NDFS 475 Course learning outcomes	Measured/Met by:
KRDN 1.1	Identify how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions	Class Discussion (CD); in class assignments; Proposal
KRDN 1.2	Use current information technologies to locate and apply evidence-based guidelines and protocols	Evidence based practice assignment
KRDN 1.3	Apply critical thinking skills	Assignments, CD, Exam

Top

Professionalism in Nutrition and Dietetics

Issues in professional practice.

NDFS 490

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Acceptance in dietetics program.
Taught	Winter
Programs	Containing NDFS 490

Course Outcomes

Standards of Practice and Professional Performance

Analyze the Scope of Practice and Standards of Practice and Professional performance for dietitians and apply the scope and standards to specific cases.
2017 KRDN 1.3, 2.2

Professionalism and Career Readiness

Demonstrate professionalism and career readiness including online presence, dress, and business etiquette.
KRDN 2.2

Professional Issues Related to the Academy of Nutrition and

Examine current issues related to the profession of dietetics including ethics, quality, reimbursement, practice applications, and professional membership.
2017 KRDN 1.3, 2.2, 2.4, 2.7, 3.4, 4.3, 4.6

Core Knowledge for the RD

Accreditation Council for Education in Nutrition and Dietetics Core Knowledge for the RD

Core Knowledge	By the conclusion of the course, students will:	Measured/Met by:
KRDN 2.2	Demonstrate professionalism and career readiness including online presence, dress, and business etiquette.	Portfolio, Scope of Practice, Code of Ethics, Dress Response
KRDN 1.3, 2.2	Analyze the Scope of Practice and Standards of Practice and Professional performance for	Class discussion, Scope of Practice assignment, Code of Ethics

	dietitians and apply the scope and standards to specific cases.	
KRDN 1.3, 2.2, 2.4, 2.7, 3.4, 4.3, 4.6	Examine current issues related to the profession of dietetics including ethics, quality, reimbursement, practice applications, and professional membership.	Scope of Practice, Code of Ethics, Billing/Coding discussion/activity, Quality Management discussion/activity, Position Practic Paper

2017 standards

Top

Internship Preparation

Selecting internship sites and preparing dietetic internship application packet.

NDFS 491

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Senior status in dietetics program.
Taught	Fall
Programs	Containing NDFS 491

Course Outcomes

Effective Application Packet

Prepare a succinct and clear application packet for the dietetic internship or other employment/graduate school pursuits.
ACEND 2017 KRDN 1.3, 2.1

Selecting Dietetic Internships

Evaluate personal strengths and weaknesses in context of future dietetic internship, employment, graduate school, or other pursuits.
ACEND 2017 KRDN 1.3, 2.1

Life After Graduation

Develop goals for professional development following graduation.
ACEND 2017 KRDN 1.3

Professional Communication

Demonstrate effective professional oral and written communication.
ACEND 2017 KRDN 2.1

2017 ACEND- Required Core Knowledge

Core Knowledge for the RDN	Learning Outcome	Measured Met by
1.3	Prepare a succinct and clear application for the dietetic internship or other employment/graduate school pursuits. Evaluate personal strengths and weaknesses in context of future dietetic internship, employment, graduate school, or other pursuits. Develop goals for professional	Internship Application Alternate Route Assignment

	development following graduation.	
2.1	Demonstrate effective professional oral and written communication.	Personal statement, resume, dietetic internship application, and video interview evaluation

↑Top

Undergraduate Research in Nutrition, Dietetics, or Food Science

Mentored research experience.

NDFS 494R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 9.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing NDFS 494R

Course Outcomes

Evaluation of original research

Students will develop an increased understanding of the most up-to-date findings in the areas we are researching in the lab.

Data Collection and Analysis Methodologies

Students will develop skillsets in data collection, data entry, and/or data analysis methods.

Presentation and critical thinking skills

Students will gain experience presenting research to the group and will increase their critical thinking skills discussing original research articles.

Top

Studies in Modern Near Eastern Languages

Grammar, reading, writing, and conversational skills.

NE LG
321R

Hours	4.0 Credit, 4.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

↑Top

Ancient Near Eastern Mythology

Major themes in mythological literature of Egypt, Canaan, Mesopotamia, Anatolia, and ancient Iran. All readings in English.

NE LG
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing NE LG 340

Course Outcomes

Knowledge

Students will deepen understanding and skills as outlined in individualized contract between student and professor.

Top

Texts and Ancient Temples

Major ancient Near Eastern texts dealing with the temple; analysis of primary elements of ancient temple type as a place of worship.

NE LG 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing NE LG 345

Course Outcomes

NE LG 345 Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:

1. Define the concept of sacred space and time.
2. Understand the temples as sacred space.
3. Analyze temple systems in the ancient world.
4. Understand that the church, synagogue, and mosque have decisively been influenced by the temple.

↑Top

Senior Seminar in Near Eastern Studies

Capstone course for Near Eastern Studies majors. Includes major research paper demonstrating ability to integrate cross-disciplinary information and methodology.

NE LG 495

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Near Eastern Studies major; senior status.
Taught	

Course Outcomes

Knowledge

Students will become familiar with current topics in this content area.

Top

Akkadian

NE LG 511R

Hours	0.5 - 4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with a special topic in this content area.

Top

Aramaic

NE LG
511R

Hours	0.5 - 4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with a special topic in this content area.

Top

Coptic

NE LG 511R

Hours	0.5 - 4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with a special topic in this content area.

Top

Egyptian

NE LG 511R

Hours	0.5 - 4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with a special topic in this content area.

↑Top

Studies in Ancient Near Eastern Languages

Grammar and reading skills.

NE LG 511R

Hours	0.5 - 4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing NE LG 511R

Course Outcomes

Knowledge

Students will become familiar with a special topic in this content area.

Top

Syriac

NE LG 511R

Hours	0.5 - 4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with a special topic in this content area.

Top

Ugaritic

NE LG 511R

Hours	0.5 - 4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

NE LG 511R Learning Outcomes

Upon completion of this course, participants will have acquired the skills necessary to:

1. Understand and recognize the fundamental elements of subject grammar (i.e., Aramaic, Coptic, Egyptian, Syriac, Akkadian, etc.)
2. Define the top 300 vocabulary words of the subject language.
3. Analyze and categorize the verbal system.

Top

Near Eastern Mythology

NE LG 521R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with current topics in this content area.

Top

Special Topics in Ancient Near Eastern Literature

Historical and comparative studies of ancient Near Eastern literature.

NE LG 521R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will become familiar with current topics in this content area.

Top

Texts and Temples

NE LG 521R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Knowledge

Students will become familiar with current topics in this content area.

Top

Ancient Near Eastern Studies

Social science/humanities core course emphasizing ancient history extending to the Byzantine period.

NES
336R

Hours	1.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Elective credit for major and minor. Offered at the Jerusalem Center for Near Eastern Studies only.
Taught	Fall, Winter, Spring, Summer
Programs	Containing NES 336R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

(NES-Hist 242R) Arab and Islamic Civilization

Social science/humanities core course covering Arab and Islamic civilization; historical evolution of Middle East to present. Overview of modern Palestinian society.

NES
347R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Elective credit for major and minor in NES. Offered at the Jerusalem Center for Near Eastern Studies only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Knowledge

Students will deepen their understanding of Arab and Islamic civilization.

↑Top

(NES-Hist 243R) Jewish Civilization

Social science/humanities core course; broad introduction to Jewish self-understanding and history, focusing on relationships among people, faith, and land.

NES
349R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Elective credit for major and minor. Offered at the Jerusalem Center for Near Eastern Studies only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Jerusalem Center Field Trips

The history, archaeology, and scriptural relevance of important places visited during participation in the BYU Jerusalem Center program.

NES 395R

Hours	0.5 - 1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Concurrent enrollment in NES 336R.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

JERUSALEM CENTER FIELD TRIPS

Field trips correlated with classroom study to maximize the advantage of on-site learning.

↑Top

Advanced Topics in Near Eastern Studies

Studies based on individual and program needs.

NES
398R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Elective credit for major and minor. Also offered at the Jerusalem Center for Near Eastern Studies.
Taught	

Course Outcomes

Special Topics

Students will deepen their understanding of special topics in Near Eastern Studies.

↑Top

Special Topics in Near Eastern Studies

Studies based on individual and program needs.

NES 499R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Special Topics

Students will deepen their understanding of special topics in Near Eastern Studies.

Top

Near East Special Topics

Studies based on individual and program needs.

NES 595R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Graduate standing and instructor's consent.
Taught	

Course Outcomes

Special topics

Students will deepen their understanding of special topics in Near Eastern Studies.

Top

Neurobiology

The nervous system; cellular communication, neural basis of behavior, and hormonal influences.

NEURO 205

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 120; or instructor's consent.
Taught	Fall, Winter
Programs	Containing NEURO 205

Course Outcomes

Basic nervous system knowledge

Students will demonstrate an understanding of the structures and functions of the nervous system. This will include the cellular, regional and system organization and function of the brain, spinal cord and peripheral nerves. Students will apply this knowledge to solve neuroscience-related problems.

Preparation for future neuroscience courses

Students will demonstrate the building blocks of knowledge required to further their experience and training in other neuroscience courses.

Top

Neuroscience Advanced Writing

Processes of research writing and oral presentation for neuroscience students.

NEURO 316

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NEURO 205; Engl 150 or equivalent; Neuroscience major status.
Taught	Fall, Winter

Course Outcomes

Write clearly and appropriately

Students will demonstrate that they can write clearly, focus on a well-defined purpose in writing, use conventions of format and structure appropriate to their discipline, and adopt a voice, tone, and level of formality suited to multiple purposes and audiences, including audiences both within and outside the discipline in which the course is offered.
Measurement: Informal in-class writing assignments will be given and formal writing assignments will be assigned in multiple drafts with peer- and instructor-review. Genres could include a personal writing journal, letter of intent, letter to the editor, literature review, research proposal, book review, and poster presentation.

The role of writing in neuroscience

Students will demonstrate the ability to use appropriate research tools and processes of research within their particular discipline, including library research. Students will demonstrate their ability to identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.
Measurement: See (1).

Library research

Students will demonstrate the ability to use appropriate research tools and processes of research within their particular discipline, including library research. Students will demonstrate their ability to identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.
Measurement: Complete the library-usage module provided by the Lee Library.

Productive and flexible collaborative writing processes

Students will demonstrate the ability to use appropriate research tools and processes of research within their particular discipline, including library research. Students will demonstrate their ability to identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.

Measurement: See (1).

Genres, forms, styles, and documentation conventions

Students will demonstrate the ability to use appropriate research tools and processes of research within their particular discipline, including library research. Students will demonstrate their ability to identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.
Measurement: See (1).

Top

Neuroanatomy

Functonal anatomy of the human brain and spinal cord, including surface and cross-sectional gross anatomy, microscopic anatomy, and sensory, motor, and integrative systems' circuitry.

NEURO 360

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	NEURO 205; Neuroscience major status.
Taught	Fall, Winter
Programs	Containing NEURO 360

Course Outcomes

Knowledge of nervous system structures

Students will identify central nervous system structures on pictures, dissections, models, and cross sections of the brain and spinal cord.

Function and circuitry of nervous system structures

Students will state the function of identified brain structures and explain how each structure is anatomically connected (wired) to other CNS and PNS structures.

Solve clinical case studies

Students will use knowledge of brain and spinal cord anatomy to discuss and analyze neuroanatomy-based clinical case studies.

Top

Behavioral Neuroscience

Critical examination of anatomical, physiological, and chemical bases of behavioral expression.

NEURO 380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NEURO 205; Neuroscience major status.
Taught	Fall, Winter
Programs	Containing NEURO 380

Course Outcomes

Knowledge of behavioral neuroscience

Students will demonstrate a comprehensive knowledge of the basic theories, concepts, and applications of behavioral neuroscience. This includes the relationship between the brain, hormones, neurotransmitters and behavior, as well as the interplay between genes and the environment and how they modify the brain and ultimately behavior.

Integration of personal values

Students will improve their ability to integrate personal values and belief systems with the principles of psychology and the biological bases of behavior.

Synthesis and communication

Students will synthesize and evaluate theories and concepts of behavioral neuroscience and communicate their ideas to an audience. Students demonstrate this through written and/or oral assignments.

Top

Undergraduate Research Experience

Neuroscience-related laboratory research experience skills required to review literature, properly gather and interpret data from scientific experimentation as well as data analysis, writing, and publishing research. Enhance student learning through hands-on activities and close collaboration with faculty or a qualified on-campus mentor.

NEURO 449R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing NEURO 449R

Course Outcomes

Laboratory research experience

Students will gain neuroscience-related laboratory research skills required to review the literature, properly gather and interpret data from scientific experimentation as well as data analysis, writing, and publishing their research. Experiences will enhance student learning through hands-on activities and close collaboration with faculty or a qualified on-campus mentor.

Top

Advanced Neuroscience

Principles of neural science. Structure-function relationships and integration of the nervous system.

NEURO 480

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NEURO 205; or PDBIO 362; PDBio 360; Neuroscience or PDBio major status.
Taught	Fall, Winter
Programs	Containing NEURO 480

Course Outcomes

Advanced understanding of neuroscience principles

Students will demonstrate an advanced understanding of neuroscience principles, including molecular and cellular neuroscience, developmental neuroscience and neurophysiology.

Critical analysis of neuroscience literature

Students will read, interpret, analyze and discuss current neuroscience literature. Students will demonstrate understanding of current neuroscience methods, trends, ideas, and experimental results.

Top

Neuroscience Laboratory

Exposure to classical/modern experiments in neuroscience.

NEURO 481

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	NEURO 205; Neuro 480 or concurrent enrollment; Neuroscience major status.
Taught	Fall, Winter
Programs	Containing NEURO 481

Course Outcomes

Neuroscience Laboratory Theory & Technique

Students will demonstrate an understanding of and an ability to perform and apply hands-on laboratory techniques to study nervous system histology, anatomy, electrophysiology, pathology, and behavior. Important topics covered include microscopy, tissue staining, neurohistology, neuroanatomy, electrophysiology, autonomic function, neuron modeling (matlab programming), and neuroimaging.

Write a Scientific Laboratory Report

Understand fundamentals of statistical analysis (including proper techniques, applications, and interpretations) and produce a well-written scientific report.

Top

Neuroscience Academic Internship

Off-campus internship experience in neuroscience.

NEURO 496R

Hours	0.5 - 12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Major status.
Taught	Fall, Winter, Spring, Summer
Programs	Containing NEURO 496R

Course Outcomes

Practical work experiences

Students will gain practical work experiences related to the field of neuroscience. These experiences will enhance student learning through hands-on activities and close collaboration with a qualified off-campus mentor.

↑Top

Language Study: Niuean

Survival-level conversation, reading, listening, and culture skills in the target language.

NIUEA
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Niuean

Beginning speaking, listening, reading, and writing skills.

NIUEA 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Niuean

Second-semester speaking, listening, reading, and writing skills.

NIUEA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	NIUEA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Niuean

Intermediate speaking, listening, reading, and writing skills.

NIUEA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	NIUEA 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Niuean

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

NIUEA 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	NIUEA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing NIUEA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Niuean

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

NIUEA 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Niuean

Systematic review of grammar and syntax of target language.

NIUEA 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NIUEA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Niuean

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

NIUEA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Niuea 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing NIUEA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Niuean

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

NIUEA
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NIUEA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Niuean

Concentration on target-language and target-culture issues for specific careers.

NIUEA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	NIUEA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

First-Year Norwegian

Basic language skills. Includes International Cinema.

NORWE
101

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Taught	Fall odd years

Course Outcomes

Comprehension

Students will comprehend Norwegian as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Norwegian well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, obtain food and lodging, carry out simple transactions, and talk about a variety of topics of common interest primarily in the present, with limited use of other time frames.)

Writing

Students will be able to write short messages and well-articulated sentences in Norwegian on familiar topics.

Language Learning Strategies

Students will develop comprehension and learning strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Norwegian-speaking countries.

↑Top

First-Year Norwegian

Basic language skills. Includes International Cinema.

NORWE 102

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Taught	Winter even years

Course Outcomes

Comprehension

Students will be able to comprehend Norwegian as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Norwegian well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, carry out simple transactions, and talk about a variety of topics of common interest in present, past, and future times.)

Writing

Students will be able to write short messages and well-articulated sentences in Norwegian on familiar topics.

Language Learning Strategies

Students will develop strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Norwegian-speaking countries.

↑Top

Second-Year Norwegian

Conversation, vocabulary building, and reading and writing skills, emphasizing reading. Includes International Cinema.

NORWE
201

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	Norwe 102 or equivalent experience.
Taught	Fall even years

Course Outcomes

Comprehension

Students will be able to comprehend Norwegian as they hear and read authentic language relating to familiar topics with strategies to even derive meaning out of less familiar topics.

Speaking and Writing

Students will be able to speak and write Norwegian well enough to satisfy immediate needs. (Students will learn to communicate in social situations asking and answering questions, carrying out transactions, and talking about a variety of topics of common interest in present, past, and future times.)

Conversation

Students will be able to participate actively in conversations about Norwegian-speaking countries, concrete topics, and current events.

Opinions

Students will be able to begin expressing and supporting opinions about familiar topics.

Top

Second Year Norwegian

Emphasis on literature and culture with continued writing, grammar, listening, and speaking. Includes International Cinema.

NORWE 202

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Note	Culminating course for GE Foreign Language requirement (except for returned missionaries or those with equivalent experience).
Taught	Winter odd years
Programs	Containing NORWE 202

Course Outcomes

Literature and Cultural History

Students will be able to identify and define key characteristics of the important moments in Norwegian cultural history and place significant works in a meaningful cultural and historical context using the basic tools of literary analysis.

Comprehension

Students will be able to comprehend Norwegian as they hear and read authentic language relating to familiar and less familiar topics.

Speaking and Writing

Students will improve their reading and writing skills in Norwegian by beginning to communicate in connected and extended discourse, expressing and supporting opinion, and navigating less-familiar topics and situations.

Norwegian Culture

Students will broaden and deepen their perception and appreciation of Norwegian culture.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

NORWE 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Norwe 102 or equivalent experience.
Taught	Contact Department

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to speak about autobiographical and concrete topics, initiate and maintain conversations by asking and responding to questions, and cope with gaps in knowledge.

Fluency

Students will be able to use an appropriate variety of vocabulary related to autobiographical and concrete topics.

Vocabulary

Students will speak in a way so as to be understood most of the time without difficulty by native speakers unaccustomed to dealing with non-native speakers.

Top

Third-Year Conversation

Advanced conversational skills.

NORWE 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Norwe 211R or equivalent experience.
Taught	Contact Department

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to relate current events, plots of books or movies, and state opinion.

Fluency

Students will be able to initiate and maintain fluent conversations and cope with gaps in knowledge in contexts related to concrete topics.

Vocabulary

Students will be able to speak using an appropriate variety of vocabulary related to autobiographical and concrete topics as well as to current and other events.

Pronunciation

Students will speak in a way so as to be understood without difficulty by speakers unaccustomed to dealing with non-native speakers.

Top

Advanced Norwegian

Third-year course in Norwegian. Developing advanced language skills in speaking, reading, listening, and writing as defined by ACTFL standards.

NORWE 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Norwe 202 or equivalent experience.
Note	Entry course for returned missionaries or others with equivalent Norwegian language experience. Required course for obtaining language credit by examination (Norwe 101, 102, 201, 211R).
Taught	Fall
Programs	Containing NORWE 321

Course Outcomes

Advanced Functions in Writing and Speech

Students will develop their ability to narrate and describe in past, present, and future time frames, use connected discourse, and learn to manage complications in the language through communicative strategies, all without patterns of error.

Critical Thinking

Students will employ proper grammatical, lexical, phonological, and stylistic features of advanced-level Norwegian in descriptive and narrative texts as well as in producing basic analyses.

Superior Functions in Writing and Speech

Students will develop partial control of their ability to support their opinions and hypothesize about abstract topics, in the context of extended discourse.

↑Top

Norwegian Literature

Readings in Norwegian literature; introduction to basic literary concepts. Includes International Cinema.

NORWE 340

Hours	3.0 Credit, 3.0 Lecture, 0.5 Lab
Prerequisites	None
Note	Culminating course for GE Foreign Language requirement.
Taught	Winter even years
Programs	Containing NORWE 340

Course Outcomes

Norwegian Cultural History

Students will understand key trends and works from Norwegian cultural history, recognize connections between these works, and be able to relate them to the development of contemporary Norwegian culture.

Analytic, Research, and Writing Skills

Students should be able to insightfully analyze important literary and artistic works from Norwegian cultural history and be able to communicate this analysis through articulate written and oral presentations in Norwegian. Students will also develop basic research skills.

Cultural Literacy

Students should relate the ideas and issues raised by the works we study in class to the students' own cultural moment as well as to their own experience with contemporary Norwegian culture.

Lifelong Learning

Students should better know how to understand, interpret, and thoughtfully reflect upon the literature and art encountered later in life.

Top

Academic Internship

On-the-job experience in Norwegian.

NORWE 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department's consent.
Taught	
Programs	Containing NORWE 399R

Course Outcomes

Professional Experience

Improve professional experience and appreciation of cultural practices in an international context.

↑Top

Nursing and Medical Terminology

Nursing and medical terminology for prenursing and beginning nursing students or those interested in health occupations.

NURS 102

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study also.
Programs	Containing NURS 102

Course Outcomes

Medical Language Skills

Analyze a medical term and identify the different word parts.

Application of medical language

Use medical abbreviations appropriately.

Application of Medical Language

Use the most common medical terms in a sentence.

Medical Language and the Human Body

Categorize medical terms according to body systems.

Top

Preview of Nursing

Development of nursing as a profession; the issues and trends evident throughout nursing history, and their impact on nursing today.

NURS 180

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2, Spring
Programs	Containing NURS 180

Course Outcomes

Profession Development

Demonstrate an understanding of the development of nursing as a profession.

Roles, Expectations, Opportunities

Demonstrate an understanding of nursing roles, expectations, and opportunities.

Lifetime Career

Be able to formulate a personal definition of nursing and gain insight regarding nursing as a lifetime career.

BYU's Uniqueness

Be able to discover the uniqueness of the Brigham Young University's nursing program and program outcomes

Top

Nursing Care of the Older Adult

Theory and content in the nursing care optimizing the functional status of older adults through health promotion, risk reduction, and disease prevention strategies.

NURS 291

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 1.
Taught	Fall, Winter
Programs	Containing NURS 291

Course Outcomes

Foundational Knowledge

1. Generate a knowledge base of the processes and issues associated with aging including the needs and functional capabilities of the older adult.

Application

1. Use knowledge concepts to solve aging issues recognizing that interdisciplinary care is essential for quality care.

Integration

1. Compare and connect aging for the individual, caregiver, family, and friends recognizing ethical/legal issues and the importance of culture.

Human Dimension

1. Compose a personal perspective on aging

Caring

1. Create a perspective on the aging of God’s children that recognizes the potential and the possible and acknowledges that the aging process includes spiritual, physical and psychosocial perspectives

Learning How to Learn

Reflect on how personal development is connected to professional development as a life-long learner.

↑Top

Clinical Practicum for Nursing Care of the Older Adult

Clinical practicum for assessment, communication, critical thinking, and technical skills optimizing the functional status of older adults through health promotion, risk reduction, and disease prevention strategies.

NURS
292

Hours	1.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 1.
Note	6-hour clinical per week for 11 weeks.
Taught	Fall, Winter
Programs	Containing NURS 292

Course Outcomes

Foundational Knowledge

1. Generate a knowledge base of the processes and issues associated with aging including the needs and functional capabilities of the older adult.

Application

1. Use knowledge concepts to solve aging issues recognizing that interdisciplinary care is essential for quality care.

Integration

1. Compare and connect aging for the individual, caregiver, family, and friends recognizing ethical/legal issues and the importance of culture.

Human Dimension

1. Compose a personal perspective on aging

Caring

1. Create a perspective on the aging of God’s children that recognizes the potential and the possible and acknowledges that the aging process includes spiritual, physical and psychosocial perspectives

Learning How to Learn

1. Reflect on how personal development is connected to professional development as a life-long learner.

↑Top

Communication Lab for Nursing Majors

NURS 293

Hours	0.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 1.
Note	Lab is 1.5 hours per week for 10 weeks.
Taught	Fall, Winter
Programs	Containing NURS 293

Course Outcomes

Communication

Identify factors that affect interpersonal communication across the lifespan.

Factors that influence communication

Recognize cultural, gender and disabilities factors that can affect communication.

Application of communication skills

Demonstrate appropriate communication skills utilized in nursing practice.

Communication reflecting respect and integrity

Formulate strategies to enhance communication that incorporate respect for God’s children.

Top

Health Assessment and Promotion

Acquiring and applying health assessment knowledge and skills. Health promotion, health maintenance,and therapeutic communication.

NURS 294

Hours	3.0 Credit, 2.3 Lecture, 1.5 Lab
Prerequisites	Acceptance into Nursing Program.
Taught	Fall, Winter
Programs	Containing NURS 294

Course Outcomes

Performance: History and Assessment

Perform a basic health history and assessment on the adult individual.

Identification: Personal History

Identify health problems or risks for health problems based on personal, family and social history.

Identification: Physical Assessment

Identify health problems or risks for health problems based on physical assessment.

Identification: Promotion and Prevention

Identify strategies for health promotion, risk reduction and disease preventions for adult clients.

↑Top

Fundamental Nursing Concepts and Care

Acquiring and applying basic nursing skills and concepts; utilizing the nursing process: assessment, diagnosis, planning, implementation, and evaluation.

NURS 295

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Courses in Nursing Semester 1.
Note	2.25 hour per lab each week.
Taught	Fall, Winter
Programs	Containing NURS 295

Course Outcomes

Gospel Integration

Integrate the values of the gospel of Jesus Christ as part of caring.

Critical Thinking

Demonstrate critical thinking as it relates to beginning nursing concepts.

Basic Skill

Demonstrate proficiency in performing basic nursing skills.

Fundamental Concepts

Demonstrate knowledge of fundamental nursing concepts

Professional Communication

Communicate professionally with peers and faculty.

Top

Community Health Nursing

Applying principles of community and public health nursing to the health of individuals, family, populations, and groups.

NURS
296

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 1.
Note	Meets 2 hours every other week.
Taught	Fall, Winter
Programs	Containing NURS 296

Course Outcomes

Community Health Nursing Practice

1. Describe the function and practice of community health nursing.

Access to health care

1. Discuss issues that affect access to health care for individuals, populations, and communities.

Community Resources

1. Identify community resources to promote health.

↑Top

Pharmacology in Nursing

Common categories of drugs: their action, use and desired and undesired effects; implications for nursing care.

NURS
300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 2.
Taught	Fall, Winter
Programs	Containing NURS 300

Course Outcomes

Uses and Effects

Name the common categories of drugs and their actions,uses, and desired effects.

Side Effects

Identify the side effects and contraindications of various drugs.

Implications

List the nursing implications for the administration of drugs.

Planning

Plan client teaching and other nursing interventions.

↑Top

Scholarly Inquiry in Nursing

Acquiring knowledge of the research process, identifying clinical problems, evaluating and using evidence, and engaging in advanced writing and oral communication in the discipline.

NURS 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 2.
Note	Completion of both Nurs 320 and 339 fulfills GE Advanced Written and Oral Communication.
Taught	Fall, Winter
Programs	Containing NURS 320

Course Outcomes

The Research Process

Describe the research process.

Appropriate use of writing skills.

Write clearly, focus on a well-defined purpose, use APA conventions of structure, and adopt a voice, tone, and level of formality suited to the audience.

Communication through a productive writing process.

Demonstrate productive writing processes, which includes organizing content to enhance logical flow of ideas; revising; editing grammar, word usage, spelling, and punctuation; proofreading; seeking and using peer review; properly citing sources to avoid plagiarism; and writing successive drafts of the same paper.

Knowledge of the application of EVP to nursing practice.

Critically appraise published research for strength of evidence and potential contribution to clinical practice.

Appropriately communicate in original written and oral forms

Synthesize information from current evidence and disseminate through original written and oral communication.

↑Top

(Nurs-Soc) End-of-Life Care

End-of-life (EOL) care from spiritual, physical, and psychosocial perspectives. Comparisons from various cultural/ethnic backgrounds. Complexities of EOL care including impact on families, health care system, and society. Personal perspectives about death, dying, and bereavement.

NURS 333

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing NURS 333

Course Outcomes

Attitudes Toward Death

Identify societal attitudes toward death

Guiding Prinicples Of Care

Outline guiding principles of end-of-life care

Palliative Care and Hospice Care

Compare and contrast palliative care versus hospice including historical factors.

Models of Care for the Dying

Distinguish between the medical model & patient-centered approach to dying

End of Life Preferences for Care

Summarize discrepancies in patient and provider end-of-life preferences

Personal Perspectives

Compose personal attitudes toward death and dying

↑Top

Ethics in Nursing

Overview of ethical principles and theories, emphasizing role of ethics in nursing; instruction and practice in advanced oral and written communication skills for professional nursing practice.

NURS 339

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	NURS 300 & NURS 320 & NURS 341
Note	Completion of both Nurs 320 and Nurs 339 fulfills GE Advanced Written and Oral Communication.
Taught	Fall, Winter
Programs	Containing NURS 339

Course Outcomes

Write clearly and effectively.

Write clearly, focus on a well-defined purpose, use APA conventions of structure, and adopt a voice, tone, and level of formality suited to the audience.

Writing and the nursing discipline

Demonstrate an understanding of writing in the nursing discipline as a strategy for effectively communicating with others and as a way of learning and demonstrating what one has learned.

Productive writing processes

Demonstrate productive writing processes, which include developing ethically sound and persuasive arguments; organizing content to enhance logical flow of ideas; revising; editing grammar, word usage, spelling, and punctuation; proofreading; seeking and using peer review; properly citing sources to avoid plagiarism; and writing successive drafts of the same paper.

APA conventions of structure

Write clearly, focus on a well-defined purpose, use APA conventions of structure, and adopt a voice, tone, and level of

1. Demonstrate the ability to speak publicly and deliver effective presentations.
2. Engage in reflective thinking to clarify personal moral and ethical values.
3. Analyze ethical dilemmas faced by nurses in clinical practice; identify ethical principles, ethical theories, and common fallacies in thought; provide rationale for possible decisions through thinking and writing critically.
4. Use knowledge of ethics and communication skills to resolve ethical dilemmas with an interdisciplinary team.

Public speaking

Demonstrate the ability to speak publicly and deliver effective presentations.

Reflective thinking

Engage in reflective thinking to clarify personal moral and ethical values.

Ethical dilemmas faced by nurses

Analyze ethical dilemmas faced by nurses in clinical practice; identify ethical principles, ethical theories, and common fallacies in thought; provide rationale for possible decisions through thinking and writing critically.

Ethics and communication

1. Use knowledge of ethics and communication skills to resolve ethical dilemmas with an interdisciplinary team.

Top

Nursing Care of Adults with Acute and Chronic Illnesses

Theory and content in the nursing care of acutely and chronically ill adults; professional behavior; illness implications for patients and families.

NURS
341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 2.
Taught	Fall, Winter
Programs	Containing NURS 341

Course Outcomes

Design, provide, and evaluate professional nursing care for individuals, families, and communities.

- Differentiate pathophysiology, risk factors, diagnostic procedures, assessment findings and nursing interventions of common acute and chronic illnesses as well as surgical or procedural interventions.
- Identify treatment and rationale for each illness and surgical or procedural intervention.
- Articulate and understand the implications of acute and chronic illness for patients and their families.
- Correlate laboratory, procedure, treatments and other patient results to the effects of the disease process or treatments.
- Identify effects of chronic illness on the patient and their significant others (SO).

Integrate the values of the Gospel of Jesus Christ as part of caring.

- Value the importance of spirituality in the nursing process.
- Respect religious beliefs of the client.
- Utilize personal inspiration in clinical decisions as well as the learning process.

Demonstrate effective critical thinking and communication.

- Demonstrate professional behavior when communicating with instructors, other health care providers, patients and families.
- In practice case studies given in the didactic class, demonstrate critical thinking skills and is able to calculate priority nursing care interventions for various types of medical surgical hospitalized patient
- Identify situations where skills and knowledge beyond their scope is needed and accurately seeks assistance.

Exemplify life-long learning.

- Participate in activities that contribute to the ongoing development of personal knowledge as well as the Nursing profession's body of knowledge.

↑Top

Clinical Practicum for Nursing Care of Adults with Acute and Chronic Illnesses

Clinical practicum in the nursing care of acutely and chronically ill adults in inpatient settings; professional behavior; illness implications for patients and families.

NURS
342

Hours	3.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 2.
Note	10.5 clinical hours per week for 14 weeks (includes pre-assessment).
Taught	Fall, Winter
Programs	Containing NURS 342

Course Outcomes

Integrate the values of the Gospel of Jesus Christ as part of caring.

- Value the importance of spirituality in the nursing process.
- Respect religious beliefs of the client.
- Utilize personal inspiration in clinical decisions as well as the learning process.

Demonstrate effective critical thinking and communication.

- Demonstrate professional behavior when communicating with instructors, other health care providers, patients and families.
- Provide safe, competent, professional nursing care of adults in inpatients settings experiencing acute or chronic illnesses.

Design, provide, and evaluate professional nursing care for individuals, families, and communities.

- Participate in the peri-operative process as well as perform routines in aseptic and sterile technique.
- Articulate and understand the implications of acute and chronic illness for patients and their families.
- Demonstrate proficiency in the performance of given technical skills.

Top

Lab/Simulation for Nursing Care of Adults with Acute and Chronic Illnesses

Lab/simulation experience in nursing care of acutely/chronically ill adults.

NURS 343

Hours	1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 2.
Note	4 hours lab per week in first 2 weeks, then 2 hours lab or simulation per week for 12 weeks.
Taught	Fall, Winter
Programs	Containing NURS 343

Course Outcomes

Integrate the values of the Gospel of Jesus Christ as part of caring.

- Value the importance of spirituality in the nursing process.
- Respect religious beliefs of the client.

Demonstrate effective critical thinking and communication.

- Demonstrate professional behavior when communicating with instructors, other students.

Design, provide, and evaluate professional nursing care for individuals, families, and communities.

- Demonstrate proficiency in the performance of given technical skills.
- Articulate and understand the implications of acute and chronic illness for patients and their families.
- Discusses rationale for each technical procedure/skill
- Identifies the impact of the procedure on the patient
- Completes the procedure in a satisfactory manner
- Reports and documents procedure and patient results
- Explains procedure and performs patient teaching to patient and SO

↑Top

Nursing Care of Women and Newborns

Theory and content in the nursing care of childbearing families from diverse backgrounds. Health promotion, assessment, and interventions relating to complicated and uncomplicated pregnancy and birth.

NURS 351

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 3.
Taught	Fall, Winter
Programs	Containing NURS 351

Course Outcomes

Childbearing Families

Demonstrate an understanding of the nursing knowledge necessary to provide care to diverse childbearing families as evidenced by successfully passing tests and assignments.

Nursing Assessment

Utilize principles essential to performing assessment and management of normal antepartum, intrapartum, postpartum, and newborn patients evidenced by successfully passing tests and lab simulations.

Communication and Collaboration

Demonstrate appropriate interpersonal communication and collaboration used when communicating with families, peers and faculty in varied settings as demonstrated by student presentations, faculty interactions and professional classroom behavior.

Scholarly Knowledge

Demonstrate retrieval, application and evaluation of scholarly knowledge related to practice issues in the care of childbearing families as evidenced by classroom discussions, presentations, and successfully passing tests.

↑Top

Clinical Practicum for Nursing Care of Women and Newborns

Clinical practicum in the nursing care of childbearing families from diverse backgrounds. Health promotion, assessment, and interventions related to complicated and uncomplicated pregnancy and birth. Includes lab and simulation experiences.

NURS
352

Hours	1.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 3.
Note	6-12 hours clinical per week for 7 weeks.
Taught	Fall, Winter
Programs	Containing NURS 352

Course Outcomes

Christ-like Caring

Recognize personal values regarding childbirth, families, and parenting and gain an understanding of the changes that occur within a family related to the childbirth process.

Critical Thinkging, Communication and Integration

Demonstrate the ability to utilize critical thinking skills to provide evidence-based care and to communicate effectively.

Providing Professional Nursing Care

Demonstrate competent nursing care by performing assessment and management of normal antepartum, intrapartum, postpartum and newborn patients.

Nursing Leadership, Local, National, and Global Issues

Identify challenges of nursing related to care of women and newborns and provide evidence-based information on issues concerning the childbearing family.

Life-long Learning

Formulate personal decisions regarding future birth experience as a patient or as a spouse based on current best practices along with health promotion strategies.

↑Top

Nursing Care of Children and Families

Theory and content in the nursing care of children and their families from diverse backgrounds. Health promotion, disease prevention, care of acute and chronic illness, and growth development.

NURS 361

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 3.
Taught	Fall, Winter
Programs	Containing NURS 361

Course Outcomes

Knowledge and Critical Thinking

Use nursing knowledge and critical thinking to provide developmentally appropriate care to child-rearing families from diverse backgrounds as evidenced by successfully passing course tests, quizzes, and assignments.

Scholarly Knowledge

Demonstrate retrieval, evaluation, and application of scholarly knowledge related to practice issues in the care of child-rearing families as evidenced by contributing to classroom discussions and by successfully passing course tests, quizzes, and assignments.

Professional Behavior

Demonstrate professional behaviors in the classroom setting.

Top

Clinical Practicum for Nursing Care of Children and Families

Clinical practicum for nursing care of children and their families from diverse backgrounds (health promotion, disease prevention, acute/chronic illness, and growth development). Includes lab and simulation experience.

NURS
362

Hours	2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 3.
Note	12 hours clinical per week for 7 weeks.
Taught	Fall, Winter
Programs	Containing NURS 362

Course Outcomes

1. Apply evidence based nursing knowledge and critical think

This will be evidenced by successfully completing and/or participating in:

- *Weekly clinical assignments*
- *Clinical examination*
- *Literature review presentation and handout*
- *Post clinical discussions*
- *Final clinical evaluation*
- *Pediatric simulation activity*

2. Communicate and collaborate with children, families, peer

This will be evidenced by successfully completing and or participating in:

- *Pediatric simulation activity*
- *Literature review presentation and handout*
- *Comments provided by staff each week on the weekly clinical assessment form*
- *Weekly clinical assignments*
- *Final clinical evaluation*

3. Behave professionally and incorporate the Healerâ??s Art

This will be evidenced by successfully completing and or participating in:

- *Acknowledging and caring for spiritual needs documented in the weekly clinical assignment*
- *Contributing in post clinical conferences*
- *Actively seeking learning activities*
- *Attending the Research Conference in the fall or Research Confernece in winter*
- *Completing a service experience*

Top

Laboratory/Simulation Nursing Care of Women and Newborns, Children and Families

Lab/simulation experience in nursing care of women and newborns and children and families.

NURS 363

Hours	0.5 Credit, 0.0 Lecture, 1.0 Lab
Prerequisites	NURS 341 & NURS 342 & NURS 343
Taught	Fall, Winter
Programs	Containing NURS 363

Course Outcomes

Please contact the individual department for outcome information.

Top

Independent Study in the Practice of Nursing

Topics such as NCLEX exam preparation, SNA leadership, personal wellness, etc. that support and/or enhance the nursing program curriculum. Check section headers for specific course content.

NURS 390R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

NCLEX

Students will complete a plan of action that will promote their successful completion of the NCLEX-RN examination. which includes: an **individual plan for test preparation;** demonstraton of increased motivation to prepare for NCLEX-RN exam; demonstration of increased confidence for taking the NCLEX-RN examination.

SNA Leadership

Students will be able to fulfill the responsibilities of a Student Nurses' Association officer and apply principles of peer leadership and student representation evidenced by: developing confidence in communication skills, applying principles of leadership through appropriate initiative and follow-through.

Understanding of the people, worldview, culture in setting of study.

Demonstrate an understanding of the people, worldview, culture (and language, where applicable) of setting in which the study.

Practice of discipline in a different cultural setting.

Articulate a deep awareness of one's academic discipline by comparing and contrasting how it is understood and practiced in a different cultural setting.

Develop Successful Test Taking Behaviors and Critical Thinking Skills

Identify the steps of Bloom's taxonomy;Evaluate test questions for level of content: Knowledge, Understanding, Application, Analysis;Successfully demonstrate five steps of question analysis;Demonstrate integrated ordered analysis and critical thinking skills into personal test-taking practice.

Employment Strategies

Develop skills that will enhance your employment seeking opportunities, e.g. resume development, SMART goals, interview skills.

NURS 390R: Mentored Research: Organizational Science in Health Systems

Effectively collaborate with colleagues while engaging in the research process;Demonstrate progressing proficiency in various aspects of the research process;Demonstrate competence in oral and written research communication

Top

Academic Internship in Nursing Practice

Work experience evaluated by supervisor and posted on student's transcript.

NURS 399R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Departmental approval.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Application of Nursing Prinicples of Care

The international student will be able to apply nursing skills, principles, and knowledge to clinical practice.

Personal Insights to Promote Effective Care

The international student will be use insights gained during the experience to effectively deliver patient and family care.

Role of the Registered Nurse

The international student will be able to demonstrate and increased knowledge and understanding of the registered nurse's role.

↑Top

Public and Global Health Nursing

Theory for public health nursing; interventions and strategies targeting population-based care at multiple levels. In addition, theory and content of nursing in diverse populations in a global context emphasizing cultural competency skills.

NURS 403

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 3.
Taught	Fall, Winter
Programs	Containing NURS 403

Course Outcomes

Population Based Nursing

Interpret and apply the key principles of population-based nursing in order to advocate and create change at the individual, community, and organizational level

Function/practice of public health nursing

Examine and evaluate the function and practice of public health nursing

Complex issues

Analyze the complex issues surrounding public and global health

Top

Clinical Practicum Public and Global Health Nursing

Clinical practicum for nursing care in diverse populations in a global context emphasizing public health and cultural competency skills.

NURS 404

Hours	3.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 4.
Taught	Spring
Programs	Containing NURS 404

Course Outcomes

Culturally sensitive care to diverse populations.

Students will provide culturally sensitive health care for the needs of patients, families, and communities, with particular emphasis on the needs of diverse populations.

Access and use of evidence to create change and ensure social justice.

Students will demonstrate the continual need and ability to both access and use evidence from global health statistics and trends from local, national, and international governmental and non-governmental health organizations in order to create positive change and social justice

Informed awareness of culture and diversity.

Students will acquire informed awareness of culture and diversity within individuals, families, and communities as it affects health care decision-making and health seeking behaviors in a a culture outside their own.

Impact of social determiants on global health and health care systems.

Students will articulate an understanding of the impact of social determinants (political, social, cultural, and environmental issues) on global health and health care systems.

Supporting welfare principles of the Church of Jesus Christ of Latter-day Saints.

Students will identify culturally appropriate interventions that support the welfare principles of the Church of Jesus Christ of Latter-day Saints, especially self-reliance and empowerment.

Personal limitations and culturally competent care.

Students will understand personal limitations in culturally competent care and increase desire to learn from others and integrate cultural competency as a life- long learning process.

Thougtful reflection.

Students will experience *thoughtful reflection* on culture and diversity within individuals, families, and communities as it affects health care decision-making and health seeking behaviors in a a culture outside their own in a structured, guided manner.

Top

Psychiatric and Mental Health Nursing

Theory and content in the nursing care for clients with complex psychiatric disorders.

NURS 461

Hours	2.5 Credit, 2.5 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 4.
Taught	Fall, Winter
Programs	Containing NURS 461

Course Outcomes

Psychiatric Nursing knowledge and application

1) Demonstrate an understanding of the common adult and child psychiatric disorders, including substance abuse disorders and appropriate nursing interventions related to each disorder.

Psychiatric pharmycodyanmics

1) Describe and analyze the appropriate use of psychotropic medications in the care of clients with psychiatric disorders.

Communication skills and strategies

1) Apply therapeutic communication skills and strategies in providing recovery oriented care to clients and their families.

Nursing role in developing a therapeutic environment

1) Identify essential principles and the nursing role in the management of the therapeutic environment.

Legal and ethical implications in mental health nursing

1) Describe legal and ethical implications that impact the nursing care of clients with mental illness.

↑Top

Clinical Practicum for Psychiatric and Mental Health Nursing

Clinical practicum in the nursing care for clients with complex psychiatric disorders.

NURS
462

Hours	1.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 4.
Note	14 hours clinical per week (two 7-hour days) for 4 weeks.
Taught	Fall, Winter
Programs	Containing NURS 462

Course Outcomes

Therapeutic Communication

Establish and maintain a therapeutic relationship with a patient and demonstrate effective use of effective communication skills with staff and patients.

Applying Nursing Process

Identify and describe common psychiatric disorders and formulate appropriate nursing interventions related to each disorder.

Applying nursing principles in medication administration.

Identify the main categories of psychotropic medications (indications for use, side effects, dosing, nursing implications, patient/family teaching needs, and appropriate monitoring) and safely pass medications in clinical if appropriate in the clinical setting.

Holistic nursing care

Demonstrate an understanding of providing holistic care for those who suffer with mental illness through exploring your own feelings, strengths, gifts and spirituality.

Top

Nursing Care of Adults in Crisis

Theory and content in the nursing interventions and care for individuals and families in crisis.

NURS 471

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 4.
Taught	Fall, Winter
Programs	Containing NURS 471

Course Outcomes

Accountabilty

- Students are responsible to come prepared to class having read the assignments from the textbooks so they are prepared to participate in the discussion of the following topics during lecture;
    - Hemodynamics
    - Fluid shifts
    - Shock, MODS, SIRS
    - Laboratory data
    - Cardiovascular disease
    - Pulmonary disorders
    - Neurological disorders
    - Burns
    - Renal/GI/Endocrine disorders
    - Wound care
    - Trauma
    - End-of-Life

Nursing Knowledge and Application

- The student will be able to demonstrate knowledge and application of that knowledge through in-class quizzes, class participation, three course tests, and a comprehensive final exam in the above content areas of the acutely ill patient.

Professionalism

- Students will optimize their understanding and successfully accomplish the ATI module on Advanced Med/Surg material through study of the material in the ATI textbook. If necessary, the student will complete remediation of the ATI material in order to optimize their potential success in taking the NCLEX.

↑Top

Clinical Practicum for Adults in Crisis

Clinical practicum in the nursing interventions and care for individuals and families in crisis.

NURS 472

Hours	2.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 4.
Note	13-14 hours clinical per week for 8 weeks (includes pre-assessment).
Taught	Fall, Winter
Programs	Containing NURS 472

Course Outcomes

Application of Nursing Knowledge and Skills

- The student will be able to comprehensively assess, analyze, and manage critically ill patients utilizing the following data; pathophysiology, medications, lab data, hemodynamics, and physical assessment data to determine and implement an appropriate plan of nursing care.

Professionalism Provision of Nursing Cares

- The student will be able to demonstrate knowledge and application of that knowledge in the following content areas of the acutely ill patient by demonstrating expertise in clinical assessment papers and participation in post-clinical conference activities;
  - Hemodynamics
  - Fluid shifts
  - Shock, MODS, SIRS
  - Laboratory data
  - Cardiovascular disease
  - Pulmonary disorders
  - Neurological disorders
  - Burns
  - Renal/GI/Endocrine disorders
  - Wound care

Application of the Healer's Art

- Demonstrate, assess, develop and implement appropriate nursing interventions while providing care to the acutely ill patient in the clinical setting.

↑Top

Lab/Simulation for Adults in Crisis

Lab/simulation experience in nursing care for individuals and families in crisis.

NURS 473

Hours	1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 4.
Note	4 hours first week of semester, then 2 hours lab and simulation per week for 10 weeks.
Taught	Fall, Winter
Programs	Containing NURS 473

Course Outcomes

Nursing Practice and Care of Acutely Ill Patients

Demonstrate, assess, and implement appropriate nursing interventions related to the acutely ill patient

Nursing Practice and Pharmacodynamics

Identify and discuss the pharmacodynamics and appropriate nursing actions related to various medications commonly used in acute care settings.

Top

Nursing Capstone

Seminar in advanced theory and synthesis of concepts for the nursing profession focusing on planning, delivering, and managing patient care in complex environments including leadership in the health care environment.

NURS 491

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Courses in Nursing Semester 5.
Taught	Fall, Winter
Programs	Containing NURS 491

Course Outcomes

Evidence Based Nursing and Health Systems

Initiate and contribute to evidence-based, patient-centered initiatives to improve quality and safety in health systems.

Leadership and Collaboration

Demonstrate beginning proficiency in collaborative leadership with an interdisciplinary team.

Technology and Health Information for Quality Care

Use new technologies and health information systems to improve care quality

Healthcare Delivery Models

Envision emerging healthcare delivery models in the context of a learning health system.

Healer's Art

Apply the Healer's Art to improve individuals, teams, and systems in healthcare.

Top

Clinical Practicum for Capstone Nursing

Clinical practicum focusing on planning, delivering, and managing patient care in complex environments. Leadership components incorporated into clinical experiences and practices.

NURS 492

Hours	5.5 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Courses in Nursing Semester 5.
Note	Requires 230 hours per semester (210 clinical hours; 20 bridging hours, 1.5 hours per week).
Taught	Fall, Winter
Programs	Containing NURS 492

Course Outcomes

Evidence Based Care

1. Act in a responsible and accountable manner while providing safe, efficient, compassionate, evidence based nursing care.

Critical Thinking

2. Demonstrate critical thinking skills through the understanding, use, and implementation of evidence based nursing practice.

Communication Skills

3. Demonstrate appropriate, accurate, and effective communication skills with patient/family, health-care team, and faculty.

Top

Honors Thesis

Honors thesis preparation.

NURS 499R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Synthesis and Application of Scholarly Skills

Complete a project and scholarly paper that reflects: identification of a clinical or professional problem/concern that is significant to the discipline, complete a thorough literature reveiw to investigate the problem/concern and its relevance to nursing profession and/or practice, write a scholarly paper which describes the clinical problem/concern, reports the findings, compares and contrasts the data, identify the implications for nursing and patient care, and make recommendations for practice.

↑Top

Pharmacology in Advanced Practice

Principles of pharmacology and drug therapy for advanced practice nurses.

NURS
555

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Pathophysiology of Disease States

Describe from a therapeutic standpoint the root causes of various disease states

Drug classification effects on disease cause and symptoms

Explain how various drug classes alter and treat the root causes or symptoms of the diseases

Drug Classifications

Ability to identify ambulatory care drugs in each drug class including their standard doses and directions

Appropriate Drug Therapy

Ability to select an appropriate therapy based on guidelines and cost-effectiveness

Prescribing Medications

Ability to correctly prescribe medications for various disease states

Top

Independent Study

Individualized study.

NURS 590R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Independent Study

1. Identify an area where increased skills and knowledge are needed and develop a plan to meet that needed.

Top

Organizational Effectiveness

Theories and concepts for creating effective organizations, e.g., individual, group, and organizational processes and human resource functions, including selection, compensation, and performance management.

ORG B 320

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.
Programs	Containing ORG B 320

Course Outcomes

Business Strategy

Recall, explain, and give examples of the major elements of strategy and the drivers of competitive advantage.

Effective Organizations

Understand the characteristics of an effective organization and how to create them.

Employee Motivation

Know how to accomplish an organization's goals through the motivation of employees.

Productive Work Environment

Understand how to create a productive work environment.

Processes Leading to Long Term Effectiveness

Comprehend the key processes leading to long term organizational effectiveness including understanding organizationa politics, culture, and how to manage organizational change.

↑Top

Organizational Effectiveness

Theories and concepts for creating effective organizations, e.g., individual, group, and organizational processes and human resource functions, including selection, compensation, and performance management.

ORG B
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	For Marriott School of Management majors only.
Taught	Fall, Winter, Summer
Programs	Containing ORG B 321

Course Outcomes

Effective Organizations

Create an effective organization, attract and train an effective workforce, motivate employees to accomplish the organization's goals, and create a productive work environment.

Team Work

Work effectively in a team.

Change Management

Manage change effectively.

↑Top

Human Resource Management

Functions of human resource management: employee selection, wage and salary administration, training and development, employee relations, and human resource planning.

ORG B 327

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ORG B 327

Course Outcomes

Purpose of HRM

Understand the purpose, roles, frameworks, and activities of HRM within various types of organizations.

Recruitment Strategy

Use the strategies and methods of effective recruitment, selection, and retention.

Performance Management

Demonstrate a working knowledge of performance management--its primary purposes, criteria, approaches, advantages and disadvantages, issues, and assessment.

Top

Organizational Development and Change

Macro topics in organizational behavior, including organizational structure, culture, design, change management, strategic implementation, and HR training and development.

ORG B 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing ORG B 330

Course Outcomes

Remembering

Effectively apply change concepts and theories.

Summarizing

Articulate, evaluate, synthesize, and communicate various OD concepts, tools and methods.

Justifying and Communicating Learning

Integrate consulting information and apply OD concepts and methodology to various organization problems.

Organizational Application

Apply core principles of OD to design a consulting strategy with an organization in need of change.

Top

Managerial Leadership Development

Principles and practices needed to serve as effective leaders in families, church, community, and work settings -- planning, decision making, self-awareness, effective human influence, and community building.

ORG B 347

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing ORG B 347

Course Outcomes

Understanding Self

Analyze and assess personal leadership strengths and weaknesses.

Behavioral Guidelines

Describe the behavioral guidelines derived from relevant research for each of the skill areas in the course.

Leadership Skill Areas

Demonstrate improvement in at least two of the leadership skill areas of the course.

Improving Skills

Make continuous improvements in your leadership skills.

↑Top

Compensation, Benefits, and Performance Management

Wage and salary administration, incentives, employee benefits, grievance and discipline systems, performance appraisal.

ORG B 429

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Org B 327 or instructor's consent.
Taught	Fall
Programs	Containing ORG B 429

Course Outcomes

Job Evaluation

Use a job evaluation program, such as the point method, to create a wage structure in an organization.

Employee Benefits Programs

Describe the common elements of employee benefits programs and explain how they are administered.

Performance Evaluation

Develop and use a performance appraisal program to evaluate employee performance and describe the strengths and weaknesses of different appraisal methods.

Pay Administration

Administer a pay system, such as calculating take-home and overtime pay, creating executive compensation packages, and adjusting pay levels for inflation.

Wage Level Decisions

Determine wage levels and use wage surveys to assign fair wage rates.

Financial Incentives

Use financial incentives to motivate employees through such programs as merit pay, individual or group bonuses, piece-rate incentives, commissions, bonuses, and profit sharing plans.

Top

International Human Resources

International policies and practices in organizational behavior and human resource management.

ORG B 431

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Org B 327 or instructor's consent.
Taught	Fall

Course Outcomes

National Cultures

Understand ways in which national cultures vary.

Hofstede and Globe Models

Understand cultural dimensions through the Hofstede and Globe models.

Cultural Differences

Understand how cultural differences alter work organizations.

Communication Skills

Communicate effectivly in different cultures.

Business Environments

Analyze business environments throughout the world.

Presenting Research

Present written and oral results of personal research.

Withholding Judgment

Withhold judgments when interacting with cultures that are not your own.

↑Top

Microfinance

Theories and practice of designing and implementing grassroots strategies for empowering the global poor. Topics include micro-entrepreneurship skills, microcredit loan tools, and how to build sustainable microenterprises from the ground up.

ORG B 432

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Professional Development Seminar

Special topics in organizational behavior. Course content varies from year to year.

ORG B 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing ORG B 490R

Course Outcomes

Deciding to Pursue a PhD

Decide whether to pursue a PhD.

Top

Introduction to Policy Analysis

Models of policy analysis; defining policy; problems and policy analysis questions.

P POL
501

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Effective Research

Conduct extensive background research relevant to a wide range of social problems.

Policy-Making Processes

Understand the policy-making process, particularly the political realities associated with adopting, implementing, and evaluating policy.

Effective Writing

Write effectively for different audiences, including elected officials and other policy decision makers, policy analysts, and the public

Effective Communication

Achieve excellence in making oral presentations to different kinds of audiences and master presentation software.

↑Top

Policy Process

Models of public policy making; interaction of politics and policy making.

P POL 502

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Policy-Making Processes

Understand the policy-making process, particularly the political realities associated with adopting, implementing, and evaluating policy.

Write Effectively

Write effectively for different audiences, including elected officials and other policy decision makers, policy analysts, and the public

Effective Communication

Achieve excellence in making oral presentations to different kinds of audiences and master presentation software.

Top

Normative Theories of Policy Analysis

Alternative norms and values used in making policy choices.

P POL 505

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Policy Criteria Evaluation

Compare different normative criteria in making policy choices.

Policy Analysis

Identify the costs and benefits accruing to different groups of people from different policy alternatives.

Top

Academic Internship

Internship with an organization conducting policy analysis.

P POL 599R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	P Pol 501, 502, 505, 603, 604; Econ 380, 382, 475, or equivalents.
Taught	

Course Outcomes

Internship

Complete a professional internship in the public policy field

Policy Brief

Write a policy brief relative to something you learned or studied in your internsihp

Top

Science of Biology

General biology course designed for biological science majors, emphasizing the scientific method, cell theory, biochemical unity, the central dogma, bioenergetics, reproduction, and evolutionary theory. Examples of these biological principles will focus on whole organism biology such as physiology, neuroscience, and developmental biology examples.

PDBIO 120

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing PDBIO 120

Course Outcomes

Scientific Method

Understand and be able to use the scientific method:

1. Think critically about the purposes and objectives of scientific studies and data.
2. Become observant of and curious about patterns and processes in living things.
3. Ask essential, specific, answerable questions about observations.
4. Form hypotheses about biological patterns and processes that are testable.

Foundational Concepts

Understand well the following foundational concepts:

1. Cell theory and biological compartments
2. Chemistry of life (biochemical unity, central dogma)
3. Bioenergetics (biotransformation of energy)
4. Reproduction (fission,
5. mitosis, meiosis, etc.)
6. Evolutionary theory

Top

Human Biology

Body systems and influence of heredity.

PDBIO 205

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For nonbiology majors. Currently offered online only.
Taught	
Offered	Independent Study online course.
Programs	Containing PDBIO 205

Course Outcomes

Terminology and Effective Communication

Demonstrate understanding of the anatomic and physiologic terminology necessary forwritten and oral communication about the body, its functions, and its interaction with allother species on this planet.

Human Biology

Students will demonstrate understanding of human biology at the chemical, microscopic,anatomical, physiological, and ecological levels.

Body Functions and Survival

Demonstrate the ability to connect understanding of the body and its function with thefunction and survival of the world we live in.

↑Top

Human Anatomy (with virtual lab)

Structure and function of the human body. Virtual lab experience included.

PDBIO 210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing PDBIO 210

Course Outcomes

Body Organs and Systems

Students will be able to list the name, location, and function of each of the body's organs and organ systems.

Tissue Structures

Students will demonstrate an understanding of the basic microscopic underpinnings of tissue structures and be able to name them.

Appreciating the Human Body

Students will demonstrate a greater understanding and appreciation for the human body, it's overall design and connections to other living organisms, and what a marvelous creation it is.

Top

Human Anatomy (with lab)

Structure and function of the human body. Lab included.

PDBIO 220

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing PDBIO 220

Course Outcomes

Tissue Structures

Students will demonstrate an understanding of the basic microscopic underpinnings of tissue structures and be able to name them.

Appreciating the Human Body

Students will demonstrate a greater understanding and appreciation for the human body, it’s overall design and connections to other living organisms, and what a marvelous creation it is.

Organ and Organ Systems

Students will be able to list the name, location, and function of each of the body's organs and organ systems.

Top

Introductory Undergraduate Research in Physiology and Developmental Biology

Basic (entry level) research laboratory experience for students interested in physiology and developmental biology.

PDBIO 295R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing PDBIO 295R

Course Outcomes

Please contact the individual department for outcome information.

Top

Human Physiology

Function of body organ systems.

PDBIO 305

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 210; or PDBIO 220; Chem 101 or equivalent.
Recommended	A general biology course.
Note	Not acceptable for physiology and developmental biology, biophysics, or neuroscience majors. Designed for students with basic chemistry / no molecular biology. Students with chemistry/molecular biology should take PDBio 362.
Taught	Fall, Winter, Spring
Programs	Containing PDBIO 305

Course Outcomes

Terminology

Students will demonstrate the proper use of physiology terminology.

Health and Disease in the Human Body

Student will demonstrate a well-integrated and comprehensive understanding of the human body in health and disease.

Cells and Organ Systems

Students will use knowledge of cells and organ systems to solve problems related to the function of the human body.

Physiology Fundamentals and Skills

Students will demonstrate the necessary knowledge and skills in physiology that are required for their majors and future aspirations for graduate and professional school

Appreciation and Respect for the Human Body

Students will develop and demonstrate in their daily lives a deeper appreciation and respect for the human body.

Making Informed Decisions

Students will demonstrate the knowledge to make informed personal (medical, ethical, and political) decisions regarding physiological concepts.

↑Top

Dissection Techniques in Human Anatomy

Techniques of human cadaver dissection.

PDBIO 320

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	PDBIO 220
Taught	Contact Department
Programs	Containing PDBIO 320

Course Outcomes

Dissection Assignments

Students will demonstrate they understand the composition of the human body through successfully completing various dissection assignments on human cadavers.

Professional Training

Students will manifest an increases preparation at both a spiritual and secular level, for professional training in the field of human health.

Top

Tissue Biology (with lab)

Human anatomy and histology; function of cells in tissue; early stages of embryology.

PDBIO 325

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	PDBIO 120; or PDBIO 210; or PDBIO 120; or PDBIO 220
Note	Course should be taken during a student's second or third year and before courses in physiology and developmental biology.
Taught	Fall, Winter
Programs	Containing PDBIO 325

Course Outcomes

Professional Communication

Students will be able to communicate with health professionals effectively regarding tissue/organ anatomy and physiology in instances of health and disease.

Cell Organization and Function

Students will demonstrate how the relationship between cell organization and cell function correlates with normal and pathological organ behavior.

Tissue Anatomy and Physiology

Students will be able to describe anatomical and physiological characteristics of epithelial, connective, nervous, and muscular tissue.

↑Top

Physiology and Developmental Biology Teaching Experience

Undergraduate student lecture or laboratory teaching assistantship, or other activities that provide students hands-on curriculum design, teaching, and mentoring experiences.

PDBIO 349R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	For TA experience, B or above in the specific physiology and developmental biology course; instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PDBIO 349R

Course Outcomes

Please contact the individual department for outcome information.

Top

Cell Biology

Fundamentals of cell structure and function with reference to analytical methods used by cell biologists. Practice in designing, executing, and interpreting relative experiments.

PDBIO 360

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MMBIO 240; or CHEM 481M; or CHEM 481
Taught	Fall, Winter, Spring
Programs	Containing PDBIO 360

Course Outcomes

Nuclear Architecture

Students will demonstrate knowledge of the molecular architecture of the nucleus, including the nuclear envelope, nucleoplasm and nucleolus, chromatin, and the nuclear pore.

Protein Transport

Students will demonstrate an understanding of protein transport, including nuclear import and export and vesicular transport through the secretory and sorting pathways.

Cytoskeletal Systems

Students will demonstrate knowledge of the molecular and cellular structure and dynamics of cytoskeletal systems.

Cellular Biology

Students will be able to apply the basic cell biological principles in outcomes 1-3 to more complicated cellular processes, including cell adhesion, cell migration, cell polarity, cell division, cancer, and development.

Experimental Design

Students will demonstrate the ability to generate hypothesis about how cell biological systems work at the molecular level and design experiments that test that hypothesis.

Data Interpretation

Students will demonstrate competence in interpreting original raw data from cell biology experiments, including microscopy, protein biochemistry, molecular biology, and genetics strategies

Literature Evaluation

Students will demonstrate the ability to critically evaluate primary cell biology literature, including the ability to evaluate the design and interpretation of experimental data.

↑Top

Advanced Physiology

Integrated approach to organ system and cellular physiology. Problem solving/calculations.

PDBIO 362

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MMBIO 240 & PHSCS 106; or MMBIO 240 & PHSCS 220
Note	Requires background in chemistry and molecular biology. Students without this background should take PDBio 305.
Taught	Fall, Winter, Spring
Programs	Containing PDBIO 362

Course Outcomes

Molecular Structure and Properties

Students will manifest an understanding of how structures at the molecular level lead to properties associated with cells, tissues, organs, and organ systems.

Physiological System Functions

Students will demonstrate a comprehension of the functions of the major physiological systems found in humans.

Organ System Homeostasis

Students will describe how organ systems work together interactively to maintain homeostasis.

↑Top

Advanced Physiology Laboratory

Experiments and exercises in advanced physiology emphasizing human physiology. Computer simulations of muscle function, endocrine disease, and human physiology. Emphasizes problem solving and calculations.

PDBIO
363

Hours	1.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	PDBio 305; or PDBio 362 or concurrent enrollment; or instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing PDBIO 363

Course Outcomes

Data Interpretation

Students will demonstrate the skills required to properly interpret data from scientific experimentation to discover how physiological systems function.

Physiological Principles

Students will manifest an understanding of basic physiological principles by modeling how human cells, organs, and organ systems function.

Organ System Homeostasis

Students will describe how interactions between human organ systems work to maintain homeostasis.

↑Top

Pathophysiology

Variations in physiological mechanisms that account for development of common disturbances in normal control and activities of body's organs and organ systems.

PDBIO 365

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 305; or PDBIO 362
Taught	Fall, Winter, Spring
Programs	Containing PDBIO 365

Course Outcomes

Disease Prevention and Treatment

Students will exhibit an integrative understanding of the biochemistry, molecular biology, genetics, cell biology, microbiology, environmental biology, and physiology related to the prevention, development, and treatment of common diseases.

Case Study Analysis

Students will demonstrate through case study analysis a command of problem solving skills related to the diagnosis and treatment of pathophysiological conditions.

Effective Communication

Pupils will manifest a command of the physiology and pathophysiological vocabulary necessary to effectively communicate with other biomedical professionals and the general public.

Pathophysiology and Ethics

Students will be able to articulate the ethical issues related to the treatment and prevention of pathophysiological conditions.

Respect for Human Body

Students will manifest an increase in their respect for the human body and adopt a life style consistent with this respect.

↑Top

Developmental Biology

Invertebrate and vertebrate developmental biology. Embryonic gastrulation, neurulation, pattering, etc. Modern approaches and research strategies. Emphasizes gene function, cell signaling, signal transduction during embryogenesis.

PDBIO
382

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MMBIO 240 & PDBIO 360
Recommended	PDBio 325.
Taught	Fall, Winter
Programs	Containing PDBIO 382

Course Outcomes

Invertebrate and Vertebrate Development

Students will be able to generally describe the early development (from fertilization to axis formation) of one invertebrate and one vertebrate model organism.

Embryonic Development

Students will be able to generally describe the concepts of cellular competence, induction, specification, commitment and differentiation in embryonic development.

Organogenesis

Students will be able to give two examples of organogenesis, including genes and signal transduction pathways that lead to organ system formation.

Embryonic Patterning

Students will be able to explain embryonic patterning, using examples that include genes known to act in patterning events.

Interdisciplinary Developmental Biology

Students will be able to explain at least two concepts in developmental biology that overlap with other sciences, such as stem cell research, cancer research, evolutionary sciences, or neuroscience.

Research and Literature Summary

Students will be able to discern and summarize the current state of knowledge on a given topic, construct pioneering research questions on that topic, and propose experiments aimed at answering those questions.

Top

Academic Internship: Physiology and Developmental Biology

On-the-job experience in off-campus laboratories with a focus related to physiology, biophysics, or developmental biology.

PDBIO 399R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Consent of internship coordinator.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PDBIO 399R

Course Outcomes

Research Proficiency

Students will demonstrate research proficiency.

Research Experience

Students will demonstrate that they have learned how to establish a research experience with an extramural provider.

↑Top

BIO-Innovation and - Entrepreneurship 1

Students work as a team of consultants for external client life sciences tech companies. Students will develop the materials, strategy, organization, and rationale for successfully attracting investor capital to that business. At the end of the semester, students will know how create and grow a business around an existing foundation technology.

PDBIO 444

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	6 hours of 200-400-level life sciences courses.
Taught	Fall
Programs	Containing PDBIO 444

Course Outcomes

Please contact the individual department for outcome information.

Top

BIO-Innovation and - Entrepreneurship 2

Students, as small teams, will search for and validate life sciences technologies or ideas as a potential platform technology on which to form a new business enterprise. At the end of the semester, students will know where new technologies come from and how to assess their potential commercial value.

PDBIO 445

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PDBIO 444
Taught	Winter
Programs	Containing PDBIO 445

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Readings and Discussion in Physiology and Developmental Biology

Close interaction between small groups of students and instructor on topics in physiology, developmental biology, or biophysics. Topics vary.

PDBIO
450R

Hours	1.0 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing PDBIO 450R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Physiology and Developmental Biology Seminar

Seminar (research) presentations for undergraduates in physiology and developmental biology.

PDBIO 455R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PDBIO 455R

Course Outcomes

Scientific Seminar Presentation

Students will be able to demonstrate the format, organization, and presentation of a typical scientific seminar.

Scientific Etiquette

Students will demonstrate the proper etiquette of scientific interactions by participating in question/answer periods following each seminar.

↑Top

Human Embryology

Developmental milestones of prenatal life: etiology of congenital malformations, emphasizing molecular and cellular changes and their functional consequences.

PDBIO
484

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBio 360 or equivalent.
Recommended	PDBio 325.
Taught	Fall
Programs	Containing PDBIO 484

Course Outcomes

Organ Systems Development

Students will identify the developmental trajectories of the various organ systems and why abnormalities at any step in the lineage of organogenesis may cause birth defects.

Effective Communication

Students will be able to communicate with health professionals effectively regarding embryonic events from conception to birth and the ramifications of each event in instances of health and disease.

Intercellular Signaling

Students will demonstrate how signaling between participating cells leads to important events during the first, second, third, and fourth weeks of development.

↑Top

Advanced Undergraduate Research in Physiology and Developmental Biology

Advanced research laboratory experience for students interested in physiology and developmental biology.

PDBIO 495R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	PDBio 295R.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PDBIO 495R

Course Outcomes

Experiment Design

Students will demonstrate an understanding of hypothesis development and the design of experiments to test hypothesis.

Independent Experiments

Students will independently carry out laboratory experiments.

Data Analysis

Students will analyze experimental data and, where appropriate, perform statistical analysis.

↑Top

Advanced Senior Research Project

Special project course for advanced PDBio research students. Engaging in scientific research as specified in an approved research proposal. Comprehensive written work of research required.

PDBIO 498

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	PDBIO 494R & PDBIO 495R; Instructor's consent must be obtained during previous semester.
Taught	Contact Department
Programs	Containing PDBIO 498

Course Outcomes

Hypothesis Formulation

Students will formulate a testable hypothesis relating to a topic in physiology and developmental biology .

Experimental Design

Students will design experiment (s) to test their hypothesis.

Research Proposal

Students will present a proposal describing their research topic, their hypothesis and experimental design.

Independent Research

Students will independently carry out their proposed research.

Data Analysis

Students will analyze their experimental data.

Research Reporting

Students will report their findings in a manuscript intended for publication in a scientific journal.

↑Top

Advanced Topics in Clinical Human Anatomy

Applied clinical anatomy lectures and lab exercises.

PDBIO 520R

Hours	1.0 - 2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	PDBIO 220; Or equivalent.
Taught	Contact Department
Programs	Containing PDBIO 520R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Advanced Topics in Physiology and Developmental Biology

Advanced undergraduate or graduate-level course in physiology, developmental biology, or biophysics. Topics vary. 550R courses have a defined curriculum, including graded assignments and exams. Expectations and learning outcomes will be specified in the syllabus.

PDBIO
550R

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Molecular Dynamics

Advanced undergraduate or graduate-level course in molecular dynamics. 550R courses have defined curriculum, including graded assignments and exams. Expectations and learning outcomes will be specified in the syllabus.

PDBIO 550R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Specialized Subject Matter

Students will demonstrate an understanding of the specialized subject matter presented in the course.

Top

Planar Lipid Bilayers

Advanced undergraduate- or graduate-level course in planar lipid bilayers. 550R courses have a defined curriculum, including graded assignments and exams. Expectations and learning outcomes will be specified in the syllabus.

PDBIO 550R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department
Programs	Containing PDBIO 550R

Course Outcomes

Scientific Techniques and Principles

Students will prove they have an understanding of the scientific principles that underlie any techniques taught in the course.

Experimental Techniques

Students will master any experimental techniques taught in the course.

Clinical Anatomy

At the end of the semester the student should be able to 1) describe the structural and functional relationships of dermatomal and myotomal innervation for the upper and lower limbs; 2) utilize surface landmarks to determine clinically relevant diagnostic conditions, and understand surgical or radiologic procedures; 3) understand and describe a variety of philosophies dealing with diagnosis and treatment of musculoskeletal conditions.

↑Top

Physiology of Drug Mechanisms

Overview of physiological and pharmacological mechanisms and principles of human therapeutics as applied to clinically significant pathophysiology.

PDBIO 561

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	PDBIO 362
Taught	Fall
Programs	Containing PDBIO 561

Course Outcomes

Drug Mechanisms

Students will manifest an interactive understanding of drug mechanisms at the molecular, cellular, tissue, organ, and/or systemic levels.

Cellular Pathways

Students will demonstrate that they understand the cellular pathways targeted for pharmacological treatment.

Body-Treatment Interaction

Pupils will demonstrate a comprehension of how the body interacts with compounds used for pharmacological treatments.

Communication

Students will manifest the knowledge, skills and vocabulary necessary to converse with health care providers concerning their own and family’s medical treatments.

↑Top

Reproductive Physiology

Mammalian reproductive physiology.

PDBIO
562

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBio 362 or equivalent.
Recommended	Chem 481, PDBio 482; or equivalents.
Taught	Fall
Programs	Containing PDBIO 562

Course Outcomes

Reproductive Processes, Research, and Appreciation

Students will be expected to demonstrate acquisition of both the basic and in-depthknowledge needed to be able to perform the following skills on course assignments, quizzes, and examinations:
1. Demonstrate understanding of various reproductive processes at the molecular,biochemical, microscopic, and physiological levels.
2. Demonstrate the skills needed to read, analyze, evaluate, comprehend, and synthesizescientific information from several different sources for use in both written and oralcommunication about various reproductive processes.
3. Demonstrate an appreciation for the sacred nature of the reproductive processes thatresult in the production of offspring during in-class oral communication.

↑Top

Endocrinology

Mammalian hormones.

PDBIO 565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBio 362 or instructor's consent.
Taught	Winter
Programs	Containing PDBIO 565

Course Outcomes

Hormone Actions

Students will be able to describe major actions of each hormone on target cells.

Hormone Pathways

Students will be able to describe pathways for synthesis and inactivation for steroid hormones, thyroid hormones, and catecholamines.

Hormone Synthesis and Secretion

Students will be able to describe the control of synthesis and secretion for each hormone, including feedback relationships.

Signaling Pathways

Students will be able to describe major signaling pathways in target cells for each hormone.

Methodologies in Endocrinology

Students will be able to describe methodologies used to test hypotheses in study of problems in endocrinology.

Endocrine Diseases

Students will be able to describe and recognize etiology and clinical symptoms of the major endocrine diseases

↑Top

Cellular Electrophysiology and Biophysics

Using electrophysiology and biophysics as an approach to study of physiology. Extensive look at ion channels and cell signaling.

PDBIO
568

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	PDBIO 362 & PHSCS 140; or PDBIO 362 & PHSCS 220
Taught	Fall
Programs	Containing PDBIO 568

Course Outcomes

Biophysical Fundamentals

Students will demonstrate biophysical knowledge gained in specific areas including membrane properties, voltage and ligand-gated receptors, neurotransmission and mathematical modeling.

Biophysics in the Laboratory

Students will apply the biophysical knowledge gained in a laboratory setting.

Research Proposal

Students will demonstrate critical thinking and evaluation skills gained in the course by preparing a competent and clearly written research proposal.

Oral Presentation

Students will demonstrate knowledge of a particular research topic and presentation skills in a clear and informative oral presentation.

↑Top

Responsible Conduct of Research

Ethical and responsible conduct on topics such as experimental design, data acquisition, professional and collaborative relationships, authorship, and scientific outreach.

PDBIO 570

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Developmental Genetics

Gene function and regulation during cell specification and differentiation, pattern formation, and organogenesis in developing embryo.

PDBIO
582

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBio 482 or equivalent.
Taught	Winter
Programs	Containing PDBIO 582

Course Outcomes

Research Evaluation and Critical Thinking

Students will demonstrate understanding of, and the ability to think critically about, primary developmental biology research articles.

Scientific Discussion

Students will demonstrate confidence in contributing to scientific discussions.

Research Proposal

Students will demonstrate the ability to think scientifically by formulating a research proposal.

Top

Language Study: Persian

Survival-level conversation, reading, listening, and culture skills in the target language.

PERSI 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Persian

Beginning speaking, listening, reading, and writing skills.

PERSI 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Persian

Second-semester speaking, listening, reading, and writing skills.

PERSI 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	PERSI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Persian

Intermediate speaking, listening, reading, and writing skills.

PERSI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	PERSI 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	
Programs	Containing PERSI 201

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Persian

Continued emphasis on communication skills, vocabulary building, and cultural awareness

PERSI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	PERSI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing PERSI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Persian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

PERSI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Persian

Systematic review of grammar and syntax of target language.

PERSI 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PERSI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Persian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

PERSI 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Persi 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing PERSI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Persian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

PERSI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PERSI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Persian

Concentration on target-language and target-culture issues for specific careers.

PERSI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PERSI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Elementary Skills and Activities

Physical skills and activities specific to elementary-age children.

PETE
169

Hours	1.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Required for elementary education majors.
Taught	Fall, Winter, Spring
Programs	Containing PETE 169

Course Outcomes

Skills for Physical Education

1. The students will develop the skills for physical education activities taught in elementary schools.

↑Top

Physical Education for Elementary School Teachers

Provides prospective elementary school teachers with an understanding of the need for, and experience working in, an effective, quality physical education program.

PETE
212

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	PETE 169; FBI fingerprint and background clearance.
Taught	Fall, Winter, Spring
Programs	Containing PETE 212

Course Outcomes

Outcome 1

Identify the purposes and objectives of physical education in the elementary school curriculum as evidenced by written examinations.

Outcome 2

Describe the four basic parts of a lesson plan and the requisite planning required for effective presentation of the plan as evidenced by video analysis of actual teaching PE lessons in the public schools.

Outcome 3

Discuss the major ways to establish and maintain a teaching environment which is conducive to learning. Major categories should include instructional cues, feedback, teaching styles, and skill presentation as assessed by written examination.

Outcome 4

Effectively teach, manage, and discipline students in a physical education class as evidenced by successfully teaching in th epublic schools assessed by video analysis and final video project.

Outcome 5

Analyze your teaching using digital video by identifying instances of teaching which show your teaching abilities based on the desired competencies and explain how you met the competency as evidenced by video analysis final project.

Outcome 6

Understand basic principles of fitness, physical activity, and motivation and how these principles relate to children's growth and development in these areas as assessed by written examination.

Outcome 7

Understand motivation in physical education as assessed by written examination.

Outcome 8

Understand important liability principles applicable to a physical education class as assessed by written examination.

Outcome 9

Demonstrate ability to perform specific desired competencies as evidenced by the final video project.

↑Top

Team Sport Fundamentals and Fitness for Life

Skills, content, and pedagogical knowledge in team sports: soccer, basketball, volleyball, and football. Also covers Fitness for Life.

PETE
228

Hours	2.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Team Sport Fundamentals

- Students will demonstrate knowledge of sport/activity specific skills, drills, rules and strategies and their applications to secondary PE settings as demonstrated on an exam.
- Students will know a variety of sport/activity specific drills and activities that can be used in future teaching through participation in class.
- Students will demonstrate how to teach a sport/activity specific skill, drill, or strategy through a group teaching assignment.
- Students will demonstrate skill ability in the basic sport/activity skills through a skill assessment.
- Students will demonstrate understanding of the five fitness components and apply them in individual life: cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.

↑Top

K-12 Physical Activities Content and Skills 1 and Fitness for Life

Skills, content, and pedagogical knowledge in lifetime activities: golf, soccer, tennis. Also covers Fitness for Life and legal issues in PE.

PETE
230

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance into PETE program.
Taught	Fall
Programs	Containing PETE 230

Course Outcomes

Technique of Each Sport

Demonstrate proper technique for the major skills of each sport

Skills of Each Sport

Develop basic skills for each sport/activity

Rules of Each Sport

Learn the basic rules of each sport/activity

Drills and Lead-up Games

Learn basic drills and lead-up games for each sport

Ensuring Safety

Understand how to ensure safety in the physical education program, focusing on prevention

Fitness for Life

Demonstrate an understanding of the components of fitness for life.

↑Top

K-12 Physical Activities Content and Skills 2

Skills, content, and pedagogical knowledge in lifetime activities: aerobics, badminton, basketball, flag football, and volleyball.

PETE
231

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance into PETE program.
Taught	Winter
Programs	Containing PETE 231

Course Outcomes

Application to Secondary PE

The students will demonstrate knowledge of sport/activity specific skills, drills, rules and strategies and their applications to Secondary PE settings as demonstrated on an exam.

Sport Specific Drills

The students will know a variety of sport/activity specific drills and activities that can be used in future teaching through participation in class.

Group Teaching Assignment

The students wil demonstrate how to teach a sport/activity specific skill, drill, or strategy through a group teaching assignment.

Skills Assessment

Demonstrate skill ability in the basic sport/activity skills through a skill assessment.

↑Top

Physical Education Pedagogy

Sport pedagogy for students minoring in coaching and teaching physical education.

PETE 232

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PETE 230; Physical Education/Coaching minor status.
Taught	Winter
Programs	Containing PETE 232

Course Outcomes

content knowledge

Acquire the basic knowledge and skills necessary to effectively help secondary students become physically educated.

instructional strategies

Understand current instructional methods and the theories upon which they are based.

planning

Develop and demonstrate the ability to teach using a variety of teaching styles and methods effectively in the physical education setting.

learning environment

Learn the tools to effectively manage and instruct a physical education classroom.

professionalism

Analyze and evaluate your teaching performance by watching the video of each of your teaching performance and completing a self-evaluation form setting goals and strategies to be implemented in the next lesson.

professionalism

Learn how to be an effective observer and evaluator of your peer by completing a peer evaluation form for each lesson taught.

↑Top

Fundamental Skills and Teaching Methods for Elementary Physical Education

Identifying and demonstrating fundamental skills; identifying immature and mature movement patterns; selecting developmentally appropriate activities; appropriate management techniques.

PETE
274

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Concurrent enrollment in PETE 230; FBI fingerprint and background clearance.
Taught	Fall
Programs	Containing PETE 274

Course Outcomes

National Standard

Demonstrate an understanding of the National Standards for Elementary School Physical Education

Classroom Management

Learn the tools to effectively manage and instruct a classroom

Lessons Management

Learn, select and implement in your lessons management and instruction strategies based on developmental levels, and safety issues.

Apply Activities from Diverse Perspectives

Apply activities and techniques that encourages learners to see, question, and interpret physical activity from diverse perspectives

↑Top

Exploration of Teaching

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

PETE
276R

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	PETE 230 & PETE 274; FBI fingerprint and background clearance.
Taught	Winter
Programs	Containing PETE 276R

Course Outcomes

National Standards

Demonstrate an understanding of the National Standards in relationship to junior high school students as evidenced through the TWS assignment.

Professionalism

Demonstrate attitudes and behaviors that exhibit professionalism. Students will demonstrate competence as evidences by their attendance in class, appropriate dress, lesson plan preparation, and the group TWS assignment.

Assessment Strategies

Students will demonstrate traditional and authentic assessment strategies by applying them to an assigned unit of instruction, creating objectives and designing assessments to meet those objectives in all three learning domains completing two sections of the Teacher Work Sample (TWS).

Lesson Planning

Write developmentally appropriate lesson plans for junior high school students using the known characteristics of junior high students. Students will demonstrate competence as evidenced by completed lesson plans required as a part of the middle school teaching practicum experience.

Trends in Physical Education

Students will demonstrate the ability to identify the current trends in physical education assessment and grading strategies as evidenced through written reaction papers, and quizzes.

Management Skills

Model appropriate instruction and management skills when teaching junior high students. Students will demonstrate competence through completion of the desired competency viewing assignment, and the final desired competency project from their middle school teaching practicum experience.

↑Top

Advocacy for Physical Education

Historical and sociological cornerstones of physical education.

PETE
300

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance into PETE program.
Taught	Fall
Programs	Containing PETE 300

Course Outcomes

Past, Present and Future

Use the knowledge and experience of the past to understand the programs of today and apply it toward building programs of the future. Students will demonstrate competence as evidenced by the advocacy mid-term exam.

Written and Verbal Communication

Be able to interpret and communicate knowledge and experience in both written and verbal forms. Students will demonstrate competence as evidences by the professionalism reaction papers, advocacy exam, advocacy media campaign, physical education history presentation, and the final teaching philosophy paper

Effective Advocacy

Demonstrate an understanding of the principles of effective advocacy in the K-12 school teaching setting. Students will demonstrate competence as evidences by the professionalism reaction papers, advocacy mid-term exam, and the media campaign assignment.

History of Physical Education

Demonstrate an understanding of the history of physical education and its impact on the future. Students will demonstrate competence of this on the physical education history quiz and group presentation.

Professionalism

Be examples of Christian living by being kind and attentive during class discussions, classmates' presentations, and looking for opportunities to serve one another. Students will demonstrate competence through the professionalism assignments, group media campaign assignment, and the physical education history group presentation.

Top

K-12 Healthy and Active Lifestyle Management

Understanding the content and pedagogical knowledge required to manage a healthy and active lifestyle; how to impart this knowledge to public school students.

PETE 301

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Admittance into PETE program.
Taught	Winter
Programs	Containing PETE 301

Course Outcomes

content knowledge

Learn and apply lifestyle (nutrition/weight control and physical activity) management skills in their personal lives as assessed via LoseIt online logging program.

curriculum knowledge

Demonstrate understanding of current curricular trends specific to healthy lifestyle choices such as the health club model as assessed via written examinations.

learning environments

Demonstrate understanding and ability to design, implement and manage a healthy and active school environment program as evidenced by completing a group project and presentation.

Pedagogy

Demonstrate understanding and application of concepts specific to healthy and active lifestyle management and their accompanying pedagogical strategies as evidenced by micro/peer teaching assignment.

Top

Coaching Selected Sports

Theory, fundamentals, strategies, and techniques of coaching golf, tennis, or wrestling, cheer-leading, or other high school coaching sports not currently offered.

PETE 330R

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent.
Taught	Fall, Winter
Programs	Containing PETE 330R

Course Outcomes

Risk Management

Understand procedures, guidelines, and duties of the coach as they relate to risk management.

Offense, Defense, etc.

Gain an understanding of offense, defense, special situations, and philosophy.

Discuss with Other Coaches

Understand the importance of discussing the sport, how it should be taught, and safety procedures with other coaches.

Rules and Strategies

Demonstrate knowledge of the rules and strategies of your selected sport.

↑Top

Coaching Competitive Swimming

Theory, fundamentals, strategies, and techniques of coaching swimming.

PETE
335

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent.
Taught	Fall
Programs	Containing PETE 335

Course Outcomes

Rules and Strategies

The students will demonstrate knowledge of the rules and strategies of your selected sport .

Top

Coaching Basketball

Theory, fundamentals, strategies, and techniques of coaching basketball.

PETE 341

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent.
Taught	Fall
Programs	Containing PETE 341

Course Outcomes

Rules of Strategies

The students will demonstrate knowledge of the rules and strategies of your selected sport .

Top

Coaching Track and Field

Theory, fundamentals, strategies, and techniques of coaching track and field.

PETE
342

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent.
Taught	Fall
Programs	Containing PETE 342

Course Outcomes

Rules and Strategies

The students will demonstrate knowledge of the rules and strategies of your selected sport .

Top

Coaching Football

Theory, fundamentals, strategies, and techniques of coaching football.

PETE 344

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent
Taught	Winter
Programs	Containing PETE 344

Course Outcomes

Rules and Strategies

The students will demonstrate knowledge of the rules and strategies of football .

Top

Coaching Volleyball

Theory, fundamentals, strategies, and techniques of coaching volleyball.

PETE
345

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent.
Taught	Winter
Programs	Containing PETE 345

Course Outcomes

Rules and Strategies

The students will demonstrate knowledge of the rules and strategies of volleyball .

Top

Coaching Baseball and Softball

Theory, fundamentals, strategies, and techniques of coaching baseball and softball.

PETE
346

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent.
Taught	
Programs	Containing PETE 346

Course Outcomes

Rules and Strategies

The students will demonstrate knowledge of the rules and strategies of baseball and softbball.

↑Top

Coaching Soccer

Theory, fundamentals, strategies, and techniques of coaching soccer.

PETE
347

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Appropriate skills and teaching techniques class or equivalent.
Taught	
Programs	Containing PETE 347

Course Outcomes

Rules and Strategies

The students will demonstrate knowledge of the rules and strategies of soccer .

↑Top

Scientific Bases of Sport: Motor Learning

Motor learning principles for physical education and coaching.

PETE 364

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PETE 364

Course Outcomes

Practice Session Design

The student will be able to understand and design practice sessions for students/athlete by successfully completing their final project

Foundations of Skill Instruction

The student will be able to know foundations of skill instruction by successfully completing their final project.

Student/Athlete Skill Needs

The student will be able to know students/athletes skill need by successfully completing their final project and passing the final exam.

↑Top

Exercise Physiology for Physical Educators

Physiology of activity for physical education teaching students.

PETE
366

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PETE 230 for majors; PETE 228 for minors.
Recommended	PDBio 305.
Taught	Fall, Winter
Programs	Containing PETE 366

Course Outcomes

Exercise Physiology for Physical Educators

- Students will deepen their understanding of how the human body functions and maintains homeostatis during the increased metabolic demands of exercise.
- Students will understand the interaction of the nervous, muscle, cardiovascular, pulmonary, and metabolic systems at rest and during exercise.
- Students will be able to design an age and developmentally appropriate, sport specific exercise and conditioning prescription for one of the following purposes: endurance, strength, and weight control.

↑Top

Secondary Practicum

Written and practical teaching assignments designed to help prospective teachers plan, conduct, and evaluate lessons and unit plans appropriate to adolescent students.

PETE
377

Hours	3.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	PETE 231 & PETE 276R; FBI fingerprint and background clearance.
Taught	Fall
Programs	Containing PETE 377

Course Outcomes

Tasks for Running Program

The students will understand the tasks associated with the effective running of a physical education program by completing a Task Summary sheet at their assigned school.

Tournaments

The students will understand types of tournaments and when to use them as evidenced by passing the tournament quiz.

Unit Plan

The students will demonstrate competency in instructional design principles by completing a unit plan of instruction and passing the assignment.

Design lesson plans

Design effective lesson plans that include adaptations to accommodate all students' needs.

Management and Instructional Strategies

The students will incorporate effective management and instructional strategies when teaching by obtaining an average rating above "1."

Self-evaluation of teaching

Analyze their teaching by completing a self-evaluation form after each teaching experience, completing desired competencies and transcriptions of their teaching instances by using StudioCode software, and a final reflective paper on their teaching.

Peer evaluator

Be a useful observer and evaluator on their teaching team by completing peer evaluation forms.

Literacy in Physical Education

Understand how to integrate reading skills into the physical education curriculum by passing the reading assignment.

Professional and Ethical Behavior

Students will conduct themselves in a professional manner in accordance with Utah State Board Rule R277-515

↑Top

Academic Internship: Coaching

On-the-job experience in coaching.

PETE 399R

Hours	1.0 - 4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Advisor's consent.
Taught	Fall, Winter, Spring
Programs	Containing PETE 399R

Course Outcomes

Internship Hours

Students will demonstrate their abitlity to coach by completing atleast 50 hours under the supervision of a head coach.

Goals

Students will demonstrate their ability to set goals for themselves and the athletes they work with by completing a goal assignment that asks them to set 3 goals for themselves and 3 goals for the athletes they work with then completing an assignment in which they evaluate their progress with those goals at the end of their internship.

Evaluations

Students will demonstrate their ablity to grow and improve as a coach by receiving daily feedback, a mid season evaluation and a final evaluation from the head coach they work with.

↑Top

Principles of Coaching

Developing a philosophy of coaching; understanding coaching responsibilities and techniques; preparing athletes; valuing professional relationships with others.

PETE
430

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PETE 430

Course Outcomes

Philosophy of Coaching

The student will develop a philosophy of coaching after discussion of the psychological, physiological and sociological implications of coaching students. Students will complete a written final discussing their philosophy in 23 different topic areas.

Professionalism

The student will gain an understanding of various coaching responsibilities and team organizational procedures. Students will complete a detailed team budget, complete NFHS concussion certification, and complete reflection assignments.

Literate in the Content

The student will become aware of the literature and resources available to aid coaches. Students will give group presentations after reviewing the UHSAA Handbook and completing a review of literature regarding Title IX, and students will complete reflection assignments in the areas of sport specialization and current topics.

Officiating Skills

The student will gain an understanding of the preparation necessary for becoming an official for youth sports. Students will be able to discuss basic requirements to officiate their chosen sport/s.

Developing Professional Relationships

The student will develop an understanding of methods to develop a professional relationship with all stakeholders within the school. 1) Students will complete a written final. 2) Students will also be able to answer questions (Written Q and A) regarding their relationship as a coach with various stakeholders.

Top

Psychology of Sport

Basic overview of sports psychology.

PETE
450

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Psychology of Sport

PETE 450 is an inactive course. Learning Outcomes will be created if the course is offered.

↑Top

Adapted and Multicultural Physical Education for Teaching Majors

Legal mandates, assessing and identifying special needs students, multicultural issues, and management and instructional techniques.

PETE
461

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	FBI fingerprint and background clearance.
Taught	Winter
Programs	Containing PETE 461

Course Outcomes

Instruction

*Identify, select, and implement appropriate instruction that is sensitive to the strength/weaknesses, multiple needs, learning style, and experiences of diverse learners.

Meet needs

*Use appropriate strategies, services, and resources to meet special and diverse learning needs.

Learning Environment

*Create a learning environment which respects and incorporates learners' personal, family, cultural, and community experiences

Physical Applications

Know the principles that address the physiological and biomechanical applications encountered when working with diverse populations.

Assessment

Know how to assess and evaluate students with disabilities in order to make appropriate decisions about special services and program components.

Student Integration

Know how to teach students with disabilities integrated in regular physical education programs.

IEP

Learn how to provide consultation and staff development activities related to students with disabilities and their IEP.

Multicultural Integration

Learn how to work and attend to the needs of multicultural students integrated in physical education

↑Top

Student Teaching - Physical Education

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

PETE
476R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of all course work or departmental approval; requires a total GPA of 3.0; at least a C in PETE 377; FBI fingerprint and background clearance.
Taught	Fall, Winter
Programs	Containing PETE 476R

Course Outcomes

Mangagement and Instruction

Student teachers will demonstrate competency in the Healthy and Active Lifestyle management and instructional desired competencies as evidenced by their final video desired competency project, and university supervisor and mentor teacher CPAS evaluations.

National Standards

Student teachers will demonstrate an understanding of the National Standards as evidenced through their employment portfolio and the TWS.

Lesson Planning

Student teachers will write developmentally appropriate lesson plans using the known characteristics of K-12 high students. Students will demonstrate competence as evidenced by completed lesson plans for university supervisor observations, employment portfolio, and the TWS.

Reflective Practice

Student teachers will demonstrate reflective practice in making necessary adaptions for student learning as evidenced by their final video desired competency project, TWS, and the university supervisor and mentor teacher CPAS evaluations.

Employment Preparation

Students will demonstrate competence in professional job preparation skills as evidenced by their resume, employment portfolio, and mock interview performance.

Professionalism

Student teachers will demonstrate attitudes and behaviors that exhibit professionalism as evidenced by their attendance at student teaching seminars, school PLC's and/or department collaboration meetings, and the university and mentor teacher CPAS evaluations.

↑Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

PETE
477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing PETE 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship - Physical Education

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

PETE
496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall
Programs	Containing PETE 496R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Honors Introduction to Philosophy

Articulating, assessing, and defending fundamental positions on topics such as reason, knowledge, science, education, ethics, politics, and religion.

PHIL
110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing PHIL 110

Course Outcomes

Figures and Topics

Become acquainted with important figures, topics, and issues in the history of philosophy.

Basic Critical Reasoning, Reading and Writing

Learn to read and discuss philosophical texts; learn basic logic skills used in critical reasoning and be able to identify invalid, unsound, and fallacious arguments

Writing and Rhetoric

Write a clear and cogent philosophical essay.

Application

Learn to integrate philosophical skills and practices with religious convictions, while cultivating a respect for contrary points of view.

↑Top

Introduction to Philosophy

Articulating, assessing, and defending fundamental positions on topics such as reason, knowledge, science, education, ethics, politics, and religion.

PHIL
110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing PHIL 110

Course Outcomes

Figures and Topics

Become acquainted with important figures, topics, and issues in the history of philosophy.

Basic Critical Reasoning, Reading and Writing

Learn to read and discuss philosophical texts; learn basic logic skills used in critical reasoning and be able to identify invalid, unsound, and fallacious arguments

Writing and Rhetoric

Write a clear and cogent philosophical essay.

Application

Learn to integrate philosophical skills and practices with religious convictions, while cultivating a respect for contrary points of view.

↑Top

Honors Reasoning and Writing

Informal grammar, logic, and rhetoric as tools for reading and writing. Library research.

PHIL
150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Recommended for philosophy majors and minors.
Note	Fulfills GE First-Year Writing requirement. No course challenges accepted.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Writing and Rhetoric

Write clearly on a well-defined topic using correct grammar and conventions appropriate to philosophy, and employing a voice, tone, and diction suited to one's intended audience.

Basic Writing

Cultivate basic reading and writing skills including summarizing, paraphrasing, prewriting, drafting, revising, editing, and proofreading

Basic Research

Use appropriate research tools including library and internet resources, and apply them to the writing of a cogent philosophical essay

Critical Reasoning

Learn basic logic skills used in critical reasoning and be able to identify invalid, unsound, and fallacious arguments

Top

Reasoning and Writing

Informal grammar, logic, and rhetoric as tools for reading and writing. Library research.

PHIL
150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Recommended for philosophy majors and minors.
Note	Fulfills GE First-Year Writing requirement. No course challenges accepted.
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing PHIL 150

Course Outcomes

Writing and Rhetoric

Write clearly on a well-defined topic using correct grammar and conventions appropriate to philosophy, and employing a voice, tone, and diction suited to one's intended audience.

Basic Writing

Cultivate basic reading and writing skills including summarizing, paraphrasing, prewriting, drafting, revising, editing, and proofreading

Basic Research

Use appropriate research tools including library and internet resources, and apply them to the writing of a cogent philosophical essay

Critical Reasoning

Learn basic logic skills used in critical reasoning and be able to identify invalid, unsound, and fallacious arguments

Top

Philosophy Major Orientation and ePortfolio Training

Overview of philosophy as a discipline; review of philosophy major requirements and course sequence; complete introduction to philosophy research methods and ePortfolio training.

PHIL 200

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PHIL 200

Course Outcomes

Learning Outcomes

- Know the philosophy major program outcomes, graduation requirements, course sequencing, and fundamentals of philosophy research methods
- Develop a working familiarity with the Philosophy ePortfolio platform

↑Top

History of Philosophy 1

Western civilization from Greek antiquity to Renaissance, primarily from perspective of philosophy; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing PHIL 201

Course Outcomes

History and Value of Philosophy

Students will be able to identify major philosophical figures, texts, topics, and movements from antiquity through the early Renaissance, and develop a basic understanding of their historical context, their philosophical interrelations, and their importance.

Critical and Effective Reading, Writing, and Oral Communication

Students will be able to read and think critically about philosophical texts, write clear, logically sound, and well-researched essays, and effectively discuss and present philosophical topics.

Philosophical and Ethical Applications

Students will be able to use philosophical knowledge and skills to solve theoretical, practical, and ethical problems and to integrate philosophical principles with religious and moral convictions.

Top

Honors History of Philosophy 1

Western civilization from Greek antiquity to Renaissance, primarily from perspective of philosophy; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

History and Value of Philosophy

Students will be able to identify major philosophical figures, texts, topics, and movements from antiquity through the early Renaissance, and develop a basic understanding of their historical context, their philosophical interrelations, and their importance.

Critical and Effective Reading, Writing, and Oral Communication

Students will be able to read and think critically about philosophical texts, write clear, logically sound, and well-researched essays, and effectively discuss and present philosophical topics.

Philosophical and Ethical Applications

Students will be able to use philosophical knowledge and skills to solve theoretical, practical, and ethical problems and to integrate philosophical principles with religious and moral convictions.

↑Top

History of Philosophy 2

Western civilization from Renaissance to present, primarily from perspective of philosophy; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing PHIL 202

Course Outcomes

History

Know milestones of Western history and culture from the Renaissance or Reformation through the present

Figures and Topics

Acquire a basic understanding of the most important philosophical figures, texts, and issues from early modern to contemporary philosophy.

Writing

Write a cogent philosophical essay.

Top

Honors History of Philosophy 2

Western civilization from Renaissance to present, primarily from perspective of philosophy; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

History

Know milestones of Western history and culture from the Renaissance or Reformation through the present

Figures and Topics

Acquire a basic understanding of the most important philosophical figures, texts, and issues from early modern to contemporary philosophy.

Writing

Write a cogent philosophical essay.

↑Top

Introduction to Formal Logic

History and use of syllogistic and propositional logic; evaluating arguments with Venn diagrams, truth tables, and Copi-style proofs and proof strategies; informal reasoning and fallacies.

PHIL
205

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PHIL 205

Course Outcomes

Vocabulary and Concepts

Students will know the basic vocabulary and concepts of formal and informal logic.

Appraise Validity

Students will be able to appraise validity by refuting invalid arguments and by constructing formal proofs for valid ones.

Translation

Students will be able to translate ordinary language into logical symbolism.

↑Top

Honors Science and Civilization 1

History of Civilization from Greek antiquity up to 1500; concepts and methods in early science and their philosophical significance; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL
210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

History

Know about the development of scientific ideas and practices in their cultural context, including the major figures and methods of science from antiquity to 1500.

Critical Reading and Writing

Read, analyze, and critically summarize a book-length study of science.

Application

Learn to integrate philosophical skills and practices with religious convictions, while cultivating a respect for contrary points of view.

Top

Science and Civilization 1

History of Civilization from Greek antiquity up to 1500; concepts and methods in early science and their philosophical significance; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL
210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Offered	Honors also.
Programs	Containing PHIL 210

Course Outcomes

History

Know about the development of scientific ideas and practices in their cultural context, including the major figures and methods of science from antiquity to 1500.

Critical Reading and Writing

Read, analyze, and critically summarize a book-length study of science.

Application

Learn to integrate philosophical skills and practices with religious convictions, while cultivating a respect for contrary points of view.

↑Top

Honors Science and Civilization 2

History of Civilization from scientific revolution to present; concepts and methods in modern science and their philosophical significance; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL
211

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

History

Know about the development of scientific ideas and practices in their cultural context, including the major figures and methods of science from 1500 to the present.

Application

Learn to integrate philosophical skills and practices with religious convictions, while cultivating a respect for contrary points of view.

Critical Reading and Writing

Read, analyze, and critically summarize a book-length study of science.

↑Top

Science and Civilization 2

History of Civilization from 1500 to present; concepts and methods in modern science and their philosophical significance; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

PHIL 211

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Offered	Honors also.
Programs	Containing PHIL 211

Course Outcomes

History

Know about the development of scientific ideas and practices in their cultural context, including the major figures and methods of science from 1500 to the present.

Application

Learn to integrate philosophical skills and practices with religious convictions, while cultivating a respect for contrary points of view.

Critical Reading and Writing

Read, analyze, and critically summarize a book-length study of science.

Top

Introduction to Ethics

Nature and justification of moral standards, beliefs, and decisions.

PHIL
213

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer Contact Department
Programs	Containing PHIL 213

Course Outcomes

Basics of Moral Philosophy

Students will know the basic concepts, figures, texts, and normative theories of moral philosophy.

Apply Normative Theories

Students will be able to apply normative theories to ethical problems, questions, and situations.

Integrate Moral Philosophy with Religious Convictions

Students will be able to integrate philosophical skills and practices with religious convictions, while respecting contrary points of view.

Oral and Writing Practice

Students will be able to perform ethical analysis and argument orally and in writing.

↑Top

Introduction to the Philosophy of Art

The experience of beauty in nature, in literature, and in the arts.

PHIL 214

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PHIL 214

Course Outcomes

Figures and Topics

Know basic concepts, theories, figures, texts, and issues in Western philosophy of art and beauty.

Application

Learn how to use the philosophy of art and theories of taste to appreciate and critique individual works of art.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched essay on the philosophy of art and beauty.

↑Top

Introduction to the Philosophy of Religion

Existence and nature of God, God's foreknowledge and man's free will, faith, immortality, and religious experience and language.

PHIL
215

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PHIL 215

Course Outcomes

History

Know central problems in philosophy of religion, and traditional responses to those problems; know central figures and texts in philosophy of religion.

Figures and Topics

Know and evaluate major arguments for God's existence, and learn how to examine the role of reason and evidence in religious belief.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched essay on the philosophy of religion.

↑Top

Classical and Medieval Political Philosophy

Examine selected topics, periods, and figures in social and political philosophy with an aim to understand and apply theories to particular problems and questions.

PHIL
217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202.
Taught	

Course Outcomes

Figures and Topics

Know basic concepts, figures, texts, and issues of Classical and Medieval political philosophy.

Application

Learn how to apply philosophical skills and practices in discussing and critiquing political issues.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Classical or Medieval political philosophy.

Top

Contemporary Political Philosophy

Examine selected topics, periods, and figures in social and political philosophy with an aim to understand and apply theories to particular problems and questions.

PHIL 217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202.
Taught	
Programs	Containing PHIL 217R

Course Outcomes

Figures and Topics

Know basic concepts, figures, texts, and issues of Contemporary political philosophy.

Application

Learn how to apply philosophical skills and practices in discussing and critiquing political issues.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Contemporary political philosophy.

Top

John Rawls

Examine selected topics, periods, and figures in social and political philosophy with an aim to understand and apply theories to particular problems and questions.

PHIL 217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202.
Taught	

Course Outcomes

Figures and Topics

Know basic concepts, texts, and issues of Rawls' political philosophy.

Application

Learn how to apply philosophical skills and practices in discussing and critiquing political issues.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Rawls' political philosophy.

Top

Modern Political Philosophy

Examine selected topics, periods, and figures in social and political philosophy with an aim to understand and apply theories to particular problems and questions.

PHIL
217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202.
Taught	

Course Outcomes

Figures and Topics

Know basic concepts, figures, texts, and issues of Modern political philosophy

Application

Learn how to apply philosophical skills and practices in discussing and critiquing political issues.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched essay on Modern political philosophy.

Top

Political Liberalism

Examine selected topics, periods, and figures in social and political philosophy with an aim to understand and apply theories to particular problems and questions.

PHIL 217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202.
Taught	

Course Outcomes

Figures and Topics

Know basic concepts, figures, texts, and issues of political liberalism.

Application

Learn how to apply philosophical skills and practices in discussing and critiquing political issues.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on political liberalism.

↑Top

Social and Political Philosophy

Examine selected topics, periods, and figures in social and political philosophy with an aim to understand and apply theories to particular problems and questions.

PHIL
217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202.
Taught	Contact Department

Course Outcomes

Figures and Topics

Know basic concepts, theories, figures, texts, and issues in social and political philosophy.

Application

Learn how to apply philosophical skills and practices in discussing and critiquing political issues.

Critical reading and writing

Practice philosophical analysis and argument orally and in writing; write a clear and cogent essay on social and political philosophy.

↑Top

Social Contract Theory

Examine selected topics, periods, and figures in social and political philosophy with an aim to understand and apply theories to particular problems and questions.

PHIL 217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202.
Taught	

Course Outcomes

Figures and Topics

Know basic concepts, figures, texts, and issues of Social Contract Theory.

Application

Learn how to apply philosophical skills and practices in discussing and critiquing political issues.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Social Contract Theory.

Top

Honors Philosophical Writing

Writing philosophical papers about philosophical texts or problems. Research methods in philosophy. Library research paper.

PHIL
300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201 and Phil 202 and Phil 205.
Note	Fulfills GE Advanced Written and Oral Communications requirement. No course challenges accepted.
Taught	Fall, Winter
Programs	Containing PHIL 300

Course Outcomes

Writing and Rhetoric

Learn advanced strategies of writing clearly on a well-defined topic using correct grammar, accepted usage, stylistic conventions appropriate to philosophy, and a voice, tone, and level of formality suited to one's intended audience

Critical Reading and Writing

Cultivate advanced critical reading and writing skills used in summarizing, paraphrasing, formulating, analyzing and evaluating philosophical arguments, and in prewriting, drafting, revising, critiquing, editing, and proofreading philosophical essays.

Research

Use scholarly research tools (including library and internet resources) in writing expository, persuasive, and philosophical essays; effectively use and cite researched material

Top

Philosophical Writing

Writing philosophical papers about philosophical texts or problems. Research methods in philosophy. Library research paper.

PHIL 300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201 and Phil 202 and Phil 205.
Note	Fulfills GE Advanced Written and Oral Communications requirement. No course challenges accepted.
Taught	Fall, Winter
Offered	Honors also
Programs	Containing PHIL 300

Course Outcomes

Writing and Rhetoric

Learn advanced strategies of writing clearly on a well-defined topic using correct grammar, accepted usage, stylistic conventions appropriate to philosophy, and a voice, tone, and level of formality suited to one's intended audience

Critical Reading and Writing

Cultivate advanced critical reading and writing skills used in summarizing, paraphrasing, formulating, analyzing and evaluating philosophical arguments, and in prewriting, drafting, revising, critiquing, editing, and proofreading philosophical essays.

Research

Use scholarly research tools (including library and internet resources) in writing expository, persuasive, and philosophical essays; effectively use and cite researched material

↑Top

Intermediate Formal Logic

History and use of first-order logic and second-order logic; natural-deduction and axiomatic proofs; modal logic; set theory and foundations of mathematics.

PHIL
305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHIL 205; or MATH 290
Note	Fulfills GE Languages of Learning requirement.
Taught	Fall, Winter
Programs	Containing PHIL 305

Course Outcomes

Logic

Learn first order logic including the correct use of symbols and the construction of proofs.

Logic

Learn to construct proofs within axiom systems in such areas as identity, set theory, arithmetic, and modal logic.

History

Understand key historical developments such as Cantor's theory of transfinite numbers, Frege's attempt to reduce arithmetic to logic, the logical paradoxes, and Gödel's theorems.

Top

History of Ethics

Designed to survey the history of ethics or to examine multiple periods and figures in the history of philosophy.

PHIL
313R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202, 213, 300, and 300 or equivalent.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PHIL 313R

Course Outcomes

History

Understand a movement or constellation of related figures, texts, or problems in the history of philosophical ethics

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched essay on ethics

Top

Utilitarianism

Designed to survey the history of ethics or to examine multiple periods and figures in the history of philosophy.

PHIL 313R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 150 or equivalent.
Recommended	Phil 201, 202, 213, 300, and 300 or equivalent.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

History

Understand a movement or constellation of related figures, texts, or problems in the history of philosophical ethics

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched essay on ethics

↑Top

Aristotle

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Top

Greek Epistemology

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

↑Top

Greek Ethics

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

↑Top

Greek Metaphysics

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

↑Top

Greek Political Theory

PHIL 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

Top

Greek Science

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

Top

Helenistic Philosophy

PHIL 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

↑Top

Neo-Platonism

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

↑Top

Plato

PHIL 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a complex, nuanced, and well-referenced research paper on ancient philosophy.

↑Top

Pre-Socratics

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

Top

Socrates

PHIL
320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

↑Top

Stoicism

PHIL 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy.

Top

Studies in Ancient Philosophy

Selected figures or topics.

PHIL 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	Fall, Winter
Programs	Containing PHIL 320R

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy

Top

Topics in Greek Philosophy

Selected figures or topics.

PHIL 320R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on ancient philosophy.

Figures and Topics

Understand a major figure, text, or problem in ancient philosophy.

↑Top

Aquinas

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

Top

Augustine

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

History and Value of Philosophy

Develop a sound understanding of St. Augustine's philosophy and explore one way this philosopher influences late medieval and Renaissance thought.

Critical and Effective Reading, Writing, and Communication

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on some aspect of Augustine's philosophy.

Top

Duns Scotus

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

Top

Medieval Arabic Philosophers

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Major Figures of the Middle Ages

Demonstrate an understanding of major figures of the Middle Ages

Philosophical Problems of the Middle Ages

Demonstrate an understanding of major philosophical problems of the Middle Ages.

Critical Reading, Analysis, and Writing

Demonstrate an ability to read critically and analyze figures and problems in a research paper.

Top

Medieval Epistemology

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

Top

Medieval Ethics

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

Top

Medieval Metaphysics

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

↑Top

Medieval Philosophy and Religion

PHIL 330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

History and Value of Philosophy

Students will bew able to identify major philosophical figures, texts, topics, and movements, and understand their historical context, their philosophical interrelations, and their importance.

Critical and Effective Reading, Writing, and Oral Communication

Students will be able to read and think critically about philosophical texts; write clear, logically sound, and well-researched essays; and effectively discuss and present philosophical topics.

Philosophical and Ethical Applications

Students will be able to use philosophical knowledge and skills to solve theoretical, practical, and ethical problems and to integrate philosophical principles with religious and moral convictions.

↑Top

Medieval Political Theory

PHIL
330R

🕘 **Hours**	3.0 Credit, 3.0 Lecture, 0.0 Lab
☑ **Prerequisites**	Phil 201.
👉 **Recommended**	Phil 300 or equivalent.
📅 **Taught**	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

Top

Medieval Science

PHIL 330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

Top

Studies in Medieval Philosophy

Selected figures or topics.

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	Fall, Winter
Programs	Containing PHIL 330R

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Medieval philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Medieval philosophy.

Top

Topics in Medieval Philosophy

Selected figures or topics.

PHIL
330R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 201.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in medieval philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a complex, nuanced, and well-referenced research paper on medieval philosophy.

Top

Berkeley

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

British Empiricism

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

British Idealism

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

↑Top

Continental Rationalism

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Descartes

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

↑Top

Descartes and Locke

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

German Idealism

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Hegel

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Hobbes

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Hume

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

↑Top

J. S. Mill

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Kant

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

↑Top

Kierkegaard

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Leibniz

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

↑Top

Locke

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Modern Political Theory

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Nietzsche

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

↑Top

Nietzsche and Freud

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Schopenhauer

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

↑Top

Spinoza

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Studies in Modern Philosophy

Selected figures or topics.

PHIL 340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	Fall, Winter
Programs	Containing PHIL 340R

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Modern philosophy

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Modern philosophy.

Top

Topics in Modern Philosophy

Selected figures or topics.

PHIL
340R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in modern philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a complex, nuanced, and well-referenced research paper on modern philosophy.

Top

Bergson

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Bergson philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Bergson.

Top

Contemporary Analytical Philosophy

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in contemporary analytical philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on contemporary analytical philosophy.

Top

Contemporary French Philosophy

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in contemporary French philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on contemporary French philosophy.

Top

Contemporary Political Theory

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in contemporary political theory.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on contemporary political theory.

↑Top

Continental Philosophy

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in continental philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on continental philosophy.

↑Top

Derrida

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Derrida philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Derrida philosophy.

Top

Dewey

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Dewey philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Dewey.

Top

Dufrenne

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in contemporary philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on contemporary philosophy.

Top

Existentialism

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in existentialism.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on existentialism.

↑Top

Foucault

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Foucault philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Foucault philosophy.

↑Top

Frege

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Frege philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Frege philosophy.

Top

Gadamer

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Gadamer philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Gadamer philosophy.

Top

Hannah Arendt

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Hannah Arendt philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Hannah Arendt.

Top

Heidegger

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Heidegger philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Heidegger philosophy.

Top

Heidegger's Being and Time

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Heidegger's Being and Time philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Heidegger's being and time.

↑Top

Heidegger's Later Works

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Heidegger's later works philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Heidegger's later works.

Top

Hermeneutics

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in hermeneutics.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on hermeneutics.

↑Top

Husserl

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Husserl philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Husserl philosophy.

Top

Levinas

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Levinas philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Levinas philosophy.

↑Top

Logical Positivism

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in logical positivism.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on logical positivism.

Top

Lyotard

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Lyotard philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Lyotard philosophy.

↑Top

Marion

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Marion philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Marion philosophy.

↑Top

Merleau-Ponty

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Merleau-Pony philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Merleau-Ponty philosophy.

Top

Moore

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Moore philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Moore philosophy.

Top

Oakeshott

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Oakeshott philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Oakeshott philosophy.

Top

Peirce

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Peirce philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Peirce.

Top

Phenomenology

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in phenomenology.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on phenomenology.

Top

Philosophy of Cognitive Science

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in the philosophy of cognitive science.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on the philosophy of cognitive science.

Top

Philosophy of History

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in the philosophy of history.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on the philosophy of history.

Top

Philosophy of Logic

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	Fall, Winter

Course Outcomes

Phil 350R (Heidegger's Being and Time)

1. Identify some basic principles and strategies of early German phenomenlogy
2. Identify principle theses and arguments of Heidegger's "Being and Time"
3. Improve ability to read, summarize, analyze, speak and write about philosophical texts and issues

Figures and Topics

Understand a major figure, text, or problem in philosophy of logic.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on the philosophy of logic.

↑Top

Philosophy of Psychology

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in philosophy of psychology.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on philosophy of psychology.

↑Top

Philosophy of Social Science

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in the philosophy of social science.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on the philosophy of social science.

↑Top

Pragmatism

PHIL
350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on pragmatism.

Top

Ricoeur

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Ricoeur philosophy.

Figures and Topics

Understand a major figure, text, or problem in Ricoeur philosophy.

↑Top

Russell

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Russell philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Russell philosophy.

↑Top

Sartre

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Sartre philosophy.

Figures and Topics

Understand a major figure, text, or problem in Sartre philosophy.

Top

Studies in Contemporary Philosophy

Selected figures or topics.

PHIL 350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	Fall, Winter
Programs	Containing PHIL 350R

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in the studies in contemporary philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on the studies in contemporary philosophy.

↑Top

Topics in Contemporary Philosophy

Selected figures and topics.

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in the topics in contemporary philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a complex, nuanced, and well-referenced research paper on the topics in contemporary philosophy.

↑Top

Truth

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on truth.

Figures and Topics

Understand a major figure, text, or problem in truth.

Top

Whitehead

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Whitehead philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Whitehead philosophy.

Top

William James

PHIL 350R

Hours	0.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in William James philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on William James philosophy.

Top

Wittgenstein

PHIL
350R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 202.
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Wittgenstein philosophy.

Figures and Topics

Understand a major figure, text, or problem in Wittgenstein philosophy.

Top

Buddhism

Study selected figures, texts, and problems in the history of non-Western philosophy.

PHIL 360R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Buddhism.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Buddhism.

↑Top

Hindu Philosophy

Study selected figures, texts, and problems in the history of non-Western philosophy.

PHIL
360R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Phil 300 or equivalent.
Taught	

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Hindu philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Hindu philosophy.

Top

Non-Western Philosophy

Study selected figures, texts, and problems in the history of non-Western philosophy.

PHIL 360R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Phil 300 or equivalent.
Taught	Contact Department

Course Outcomes

Figures and Topics

- Understand a major belief system, figure, text or problem in non-Western philosophy

Critical Reading and Writing

- Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched essay on non-Western philosophy.

Top

Non-Western Philosophy

Study selected figures, texts, and problems in the history of non-Western philosophy.

PHIL 360R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Phil 300 or equivalent.
Taught	
Programs	Containing PHIL 360R

Course Outcomes

Figures and Topics

Understand a major figure, text, or problem in Chinese philosophy.

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-researched paper on Chinese philosophy.

Top

Philosophy Program Internship

Credit for career-oriented or job-related internship work. Internships can be in any field for which the student qualifies.

PHIL 399R

Hours	3.0 Credit, 0.0 Lecture, 9.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing PHIL 399R

Course Outcomes

Internship Experience

Complete a university-approved internship in any job or field likely to enhance job prospects or graduate/professional school performance

Writing

Submit a written report on the internship experience

↑Top

Advanced Logic and Metalogic

Completeness, soundness, and undecidability of first-order logic; incompleteness of arithmetic; treatment of related philosophical topics and of nonclassical topics as time permits.

PHIL
405

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 305.
Recommended	Phil 300 or equivalent.
Taught	Fall, Winter
Programs	Containing PHIL 405

Course Outcomes

History

Prove and understand the completeness and consistency of first-order logic as well as the Solem-Löwenheim theorem, Gödel incompleteness, Church's undecidability theorem, etc.

Figures and Topics

Formulate and evaluate the philosophical ramifications of these theorems.

↑Top

Applied Ethics

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of applied ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of applied ethics.

Top

Care Ethics

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202; Phil 300 or equivalent.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of care ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of care ethics.

↑Top

Consequentialism

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of consequentialism.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of consequentialism.

Top

Deontology

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of deontology.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of deontology.

Top

Environmental Ethics

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of environmental ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of environmental ethics.

↑Top

Ethical Argumentation

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of ethical argumentation.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of ethical argumentation.

↑Top

Ethics of War and Peace

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of the ethics of war and peace.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of the ethics of war and peace.

Top

Media and Cyber Ethics

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of media and cyber ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of media and cyber ethics.

↑Top

Medical Ethics

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of medical ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of medical ethics.

↑Top

Meta-ethics

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of meta-ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of meta-ethics.

Top

Moral Psychology

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of moral psychology.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of moral psychology.

Top

Objectivity, Subjectivity, and Relativism

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of objectivity, subjectivity and relativity.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of objectivity, subjectivity, and relativity.

↑Top

Skepticism

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of skepticism.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of skepticism.

Top

The Good Life

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of the good life.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of the good life.

Top

Theoretical Foundations of Business Ethics

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the foundations of business ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the foundations of business ethics.

↑Top

Topics in Ethics

Select topics, figures, problems, and theories in ethics. Topics include meta-ethics, deontology, consequentialism, virtue theory, applied ethics, ethical argumentation.

PHIL
413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter
Programs	Containing PHIL 413R

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the topics in ethics.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the topics in ethics.

↑Top

Virtue Theory

PHIL 413R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202, 213.
Taught	Fall, Winter, Spring

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in virtue theory.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on virtue theory.

↑Top

Contemporary Art Theory

PHIL
414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

↑Top

Contemporary Art Theory

PHIL
414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

↑Top

Film Criticism and Theory

PHIL 414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

Top

Philosophy and Literature

PHIL 414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

Top

Philosophy of Architecture

PHIL 414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

Top

Philosophy of Art

PHIL
414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

Top

Philosophy of Music

PHIL 414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

Top

Philosophy of Theater

PHIL 414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

↑Top

Topics in the Advanced Philosophy of Art, Architecture, Music, and Film

Topics and figures in the philosophy of art, architecture, music, and film.

PHIL
414R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PHIL 414R

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures and texts in the philosophy of art, architecture, literature, theater, music or film.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of art, architecture, literature, theater, music or film.

Application

Be able to explain the practice and value of (as appropriate) art, film, music, or literary criticism and theory

↑Top

Philosophy of Religion

Selected figures or problems.

PHIL
415

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall, Winter
Programs	Containing PHIL 415

Course Outcomes

Figures and Topics

Understand at an advanced level selected concepts, theories, figures, and texts in the philosophy of religion

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of religion.

Application

Be able to explain the practice and value of philosophy of religion.

↑Top

Philosophy of Law

The relation between natural and enacted law; theories of punishment; utilitarian and nonutilitarian theories of law; liberty.

PHIL
416

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall, Winter
Programs	Containing PHIL 416

Course Outcomes

Figures and Topics

Know major concepts, theories, figures, and texts in the philosophy of law.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of law.

Application

Be able to explain the practice and value of philosophy of law.

Top

Philosophy of Language

Meaning and reference, synonymy, metaphor, exemplification, translation; linguistic, artistic, and perceptual symbol systems.

PHIL 420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall, Winter, Summer Contact Department
Programs	Containing PHIL 420

Course Outcomes

Figures and Topics

Know major concepts, theories, figures, texts, and issues in the philosophy of language.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on the philosophy of language.

Application

Be able to explain the practice and value of philosophy of language.

Top

Metaphysics

Basic categories of being: appearance and reality, law, causality, space, time, eternity, deity.

PHIL
421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Taught	Fall, Spring Contact Department
Programs	Containing PHIL 421

Course Outcomes

Figures and Topics

Know major concepts, theories, figures, and texts in metaphysics

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on metaphysics.

Application

Be able to explain the practice and value of metaphysics.

Top

Epistemology

Meaning, limits, and justification of knowledge.

PHIL 422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Taught	Winter, Summer Contact Department
Programs	Containing PHIL 422

Course Outcomes

Figures and Topics

Know major concepts, theories, figures, and texts in epistemology.

Critical Reading and Writing

Practice philosophical analysis and argumentation orally and in writing; write a cogent and well-referenced research paper on epistemology.

Application

Be able to explain the practice and value of epistemology.

Top

Antiquity to Present

PHIL 423R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phy S 100 or instructor's consent; Phil 300.
Recommended	Phil 201, 202.
Taught	
Programs	Containing PHIL 423R

Course Outcomes

Please contact the individual department for outcome information.

Top

History and Philosophy of Science

Scientific explanation, concepts, and models. Philosophical assumptions and criteria for theory selection, as exemplified by historical development of basic ideas in science.

PHIL 423R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phy S 100 or instructor's consent; Phil 300.
Recommended	Phil 201, 202.
Taught	
Programs	Containing PHIL 423R

Course Outcomes

Please contact the individual department for outcome information.

Top

History of Medicine

PHIL 423R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phy S 100 or instructor's consent; Phil 300.
Recommended	Phil 201, 202.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Philosophy of Mind

Relationship between the mental and the physical: consciousness, intentionality, mental causation.

PHIL
424

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Recommended	Phil 201, 202.
Taught	Fall, Winter
Programs	Containing PHIL 424

Course Outcomes

History

Know major concepts, theories, figures and texts in the philosophy of mind including possible answers to questions like: what is the mind/body problem? What is the difference between a mind and a brain? What is materialism or physicalism? What is a person?

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a cogent and well-referenced research paper on the philosophy of mind

Application

Be able to explain the practice and value of philosophy of mind.

Top

Philosophical Lecture Series

Lectures on philosophical topics by faculty and advanced students.

PHIL 449R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PHIL 449R

Course Outcomes

Figures and Topics

Become acquainted with a range of figures, topics and problems in the history of philosophy as presented by different faculty members, visiting lecturers, and advanced students.

Critical Reading and Writing

Learn how to articulate and critique philosophical assertions, arguments, questions and presentations.

Application

Recognize and participate in accepted forms of philosophical thought and discourse.

↑Top

Senior Seminar

Review of philosophical principles and advanced writing experiences culminating in a publishable paper.

PHIL 490

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Phil 300.
Taught	Fall, Winter
Programs	Containing PHIL 490

Course Outcomes

The History and Value of Philosophy

Develop a more concrete sense of how your degree in philosophy has prepared you for your future.

Critical Reading and Writing

Gain added experience in professional-level writing and communication

Career Preparation

Develop and polish materials you will use to apply for employment and/or further educational opportunities.

Directed Readings in Philosophy

For instructors and students who wish to pursue special problems or projects, or who wish to read texts that are not covered by available courses.

PHIL
495R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	PHIL 300
Recommended	Phil 201, 202.
Taught	Contact Department
Programs	Containing PHIL 495R

Course Outcomes

History

Read and critically discuss related figures, texts, or issues under the tutelage of an expert in the field

Critical Reading and Writing

Practice philosophical analysis and argument orally and in writing; write a short essay or a longer research paper (depending on the number of credits for which one is enrolled) on the related figures, texts, or issues addressed by the course readings

↑Top

Graduate Seminar

Selected topic, figure, or movement in philosophy, as announced in current class schedule.

PHIL
501R

Hours	0.5 - 5.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Critical Reading and Writing

Earn graduate credit for attending and completing an upper-division philosophy course with enhanced assignments, research, and writing.

Figures and Topics

Investigate and understand an advanced philosophical issue or research topic.

↑Top

Basic Physics

Principles of classical and modern physics. Concepts and simple calculations applied to the world around us.

PHSCS 101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Classical Physics

Use basic physical laws and concepts to analyze everyday phenomena and do simple calculations involving those laws. These laws and concepts include Newton's laws of motion, conservation laws, simple thermodynamics, fluids, and electricity and magnetism.

Modern Physics

Qualitatively discuss and do simple calculations involving modern physics concepts that are not everyday but which have important practical and philosophical implications in today's world, such as quantum mechanics, nuclear physics and relativity.

↑Top

General Physics 1

Applied physics course not requiring calculus. Mechanics, heat, wave motion, and sound.

PHSCS 105

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	High school algebra and trigonometry.
Recommended	Concurrent enrollment in Phscs 107.
Taught	Fall, Winter, Spring
Programs	Containing PHSCS 105

Course Outcomes

Newton's Laws

Solve problems and answer conceptual questions about kinematics and Newton's laws in both linear and rotational contexts.

Energy and Momentum

Solve problems and answer conceptual questions about energy and momentum in both linear and rotational contexts.

Fluids, Temperatures, and Heat

Solve problems and answer conceptual questions about static flowing fluids, heat capacity and transfer, ideal gases, laws of thermodynamics, and heat engines.

Waves

Solve problems and answer conceptual questions about harmonic motion, waves, interference, and sound.

Top

General Physics 2

Continuation of Phscs 105. Electricity and magnetism, modern physics, and optics

PHSCS
106

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phscs 105 or equivalent.
Recommended	Concurrent enrollment in Phscs 108.
Taught	Fall, Winter, Summer
Programs	Containing PHSCS 106

Course Outcomes

Electric Charges, Fields, Potentials, Circuits

Solve problems and answer conceptual questions about electric charges, fields, electric potentials, and circuits.

Magnetic fields, Forces, Faraday's Law, EM Waves

Solve problems and answer conceptual questions about magnetic fields, magnetic forces, Faraday's Law, and electromagnetic waves.

Geometric and Wave Optics

Solve problems and answer conceptual questions about geometric and wave optics.

Special Relativity, Quantum, Atomic, and Nuclear Physics

Solve problems and answer conceptual questions about special relativity, quantum physics, atomic physics, and nuclear physics.

↑Top

General Physics Lab 1

Lab experiments in mechanics and thermodynamics. Measuring and analyzing data.

PHSCS
107

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Phscs 105 or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing PHSCS 107

Course Outcomes

Hands-on Experience with Mechanics and Thermodynamics

Develop a greater conceptual understanding of mechanics and thermodynamics through hands-on experience with physical systems that illustrate lecture course material.

Measuring and Analyzing Physical Data

Develop skills in measuring and analyzing physical data.

Top

General Physics Lab 2

Lab experiments in electricity, magnetism, optics, and modern physics. Measuring and analyzing data.

PHSCS
108

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Phscs 106 or concurrent enrollment
Taught	Fall, Winter, Summer
Programs	Containing PHSCS 108

Course Outcomes

Hands-on Experience with Electricity, Magnetism, and Optics

Develop a greater conceptual understanding of electricity and magnetism, optics, and modern physics through hands-on experience with physical systems that illustrate lecture course material.

Measuring and Analyzing Physical Data

Develop skills in measuring and analyzing physical data.

Top

Introduction to Newtonian Mechanics

Linear, circular, and projectile motion; their prediction from forces and torques. Conservation of energy and momentum. Weekly lab.

PHSCS 121

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Calculus or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing PHSCS 121

Course Outcomes

Units and Significant Figures

Convert quantities from one set of units to another and use a reasonable number of significant digits when expressing answers.

Motion of a Particle

Interpret and draw motion diagrams including "blinking light' diagrams, x(t), v(t), a(t), and y(x) plots. Understand what time derivatives mean and how to estimate time derivatives from the information in these diagrams. Compute a particle's classical translational motion in one or two dimensions, including circular motion, both in Cartesian coordinates and in polar coordinates.

Newton's Second Law

Use Newton's Second Law to calculate the motion of objects, both in translation and rotation, and also those in simple harmonic motion, as well as the forces and torques acting on systems in equilibrium. Also use Newton's inverse-square law of gravity to calculate how objects move.

Energy and Momentum

Use the ideas of energy, work, power, linear momentum, impulse, and angular momentum to arrive at conclusions about the motion of a system, including systems in which collisions occur.

Scientific Process

Demonstrate an understanding of the basic scientific principles that undergird the scientific process, including the strengths and weaknesses of this process.

Top

Introduction to Waves, Optics, and Thermodynamics

Waves, thermal physics, optics, special relativity, and introduction to modern physics. Weekly lab.

PHSCS
123

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Phscs 121 or equivalent. Calculus.
Taught	Fall, Winter, Spring
Programs	Containing PHSCS 123

Course Outcomes

Fluid States

Solve problems and answer conceptual questions using the basics of fluid statics and dynamics, including Bernoulli's principle and Pascal's law.

Temperature, Pressure, Entropy, and Volume for Ideal Gases

Answer conceptual questions and calculate changes in temperature, pressure, entropy and volume for quasistatic ideal gas processes and be able to determine work done and efficiency for gas engines, heat pumps, and refrigerators. Determine heat flow and temperatures in systems in steady state.

Physics of Waves

Solve problems and answer conceptual questions involving waves, using concepts such as wave speed, wavelength, frequency, superposition, beats, and resonance. Solve wave interference problems.

Imaging with Optics and Optical Systems

Find the location and magnification of images in single- and multiple-lens/mirror systems by calculation and by ray tracing, and be able to work general problems in optics using Snell's law and specular reflection.

Special Relativity, Quantum Mechanics, and Nuclear Physics

(Section 1) Solve problems and answer conceptual questions in basic modern physics including special relativity, and quantum mechanics and nuclear physics.

Waves, Fourier Anaylsis, Musical Acoustic,Special Relativity

(Section 2) Solve more advanced problems and answer conceptual questions in wave analysis, including calculating group and phases velocities, solving for Fourier coefficients of periodic functions, and frequencies of notes in the equal temperament musical scale. Solve problems in special relativity.

Top

Descriptive Astronomy

Nonmathematical presentation of knowledge of the content and history of the cosmos, frequently using observatory and planetarium.

PHSCS 127

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Offered	Honors also.
Programs	Containing PHSCS 127

Course Outcomes

Astronomical Terminology and Perspective

Students will be able to answer conceptual questions using correct astrophysical terminology about the following core astronomy concepts:
* the motion of the Earth and the objects seen in the visible sky
* how and into what the Universe is organized by gravity at all scales from the solar system to the superclusters of galaxies.
* the significant and unique characteristics of each planet and other components of the solar system.
* the essential physical concepts that govern the life cycle of stars from creation to death, how the Sun compares to other stars, and the changes the Sun and stars will go through during their life cycles.
* the structure and classification of galaxies and clusters of galaxies.
* the central ideas of and evidences for current big bang cosmologies.

Night Sky

Students will be able to identify common naked eye constellations, bright stars and deep sky objectsin the sky.

Observing Projects

Students will gain practical experience by performing their own astronomical observations, interpreting their observations and communicating their results.

Appreciation of our Creator's Universe

Students will appreciate the grandeur of our Savior's universe.

Top

Honors Descriptive Astronomy

Nonmathematical presentation of knowledge of the content and history of the cosmos, frequently using observatory and planetarium.

PHSCS 127

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Astronomical Terminology and Perspective

Students will be able to answer conceptual questions using correct astrophysical terminology about the following core astronomy concepts:
* the motion of the Earth and the objects seen in the visible sky
* how and into what the Universe is organized by gravity at all scales from the solar system to the superclusters of galaxies.
* the significant and unique characteristics of each planet and other components of the solar system.
* the essential physical concepts that govern the life cycle of stars from creation to death, how the Sun compares to other stars, and the changes the Sun and stars will go through during their life cycles.
* the structure and classification of galaxies and clusters of galaxies.
* the central ideas of and evidences for current big bang cosmologies.

Night Sky

Students will be able to identify common naked eye constellations, bright stars and deep sky objectsin the sky.

Observing Projects

Students will gain practical experience by performing their own astronomical observations, interpreting their observations and communicating their results.

Appreciation of our Creator's Universe

Students will appreciate the grandeur of our Savior's universe.

↑Top

Energy, Ecology, Weather, and the Environment

Nonmathematical introduction to basic meteorology and the influence of natural and man-made energy production and transport on the weather, environment, and ecology. Topics include atmospheric structure and dynamic behavior, short-term violent weather, longer-term hazards such as drought or climate change, and human environmental impact.

PHSCS 137

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phy S 100 or high school/college physics.
Taught	Fall
Programs	Containing PHSCS 137

Course Outcomes

Types of Weather

Describe and explain types of severe weather, how they impact human lives, and how to minimize weather-related risks to themselves, others, and property.

Short-term and Seasonal Weather Patterns

Understand the reasons for short-term and seasonal weather patterns and changes and how those patterns and changes are represented in weather maps, charts, and images.

Climate

Explain the factors that control climate. Thereby explain the causes of climate change and the potential effects, catastrophic and benign, of such change.

Weather Forecasts

Formulate short-term weather forecasts directly from observations; fine-tune professional forecasts to their specific locations.

↑Top

Electronics Lab

Introduction to analog and digital circuits.

PHSCS 140

Hours	1.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter, Spring
Programs	Containing PHSCS 140

Course Outcomes

Simple Analog Circuits

Build and debug basic analog circuits that are of practical use in experimental physics such as voltage dividers, diode rectifiers, inverting and non-inverting op amp circuits, and transistor switches.

Voltage, Current, Resistance, Power, and Circuit Analysis

Demonstrate understanding of electrical concepts of voltage, current, resistance, power, and input and output resistance through the analysis of simple circuits.

Sources and Test Equipment

Demonstrate proper use and limitations of electrical sources and test equipment including DC power supplies, multimeters, oscilloscopes, and function generators.

Simple Digital Circuits

Build and debug basic digital circuits that use components such as digital gates, flipflops, counters, and digital to analog converters.

Top

Experimental Methods in Physics

Introduction to physical measurement and analysis, optics, sensors, actuators, and computer-based data acquisition.

PHSCS 145

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	PHSCS 140; Phscs 121 or equivalent.
Taught	Fall, Summer
Programs	Containing PHSCS 145

Course Outcomes

Basic Skills

Demonstrate good practices in experimental physics documentation and communication such as data collection, record keeping, and presentation.

Data Analysis

Demonstrate the ability to analyze experimental data this includes techniques such as error estimation, error propagation, model selection, and curve fitting.

Oscillating Signal Analysis

Apply AC concepts such as frequency response, frequency filtering, fourier transform analysis, and impedance to sinusoidally-driven electrical, mechanical, optical, and acoustical systems.

Top

Descriptive Acoustics of Music and Speech

Introductory acoustics course, emphasizing physical principles underlying production and perception of music and speech.

PHSCS 167

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PHSCS 167

Course Outcomes

Concepts

Define the basic terminologies of acoustics, identify physical principles involved in common situations and answer conceptual questions related to hearing, speech, audio, listening environments, and musical instruments.

Models of acoustical systems

Apply scientific models to analysis of hearing, speech and musical instruments, etc.

Analysis

Solve basic problems related to hearing, speech, audio, listening environments, and musical instruments.

Writing

Write effectively using the terminology of acoustics and logically outline how acoustics is important in a discipline of their choice.

Top

Introduction to Physics Careers and Research 1

Survey of BYU undergraduate physics and astronomy programs, careers in physics and astronomy, and current physics and astronomy research.

PHSCS 191

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Take first semester after registered as physics major.
Taught	Fall Term 1
Programs	Containing PHSCS 191

Course Outcomes

Subfields of Physics

Describe the major subfields of physics and the breadth of interdisciplinary research to which physicists contribute.

Current Physics Research

Describe examples of current research in physics or astronomy, explaining what questions are being asked by the investigators and why these questions are interesting.

Careers in Physics

Describe career opportunities available in physics and astronomy and the specific preparation necessary for these careers.

Educational Plan

Develop a draft of an educational plan for both undergraduate and graduate training.

Top

Physics and Mathematics Review

Review of mathematics and introductory physics for returning missionaries and others returning after a significant break.

PHSCS 198

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Phscs 121 or equivalent. Math 113 or concurrent enrollment.
Taught	Fall Term 1

Course Outcomes

Math Review

Recall and apply the fundamental mathematical concepts and techniques up to the level of differential and beginning integral calculus that are necessary for Physics 121.

Physics Review

Recall and apply fundamental physics concepts at the level of Physics 121.

Top

Introduction to Electricity and Magnetism

Electricity and magnetism. Weekly lab.

PHSCS 220

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	MATH 113; Phscs 121 or equivalent.
Taught	Fall, Winter, Spring
Programs	Containing PHSCS 220

Course Outcomes

Electrostatics

Use Maxwell's equations to find electric and magnetic fields in symmetric arrangements of static charges and steady currents. Also find electric and magnetic fields by integrating over charge and current densities.

Energy and Motion of Charged Particles

Solve problems and answer conceptual questions involving electromagnetic energy (potential), forces, and the motion of charged particles and dipoles.

Electrical Circuits

Analyze simple direct current and alternating current circuits of resistors, inductors, capacitors and power supplies.

Electrodynamics

Use Maxwell's equations to solve problems and answer conceptual questions with changing electric and magnetic fields, including induction and electromagnetic radiation.

↑Top

Modern Physics

Quantum physics, atoms, molecules, condensed matter, nuclei, elementary particles, and selected topics in contemporary physics.

PHSCS
222

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 123 & PHSCS 220; Phscs 121 or equivalent.
Recommended	Math 302 or Math 314.
Taught	Fall, Winter
Programs	Containing PHSCS 222

Course Outcomes

Fundamental Principles

Demonstrate their understanding of the fundamental postulates and principles of special relativity and quantum mechanics.

Simple Systems

Apply the principles of quantum mechanics to predict the results of measurements in simple systems such as a free particle, simple potential wells, and central potentials.

Applications

Solve problems and answer conceptual questions applying the principles of quantum mechanics and special relativity to topics in modern physics such as atomic physics, molecular physics, the physics of solids, statistical physics, nuclear physics, radioactivity, and particle physics.

Top

Solar System Astronomy

Solar-system dynamics, planetary surfaces and atmospheres. Analysis of stellar data from telescopes, spectrometers and photometers. Interaction of light with atoms and molecules. Extrasolar planets.

PHSCS 227

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 121; Math 112 or equivalent; Phscs 127 or concurrent.
Taught	Fall
Programs	Containing PHSCS 227

Course Outcomes

Celestial Mechanics and the Nature of Light

Students will be able to solve elementary problems in classical celestial mechanics and in the interaction of light with atoms and molecules. Mastery will be measured through the use of homework and exam problems.

The Solar System

Students will be able to describe the differences between the planets and the moons and how these differences provide clues as to their formation history. Mastery of this knowledge will be determined through short answer essay questions on exams and preclass questions.

Scientific Writing

Students will be taught how to search astronomy publications to gather information on a given topic and present their findings in the form of a scientific paper with proper acknowledgement. Progress will be monitored through regular meetings with the instructor who will determine at each interview the student's progress and provide appropriate guidance. Students will be given a rubric to guide them in the writing of the paper, and the rubric will be used to grade the final paper

Research Opportunities

Students will write an ORCA or Internship application specific to their area of study. This will introduce them to research opportunities. Students will be guided throughout the process. Applications will be graded by the professor for completeness and the student may submit the application to the appropriate funding agency if they choose, but this is not required.

Top

Stellar and Extragalactic Astronomy

Stellar atmospheres, stellar interiors, stellar evolution, interstellar matter, galactic structure, external galaxies, and cosmology.

PHSCS 228

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 227
Taught	Winter
Programs	Containing PHSCS 228

Course Outcomes

The Interstellar Medium, Star Formation, and Evolution

Display a qualitative and simple quantitative understanding of the role of the interstellar medium in star formation, stellar structure and evolution;

Stellar Populations and Galactic Structure

Demonstrate an understanding of stellar populations and galactic structure;

The Milky Way and Other Galaxies

Display a knowledge of the basic properties of galaxies;

Cosmology

Display a qualitative grasp of up-to-date observational cosmology and solve elementary problems in theoretical cosmology.

↑Top

Computational Physics Lab 1

Introduction to numerical and symbolic computation and graphical analysis using a symbolic mathematics program. Applications to mechanics, optics, and special relativity.

PHSCS 230

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	MATH 113 & PHSCS 121 & PHSCS 123; Phscs 220 or concurrent enrollment. Math 302 or 313 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing PHSCS 230

Course Outcomes

Mathematical Basics

Demonstrate the ability to apply calculus, linear algebra, and complex analysis to solve undergraduate-level physics problems.

Programming

Demonstrate the ability to use programming constructs such as looping, conditional execution, and iteration to solve physics problems.

Solve Equations

Solve equations, including systems of equation, related to physical phenomena both symbolically and numerically.

Develop Insight

Demonstrate the ability to visualize, analyze, and interpret equations, data, and physical models.

↑Top

Design, Fabrication, and Use of Scientific Apparatus

Machining, computer interfacing, controls, and vacuum systems.

PHSCS 240

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	PHSCS 123 & PHSCS 145
Taught	Fall, Winter
Programs	Containing PHSCS 240

Course Outcomes

Design and Build

Design, build, and interface experimental apparatus.

Measurements

Make involved physical measurements and analyze experimental results.

Record Keeping

Document in a personal lab notebook the procedures, methods, results, and analysis of laboratory exercises.

Presentation

Present work in writing and through oral presentations.

Ethics

Demonstrate understanding of professional ethics guidelines for research activities and presentation of results.

Top

Experiments in Contemporary Physics

In-depth, multi-period experiments in contemporary physics, using advanced instrumentation.

PHSCS
245

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	PHSCS 220 & PHSCS 240
Taught	Fall, Winter
Programs	Containing PHSCS 245

Course Outcomes

Perform Experiments

Independently design and carry out multi-period in-depth projects.

Lasers, Chips, and Vacuum

Demonstrate the use and assembly of experimental systems using contemporary instrumentation components to perform experiments in areas such as coherent optical systems, microfabrication, and vacuum systems.

Presentation

Present research results through oral presentations.

↑Top

Principles of Solid State Physics

Introduction to physics of solids, including laboratory experience.

PHSCS 281

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	PHSCS 220; Phscs 121 or equivalent.
Note	For students in science, computer science, technology, and engineering.
Taught	

Course Outcomes

Crystals

Use the concepts of lattices, unit cells, and the atomic basis to describe the structure of crystals.

Reciprocal Space

Apply the concept of reciprocal lattices and the first Brillouin zone to arrive at conclusions about wave diffraction, dispersion graphs of lattice waves, and electron energy bands.

Electrons in Crystals

Apply basic principles of quantum mechanics to describe the behavior of electrons in crystalline solids and describe the concepts of density of states, Pauli's exclusion principle, the Dirac distribution function, and band structure.

Band Structure

Use the ideas of band structure to arrive at conclusions about the electrical properties of materials. Use the ideas of doping to arrive at conclusions about the electrical properties of semiconductors.

↑Top

Introduction to Physics Careers and Research 2

Career opportunities for physicists in industry, interdisciplinary research, national labs and observatories, and professions such as medicine, law, and business. Personal planning for research or internship involvement. As Phscs 291 includes assignments to help students get started on their senior theses, it should only be taken by Physics majors or those seriously considering a Physics major.

PHSCS 291

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 123; Phscs 191 or concurrent enrollment.
Note	Take first semester as a sophomore.
Taught	Fall Term 2
Programs	Containing PHSCS 291

Course Outcomes

Careers

Describe career opportunities for physicists in industry, interdisciplinary research, national labs and observatories, and professions such as medicine, law and business.

Prepare for Success

Learn how to prepare for and succeed in such careers from physicists working in them.

Research Plan

Develop a plan for research or internship involvement.

Graduate School

Develop a plan for graduate school (if the student's career path requires it).

Top

Introduction to Research

Faculty-supervised research experience.

PHSCS 297R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Research and Write

Produce an informal written report in acceptable scientific style describing the results of this mentored research experience.

Top

Physics By Inquiry: Mechanics

Exploring principles of mechanics through scripted inquiry resulting in personal discovery of key principles and learning to teach through inquiry methods.

PHSCS 310

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	PHSCS 105; or PHSCS 121
Taught	Winter
Programs	Containing PHSCS 310

Course Outcomes

Constructivist Learning Model

Teach and learn physics using constructivist inquiry based modes of instruction.

Physics Teaching Using Technology

Be able to deliver laboratory instruction to students using only meter sticks and stopwatches (low tech data collection) and also using electronic probes (high tech data collection).
Use of Video and Computer Data collection techniques.

Development and Experience with of a Suite of Secondary Scho

Leave class with a suite of about 15 labs that they have completed and written up from the constructivist teacher model that they can use immediately in the 7-12 secondary physics classroom.

Development of Physics Pedagogic Teaching Skills

Develop teaching skills in using projects, practicums and lab experimentation that can be transferred to secondary schools when they are teachers.

Top

Physics By Inquiry: Electricity

Exploring principles of electricity through scripted inquiry resulting in personal discovery of key principles and learning to teach through inquiry methods.

PHSCS
311

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	PHSCS 106; or PHSCS 220
Taught	Fall
Programs	Containing PHSCS 311

Course Outcomes

Constructivist Learning Model

Teach physics using constructivist inquiry based modes of instruction, scripted inquiry.

Physics Teaching Using Technology

Be able to deliver laboratory instruction to students from the CASTLE Electricity units.

Development & Experience a Suite of Secondary School Electr

Develop teaching skills in using projects, practicums and lab experimentation that can be transferred to secondary schools when they are teachers.

Development of Physics Pedagogic Teaching Skills

Develop a teaching suite of labs for teaching electricity.
Develop the ability to use alternative modes of assessment that take students beyond the multiple choice format of assessment to open ended, "apply the physics you understand" to this problem.

Top

Special Topics in Physics

Special topics in physics for undergraduate physics majors.

PHSCS 313R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing PHSCS 313R

Course Outcomes

Master Subject

Achieve the learning outcomes of the trial courses assigned this number from time to time.

Top

Introduction to Mathematical Physics

Partial differential equations, classical field equations, algebra of complex variables, Fourier analysis, integral transforms, and orthogonal functions.

PHSCS 318

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 303 & PHSCS 230; or MATH 334 & PHSCS 230; Math 302 or Math 314.
Taught	Fall, Winter
Programs	Containing PHSCS 318

Course Outcomes

Partial Differential Equations

Solve partial differential equations in Cartesian, cylindrical, and spherical coordinates using separation of variables and expansions in orthogonal functions. Apply boundary conditions appropriate for physical systems.

Complex Numbers

Perform algebraic computations involving complex numbers and functions.

Special Functions

Use the properties (such as recursion relations, derivative relationships, and orthogonality conditions) of various special functions, including trigonometric functions, Bessel functions, and Legendre polynomials to solve problems involving those functions.

Fourier Analysis

Use Fourier series and transforms to expand functions and solve partial differential equations on appropriate domains.

Top

Mechanics

Newton's laws applied to particles and systems of particles, including rigid bodies. Conservation principles and Lagrange's and Hamilton's equations.

PHSCS 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 121 & PHSCS 230 & MATH 302; or PHSCS 121 & PHSCS 230 & MATH 314; Math 303 or 334 or concurrent enrollment.
Recommended	Concurrent enrollment in Phscs 330.
Taught	Fall, Spring
Programs	Containing PHSCS 321

Course Outcomes

Newton's Laws

Use Newtonian mechanics with forces and torques to solve problems in Cartesian and curvilinear coordinates.

Work, Energy, and Momentum

Solve mechanics problems using work-energy, and conservation of energy, momentum and angular momentum.

Rotation

Solve and analyze rigid-body problems and problems in non-inertial frames.

Lagrangion and Hamiltonian mechanics

Use Lagrangian and Hamiltonian mechanics to obtain the equations of motion for a variety of problems, including the use of generalized coordinates and cyclic coordinates.

Perturbation Theory

Use perturbation and similar techniques to linearize equations of motion to analyze stability and study coupled systems using normal modes.

↑Top

Observational Astronomy

Basic techniques of observational astronomy, emphasizing practical experience in optical data acquisition and analysis.

PHSCS 329

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	PHSCS 127
Note	See instructor about proficiency exam if you have taken Phscs 127 equivalent.
Taught	Fall, Winter
Programs	Containing PHSCS 329

Course Outcomes

Observing with a Telescope and CCD camera

Obtain publication quality astronomical data (photometric data) using a telescope and CCD camera.

Optical Data Reduction and Analysis

Process raw data and extract astrophysically significant information from data about astronomical objects.

Astronomical Written and Verbal Presentation Skills

---Present results in astronomical publication format written in AASTeX.
---Present results in poster form like those at American Astronomical Society meetings.
---Prepare a request for telescope time at a facility outside of BYU

Professional Ethics

Follow professional ethics guidelines in research activities and presentation of results.

Top

Computational Physics Lab 2

Numerical solution of ordinary differential equations with applications to dynamics and chaos. Introduction to scientific programming.

PHSCS 330

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	PHSCS 230 & C S 142 & MATH 302; or PHSCS 230 & C S 142 & MATH 334; Math 303 or 334 or equivalent; CS 142 or equivalent.
Taught	Fall, Spring
Programs	Containing PHSCS 330

Course Outcomes

Computer Programming and Differential Equations

Write and debug scientific programs to solve ordinary differential equations and simulate dynamical systems.

Explain Differential Equations

Qualitatively explain how differential equations generate their solution curves.

Top

Statistical and Thermal Physics

Principles of statistical mechanics and thermodynamics, with applications.

PHSCS 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 222 & MATH 303; or PHSCS 222 & MATH 334; Math 302 or Math 314.
Taught	Winter
Programs	Containing PHSCS 360

Course Outcomes

Thermodynamics

Use statistical arguments to explain thermodynamics from first principles, including heat flow and the increase of entropy. Apply these to solve quantitative problems in thermodynamics.

Equilibrium and Phase Transformations

Use thermodynamic potentials, e.g. the Helmholtz and Gibbs free energies, to predict equilibrium states in physical systems and predict phase transformations.

Explain Physical Phenomena

Use simple models to explain physical phenomena in a variety of systems, including: classical and quantum ideal gases, magnetic systems, solids.

Top

Seminar in Current Physics

PHSCS 391R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Current topics

Students will become familiar with current topics in this content area.

Build & strengthen career network

Students will build and strengthen their career network.

Attend seminars

Students will attend 50% of the seminars offered this semester and write a summary of the topic discussed each time.

Top

Academic Internship

PHSCS 399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Both department chair's and internship coordinator's consent.
Note	For students engaged in the internship program.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PHSCS 399R

Course Outcomes

Research, Write, Present

Student will report, both verbally and in writing, what he or she learned from the internship experience.

↑Top

Writing in Physics

Writing scientific and technical articles and proposals. Writing and presentation skills applied to senior thesis or capstone project. Resources and guidelines for publishing in physics.

PHSCS
416

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Completed research for thesis or capstone project.
Taught	Winter

Course Outcomes

Communication

Communicate succinctly and precisely in both written and oral formats.

Thesis

Write a thesis/capstone report or a professional paper.

Ethics

Describe ethical issues that may arise in the physics profession and formulate appropriate responses to these issues.

Professional Documents and Presentations

Produce professional documents (resume, memo, etc.) and presentations.

↑Top

Introduction to Astrophysics

Principles and observational techniques of astrophysics.

PHSCS 427

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 227 & PHSCS 228
Taught	Fall
Programs	Containing PHSCS 427

Course Outcomes

Synthesizing Relevant Journal Articles

Read multiple astronomy journal articles covering content from this course and synthesize the information to provide a clearly written discussion of the material.

Astrophysical Content

---Discuss conceptual understanding and work mathematical solutions of orbits related to the solar system, extra-solar planets, and binary stars.
---Discuss conceptual understanding and work mathematical solutions for the formation of spectral lines in astrophysical objects.
---Discuss conceptual understanding and work mathematical solutions for the basics of stellar structure and evolution.

Astronomical Writing Skills

Prepare an astronomy journal style article detailing a single astronomical topic related to class material. Do this with proper ethical considerations.

Top

Introduction to Astrophysics

Principles and observational techniques of astrophysics.

PHSCS 428

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 227 & PHSCS 228
Taught	Winter
Programs	Containing PHSCS 428

Course Outcomes

Spectroscopy

Explain and apply the basic laws and conventions of atomic spectroscopy.

Electromagnetic Radiation and the Equation of Transfer

Explain and apply fundamental radiation laws for both continuum and discrete line processes. Relate line emission and absorption coefficients to the Einstein coefficients. Be familiar with the equation of transfer and solve it for the interstellar medium and an Eddington model atmosphere. Explain stellar limb darkening.

Understanding Stellar Spectra

Describe the physical mechanisms that broaden and shape line absorption coefficients and show how to convolve various combinations of coefficient profiles. Then explain the changes that occur in a line profile as causative conditions change. Explain why an actual line profile is proportional in shape to its absorption coefficient profile in weak but not in strong lines.

Stellar Composition

Use curve-of-growth analysis to determine stellar composition.

Stellar Spectra and the Earth's Atmosphere

Explain and quantify the degradation of stellar spectra by terrestrial atmospheric absorption, scattering and refraction.

Top

Computational Physics Lab 3

Computational study of static and dynamic boundary value problems, partial differential equations, linear algebra, and eigenvalues. Applications in electrostatics, thermodynamics, waves, and quantum mechanics.

PHSCS
430

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	PHSCS 222 & PHSCS 318 & PHSCS 330
Taught	Winter, Summer
Programs	Containing PHSCS 430

Course Outcomes

Numerically Solve Partial Differential Equations

Write and debug programs to solve physics problems involving partial differential equations.

Linear Algebra

Use linear algebra and eigenvalues in the solution of partial differential equations and to find normal modes in mechanical systems.

Data Analysis

Use databases to store and share data. Use machine learning tools to model and find patterns in data.

↑Top

Electrostatics and Magnetism

Classical theory of static electric and magnetic fields.

PHSCS 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 220 & PHSCS 318
Taught	Fall, Spring
Programs	Containing PHSCS 441

Course Outcomes

Vector Calculus

Demonstrate the ability to apply the concepts of vector calculus as used in Maxwell's equations.

Integrating Static Sources

Demonstrate the ability to integrate over a source distribution to calculate time-independent fields and potentials for both electricity and magnetism. Also demonstrate the ability to use Gauss's law and Amperes law to find electric and magnetic fields in symmetric situations.

Image Charges and Currents

Demonstrate the ability to use vacuum harmonics, image charges, and image currents to solve for time-independent electric and magnetic potentials and fields.

Material Influences

Demonstrate the ability to calculate electric and magnetic fields in the presence of matter which can be electrically and magnetically polarized, including the ability to solve problems involving torques and potential energies of electric and magnetic dipoles.

Top

Electrodynamics

Maxwell's equations, radiation, interaction of electromagnetic fields with matter, and special relativity.

PHSCS 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 441
Taught	Winter, Summer
Programs	Containing PHSCS 442

Course Outcomes

Time-dependent Sources

Demonstrate the ability to calculate time-dependent electric fields using Faraday's law and the ability to calculate time-dependent magnetic fields using Maxwell's displacement current.

Energy Densities

Demonstrate the ability to solve problems involving electric and magnetic energy densities and the Maxwell stress tensor.

Electromagnetic Waves

Demonstrate the ability to use Maxwell's equations to solve problems involving electromagnetic waves in vacuum and in matter.

Retarded Time

Demonstrate the ability to use the concept of retarded time to compute radiation potentials.

Relativity

Demonstrate the ability to solve problems involving the special theory of relativity, including 4-vectors, form invariance, and the electromagnetic field tensor.

Top

Quantum Mechanics

Analytical foundations of quantum mechanics.

PHSCS 451

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 222 & PHSCS 318
Taught	Fall
Programs	Containing PHSCS 451

Course Outcomes

Concepts of Quantum Mechanics

Understand the mechanics of operators, eigenstates and eigenvalues. Learn how to build wave functions, estimate expectation values and standard deviations, and apply the Heisenberg uncertainty principle.

Mathematical Techniques

Manipulate the Schrödinger equation to solve for wave functions.

Solutions for Standard Potentials

Develop free-particle and bound-state solutions to the Schrödinger equation. (In particular, harmonic oscillator, infinite and finite square-well, finite barrier potentials…).

Hydrogen

Construct simple solutions for Hydrogen atom, angular momentum and spin systems, atoms and solids.

↑Top

Applications of Quantum Mechanics

Applications of quantum mechanics to atomic, molecular, statistical, condensed-matter, and nuclear physics; elementary particles.

PHSCS 452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 451
Taught	Winter
Programs	Containing PHSCS 452

Course Outcomes

Quantum systems

Apply techniques such as time-independent perturbation theory, variational methods, time-dependent perturbation theory, and scattering theory to quantum systems.

Level Splitting

Describe and quantify fine, hyperfine, and Zeeman level splittings in atoms.

Emission and Absorption

Characterize emission and absorption of radiation by atoms, and derive the associated selection rules.

Scattering and Tunneling

Solve quantum scattering and tunneling problems.

Top

Introduction to Acoustics

Mathematical descriptions of physical phenomena in generation, propagation, and reception of acoustic waves. Fundamental acoustical instrumentation and analysis techniques. Application of physical principles and mathematical models to realistic problems.

PHSCS
461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 121 & PHSCS 123 & MATH 303; or PHSCS 121 & PHSCS 123 & MATH 334
Recommended	Concurrent enrollment in Phscs 318 or equivalent.
Taught	Winter

Course Outcomes

Principles of Acoustics

Demonstrate a conceptual and mathematical understanding of acoustical phenomena, including source radiation, transmission, absorption, and reflection.

Acoustical Measurements and Reporting

Perform acoustical measurements, interpret the data, and document the results in the form of technical laboratory reports.

Acoustical Calculations

Appropriately calculate various measures of sound, including sound pressure level, transmission loss, sound power, weighted levels, and noise criteria.

↑Top

Principles of Optics

Electromagnetic wave phenomena, including polarization effects, interference, coherence, dispersion, ray theory, diffraction; introduction to quantum nature of light. Laboratory component emphasizes applications.

PHSCS
471

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	PHSCS 123 & PHSCS 220 & MATH 302; or PHSCS 123 & PHSCS 220 & MATH 314; Math 303 or 334 or concurrent enrollment.
Recommended	Phscs 318.
Taught	Winter, Summer
Programs	Containing PHSCS 471

Course Outcomes

Basic Optics Concepts

Use mathematical and conceptual descriptions of propagation of light in matter, reflection/transmission at boundaries, polarization effects, interference, dispersion, coherence, image formation, diffraction, and quantum aspects of light to analyze and predict optical phenomena.

Lab Work

Manipulate and measure properties of light in a laboratory setting.

Mathematical Tools

Apply mathematical tools such as vector calculus, complex numbers, matrices, and Fourier transforms (1D and 2D) to optical problems.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

PHSCS 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing PHSCS 477R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Capstone Project in Applied Physics

Conduct and report original research or appropriate creative work. Mentored career experience combining physics and the chosen area of interest. Complete senior physics examination.

PHSCS 492R

Hours	2.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Note	Project must be approved before registration or starting project.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PHSCS 492R

Course Outcomes

Research and Write

Students will produce, in both verbal and written form, a report of what was accomplished in his or her capstone project.

Top

Research in Physics

PHSCS 497R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Research and Write

Produce a written report in acceptable scientific style describing the results of this mentored research experience.

Top

Senior Thesis

Conduct and report research under a department faculty mentor or other professional. Complete senior physics examination.

PHSCS 498R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	None
Note	Thesis topic must be cleared by faculty member before registration.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PHSCS 498R

Course Outcomes

Research

Perform significant research in physics or astronomy under the direction of a faculty or internship mentor.

Writing

Present their research in a written document that follows professional standards in the field.

Ethics

Do the above within professional ethical standards.

↑Top

(Phscs-Chem-C S-Geol-Math-MthEd-Stat) Business Career Essentials in Science and Math

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

PHSCS
500

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Business Skills

Demonstrate knowledge of business skills necessary to function as a scientist working in industry.
Be able to explain how corporate politics can affect your career.

Project Management

Learn the basics of project management and understand why this is important to business success

Effective Communication

Learn how to present concepts and ideas in a clear and effective manner in both oral and written form.

Business Finance

Learn how to read and understand a business financial accounting statement (both internal and external)

Technology Readiness

Understand the different levels of technology readiness and the process of moving a project through these levels to completion

Business Projects and Finances

Learn to read and understand corporate accounting statements and data and understand the basic ideas of project and portfolio management.
Learn the steps to moving an idea from concept to completion in a business setting.

Business Presentations and Writing

Learn the basics of effective business presentations and writing

↑Top

Special Topics in Contemporary Physics

Topics generally related to recent developments in physics.

PHSCS 513R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department
Programs	Containing PHSCS 513R

Course Outcomes

Master Subject

Demonstrate the ability to achieve the learning outcomes of this trial course whose subject is variable.

↑Top

Advanced Observational Astronomy

Advanced techniques of observational astronomy, emphasizing knowledge and skills necessary to carry out observational scientific investigation in astronomy.

PHSCS 529

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 427 & PHSCS 428
Taught	Fall
Programs	Containing PHSCS 529

Course Outcomes

Robotic and Remote telescopes

Program an observing schedule into a remote/robotic telescope system to acquire high quality data.

Optical Astronomy

Reduce all-sky photometric astronomical data in multiple filters.

Infared Observations

Process and analyze infrared astronomical data sets.

Radio Astronomy

Obtain, process, and analyze radio data on astronomical objects.

Spectroscopic Observations

Reduce raw astronomical spectroscopic data to 1D wavelength calibrated stectra and calculate astrophysically important data from those spectra.

Multi-wavelength Observations

Describe observing programs that require multi-wavelength observing programs.

↑Top

Electrical Engineering Principles and Practices for Physicists

Electronic instrumentation theory and methods. Computer aided circuit design and analysis with transforms, logic and computer simulation. Analog, digital, and discrete signal systems. Printed circuit design and system-on-a-chip creation.

PHSCS
540

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Phscs 140, 145, 220; Math 303 or 334; ability to program in Matlab.
Taught	Contact Department

Course Outcomes

Mathematical modeling of electronic circuits & software simulation of circuits

Students will acquire introductory skill in topics advanced for typical physics curriculum
in the application of Laplace Transforms to passive and active analog circuits.
in SPICE simulation software for transistor and operational amplifier circuits.
in component level debug and repair.
in digital logic synthesis and reduction.

Microcontroller implementation and programming

Students will acquire introductory skill in topics advanced for typical physics curriculum
in computing theory and microcontroller applications and programming.

Synthesis of programmable logic

Students will acquire introductory skill in topics advanced for typical physics curriculum
in field programmable gate array (FPGA) configuration, application, and the notion of a system on a chip (SoC).

Circuit manufacturing and packaging skills

Students will acquire introductory skill in topics advanced for typical physics curriculum
in computer aided design (CAD) for printed circuits, soldering, manual chassis wiring, and the use of sheet metal for constructing electronic chassis.
in thru hole and surface mount technology assembly and repair, including high pin count, high pin pitch parts.

↑Top

Introduction to Plasma Physics

Introduction to plasma physics, including single-particle motion and both fluid and kinetic models of plasma behavior.

PHSCS 545

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 321 & PHSCS 441
Taught	Contact Department
Programs	Containing PHSCS 545

Course Outcomes

Particle and Fluid Descriptions

Solve problems and answer conceptual questions involving both the single-particle and the fluid descriptions of a plasma.

Waves

Describe and characterize the various waves found in a plasma.

Equilibrium and Stability

Determine the equilibrium and evaluate the stability of simple plasma configurations.

Kinetic Theory and Nonlinear Effects

Solve problems and answer conceptual questions involving the kinetic theory of plasmas and nonlinear effects.

↑Top

(Phscs-Me En) Fundamentals of Acoustics

Vibrating systems, elastic media, mechanical energy, and radiation. Sound generation, transmission, reflection, and reception.

PHSCS
561

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phscs 318 or equivalent; Phscs 461 or concurrent enrollment.
Recommended	Phscs 318, 321; or equivalents.
Taught	Fall

Course Outcomes

Vibration and Sound

Conceptualize and solve problems in fundamental areas of vibroacoustics, including: strings, rods, membranes, beams, plates, plane and spherical waves, reflection and transmission phenomena, and radiation of sources.

Analyze Acoustical Data

Acquire and analyze acoustical data for physical understanding, and document the results in the form of technical laboratory reports.

↑Top

Lasers and Atoms

Laser amplification, cavity design, and control and characterization of temporal and spatial modes. Interactions between lasers and atoms.

PHSCS 571

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phscs 451, 471; or equivalents.
Taught	Fall

Course Outcomes

Laser Design

Design stable laser resonators, frequency-locking feedback systems, and pulsed-output mode-locking systems.

Measuring Laser Characteristics

Measure durations of femtosecond pulses and the line width and center frequency of frequency-stabilized sources.

Physics of Lasers

Compute cavity threshold gain, optimal output coupling, and gain saturation.

Light-matter Interactions

Describe interactions of light and matter within a semi-classical two-level-atom framework.

Atomic Properties

Compute cross sections and selection rules for transitions in hydrogen.

↑Top

Solid-State Physics

Introduction to the physics of solids. Crystal structure and symmetry, X-ray diffraction, lattice vibrations, metals and semiconductors, superconductivity, thermal properties, magnetic properties, and dielectric and optical properties.

PHSCS 581

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phscs 222 or equivalent.
Taught	Winter

Course Outcomes

Basic Concepts in Condensed Matter Physics

Explain the following basic concepts underlying the topics in solid state physics: (1) crystal symmetry, (2) reciprocal lattice and the first Brillouin zone in k-space, and (3) the quantum behavior of electrons, Pauli's exclusion principle, and the Fermi-Dirac distribution function.

Physical Properties of Solids

Use these basic concepts to explain crystal structure, x-ray diffraction, lattice vibrations, behavior of electrons in metals and semiconductors, and thermal, magnetic, dielectric and optical properties of materials.

Solve Problems

Show their understanding of these topics and their underlying concepts by solving problems using a variety of mathematical tools.

↑Top

Physics of Nanostructures, Surfaces, and Interfaces

Properties of nanostructures, surfaces, and interfaces; experimental methods. Applications to emerging problems and opportunities in science and technology. Emphasis on concepts.

PHSCS
583

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phscs 222 or equivalent.
Recommended	Phscs 281 or 581 or equivalent; Phscs 451 or Chem 462 or equivalent.
Taught	Contact Department

Course Outcomes

Deepen understanding

Students will deepen their understanding of nano and surface physics.

Demonstrate knowledge

Students will demonstrate knowledge in nano and surface physics.

Improve ability to solve problems

Students will improve their ability to solve problems using nano and surface physics.

Top

Thin-Film Physics

Preparation, characterization, use, and special properties of modern thin films; interdisciplinary treatment. Of interest to students in applied physics and engineering.

PHSCS 585

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Phscs 222 or equivalent.
Taught	Fall odd years

Course Outcomes

Solve Problems

Solve problems and answer conceptual questions involving deposition and characterization of films, and explain which ones that best match resources and requirements.

Thin Film Basics

Solve problems and answer conceptual questions, utilizing the graphs, figures and photographs of thin film material science, about structural and chemical aspects of thin films in relation to their environment.

↑Top

Transmission Electron Microscopy for Physical Science and Engineering

Practical and theoretical aspects of sample preparation, basic and advanced imaging, electron diffraction, and other analytical materials characterization techniques on the transmission electron microscope (TEM).

PHSCS 586

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Alignment

Perform basic, necessary alignments of the transmission electron microscope (TEM).

Images

Use the TEM to acquire different types of images and diffraction patterns of various materials.

How the TEM works

Demonstrate a working knowledge of the physical components of the TEM and peripheral equipment.

TEM Research

Show understanding of the theory and practice of electron imaging, electron diffraction and X-ray energy dispersive spectrometry, as how they apply to the characterization of materials.

↑Top

Physics of Semiconductor Devices

Device physics, with an in-depth study of the MOS transistor and other nanoscale computing devices.

PHSCS 587

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHSCS 281; or PHSCS 581; or EC EN 450
Taught	Fall Contact Department

Course Outcomes

Analyze Devices

Apply the fundamental mechanisms and models to the analysis of devices such as silicon mosfets, silicon on insulator transistors, carbon nanotube transistors, and graphene transistors.

Fundamental Mechanisms

Identify the fundamental mechanisms and models of these mechanisms controlling the operation of semiconductor devices.

Learn the Literature

Find, read, and utilize contemporary semiconductor device physics literature to write reviews of this literature.

Top

Scanning Electron Microscopy (SEM) for Physical Science and Engineering

Theoretical aspects of sample preparation, basic and advanced imaging, X-ray energy dispersive spectrometry, and other analytical materials characterization techniques on the scanning electron microscope (SEM).

PHSCS 588

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship

Cooperative education internships off campus.

PHSCS 599R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department internship coordinator's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Report

Student will report, both verbally and in writing, what he or she learned from the internship experience.

↑Top

Honors Physical Science

Conceptual lectures and demonstrations of the most significant and universal laws and models describing the physical world by faculty from Physics and Astronomy, Chemistry and Biochemistry, and Geology departments.

PHY S
100

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Note	Satisfies GE Physical Science requirement.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Observe and Apply Physical Principles

Students will be able to observe physical phenomena and recognize and apply the fundamental principles of science to these simple physical situations.
They will also be able to extend these principles and models to situations they have not observed and make predictions about the outcomes.

Express Scientific Ideas

Students will be able to express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data.

Science and Religion

Students will be able to rationally reflect and discuss about the interface between science and religion.

Public Policy

Students will be able to evaluate scientific data and claims in order to make rational decisions on public policy issues related to science that affect them and their communities.

Further Scientific Questions

Students will be able to explain how these principles and models in turn lead to further scientific questions.

↑Top

Physical Science

Conceptual lectures and demonstrations of the most significant and universal laws and models describing the physical world by faculty from the Physics and Astronomy, Chemistry and Biochemistry, and Geology departments.

PHY S 100

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	None
Note	Satisfies GE Physical Science requirement.
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.

Course Outcomes

Observe and Apply Physical Principles

Students will be able to observe physical phenomena and recognize and apply the fundamental principles of science to these simple physical situations.
They will also be able to extend these principles and models to situations they have not observed and make predictions about the outcomes.

Express Scientific Ideas

Students will be able to express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data.

Science and Religion

Students will be able to rationally reflect and discuss about the interface between science and religion.

Public Policy

Students will be able to evaluate scientific data and claims in order to make rational decisions on public policy issues related to science that affect them and their communities.

Further Scientific Questions

Students will be able to explain how these principles and models in turn lead to further scientific questions.

Top

Exploration of Teaching

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

PHY S 276

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	FBI fingerprint and background clearance.
Taught	
Programs	Containing PHY S 276

Course Outcomes

Guiding Principles

Students will become familiar with the four moral dimensions of education as outlined by the McKay School of Education

Complete 40 hours of classroom observation

Engage in the exploration of teachers and students in the public school to come to a conclusion if teaching physical science is a career path you want to pursue.

Complete all transition points in transition points.

Complete transitions forms in McKay School date collection program.
Transition 1 (276 Course)
Transition 2 (377-378 Course)
Transition 3 (476-496 Student Teaching and Internship)

Top

Teaching Methods and Instruction

Developing meaningful and engaging instruction for secondary students; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

PHY S 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PHY S 276
Taught	Fall, Winter
Programs	Containing PHY S 377

Course Outcomes

Develop a Unit Plan of Secondary Science Instruction

Using Science Standards as a quide develop Assessments, Lesson Plans, Outlines, and all parts of a unit of science instruction.

Introduction to different teaching styles

Inquiry, Constructivism, Lab, Activities, Projects and other methods to engage students in learning. These teaching methods will be modeled and practiced by the students.

Transition 2 completed

Students will complete Transition 2 level toward teaching license.

Top

Practicum in Secondary Education

Implementing meaningful and engaging instruction for secondary students; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

PHY S 378

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Concurrent enrollment in Phy S 377.
Taught	Fall, Winter
Programs	Containing PHY S 378

Course Outcomes

Teach unit prepared in PHY S 377

30 practicum hours where you teach a unit of instruction with guidance public school mentor.

Top

Secondary Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

PHY S 476

Hours	0.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing PHY S 476

Course Outcomes

Student Teaching Transition 3

Have (TWS) teacher work sample complete and handed in two weeks before reading days of sememster.
Sign all mylink forms for teacher licensure completed. Mentor teacher UPTOP and University UPTOP evauations.

↑Top

Academic Internship: Secondary Education

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

PHY S
496

Hours	0.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, a least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall
Programs	Containing PHY S 496

Course Outcomes

Internship Transition 3

Have (TWS) teacher work sample complete and handed in two weeks before reading days of sememster.
Sign all mylink forms for teacher licensure completed. Mentor teacher UPTOP and University UPTOP evauations.

↑Top

Current Events and Political Science

An introduction to political science using both national and international current events. Introduces faculty and academic expectations. Appropriate for non-majors.

POLI
101R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will gain a deep understanding of the relationship between current events and political science.

Top

American Government and Politics

Origin and development of federal Constitution; national, state, and local governments and politics.

POLI 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also. Independent Study also.
Programs	Containing POLI 110

Course Outcomes

Analyze and Contextualize Current Events

Analyze current events in American politics using Political Science concepts.

Describe Constitutional Provisions

Describe the most important constitutional provisions in American national government and how they have changed over time.

Explain Individuals' Roles in American Government

Explain the role individuals play in American government and what factors influence their behavior.

Assess American Political Institutions

Assess the functions and interactions of American political institutions.

Learn to Participate Effectively in Political Process

Evaluate how you as an individual can effectively participate in the political process.

Top

Honors American Government and Politics

Origin and development of federal Constitution; national, state, and local governments and politics.

POLI 110

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Analyze and Contextualize Current Events

Analyze current events in American politics using Political Science concepts.

Describe Constitutional Provisions

Describe the most important constitutional provisions in American national government and how they have changed over time.

Explain Individuals' Roles in American Government

Explain the role individuals play in American government and what factors influence their behavior.

Assess American Political Institutions

Assess the functions and interactions of American political institutions.

Learn to Participate Effectively in Political Process

Evaluate how you as an individual can effectively participate in the political process.

Top

Comparative Government and Politics

Patterns of European, Asian, Latin American, and other political systems.

POLI
150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing POLI 150

Course Outcomes

Faith and Political Analysis

Reflect on the way that religion affects politics in their own lives and in the lives of others

Familiarity with Political Science Subfields

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Comparative Politics Familiarity

Demonstrate a familiarity with the subfield of comparative politics

Knowledge of Countries

Possess a factual and conceptual knowledge of countries and political processes

Effective Research and Analysis

Begin to develop skills of effective research, analysis and writing in social science

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Integrity in Daily and Civic Activities

Bring honesty and integrity to daily life, public affairs and professional activities and in their academic work

↑Top

Honors Comparative Government and Politics

Patterns of European, Asian, Latin American, and other political systems.

POLI
150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Faith and Political Analysis

Reflect on the way that religion affects politics in their own lives and in the lives of others

Familiarity with Political Science Subfields

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Comparative Politics Familiarity

Demonstrate a familiarity with the subfield of comparative politics

Knowledge of Countries

Possess a factual and conceptual knowledge of countries and political processes

Effective Research and Analysis

Begin to develop skills of effective research, analysis and writing in social science

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Integrity in Daily and Civic Activities

Bring honesty and integrity to daily life, public affairs and professional activities and in their academic work

Top

Introduction to International Politics

Basic forces, practices, institutions, and foreign policies of major powers; problem areas in international politics.

POLI
170

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 170

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

Demonstrate and understanding of basic concepts of International Relations.

Politics, International Relations, and Political Philosophy

Demonstrate understanding of causes of war and causes of international cooperation.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Be intellectually enlarged

Demonstrate a familiarty with international politics

Political Process, Theory, and Thought

Demonstrate understanding of different theories of the study of international politics, including Realism and Idealism

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Politics, International Relations, and Political Philosophy

Demonstrate understanding of key actors and processes in international politics.

Critical Thinking and Analysis

Demonstrate understanding of how different theories lead to different interpretations of key events and processes in international politics

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Participation in Political Processes

Be better prepared to participate as a national and global citizen

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Political Inquiry

Methodology of political science, including theory and techniques of qualitative and quantitative research design.

POLI
200

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Prerequisite to all upper-division courses.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 200

Course Outcomes

Effective Citation

Write multiple papers correctly using the Turabian style of citation.

Integrity in Daily and Civic Activities

Learn and understand the consequences of plagiarism and write multiple papers without plagiarizing sources.

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Faith and Political Analysis

Students will understand and be able to discuss the differences between secular and spiritual learning

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective and Professional Writing

Write and receive feedback on at least fifty pages of writing. Write and receive feedback on at least five different papers.
Learn the principles of effective revision and practice those principles on at least one major writing assignment. Learn how to write a research design and practice writing a design. Learn how to write a report of research and practice writing a report.

Effective Research and Analysis

Learn the basic principles of statistical analysis, including statistical significance, fit, and substantive significance.
Understand how to interpret statistical analyses, including regressions.
Understand limitations on research and be able to write research designs that show an awareness of those limitations. Understand differences in qualitative and quantitative methods, and be able to write research designs that show an awareness of differences in qualitative and quantitative methods. Understand the importance of case selection and principles that should guide case selection in both qualitative and quantitative methods

Top

Honors Western Political Heritage 1

Western civilization from Greek antiquity to Renaissance, primarily from perspective of political philosophy and scriptures; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

POLI
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will become familiar with the broad concerns and major authors of classical and medieval political thought.

Sacred Texts and Doctrine

Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements.

Faith and Political Analysis

Students will come to understand both the alliance and the tension between Greek political philosophy and the Bible friends. They will be conversant with the questions: should reason rule in politics, or must we rely on an authority beyond reason? Can we be loyal to the kingdom of God and at the same time good citizens of our earthly city?

Faith and Political Analysis

Students will learn to explore the connections between ultimate political questions (Who should rule? For what purpose? What is the best institutional form of government?) and the deepest moral, philosophical, and religious questions concerning the best way of life and the nature of things.

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Critical Thinking and Analysis

Students will learn to think critically about our Western ideals of democracy and human rights, and about their implications for our understanding of higher education, particularly in a Latter-day Saint university.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Critical Thinking and Analysis

Students will begin to learn to think critically about the assumptions underlying the modern world as a whole, to consider our ruling “dogmatic beliefs”, to ask what is good and what is not about the social and political world we inhabit and its definition of “success.”

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective and Professional Writing

Students will show improved ability to think about texts by writing about them.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Students will develop the ability to summarize a complex argument from a literary or philosophical text.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Faith and Political Analysis

Students will be able to articulate and begin to answer challenging questions addressing the place of faith and intellect in the good life.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Western Political Heritage 1

Western civilization from Greek antiquity to Renaissance, primarily from perspective of political philosophy and scriptures; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

POLI
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing POLI 201

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will become familiar with the broad concerns and major authors of classical and medieval political thought.

Sacred Texts and Doctrine

Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements.

Faith and Political Analysis

Students will come to understand both the alliance and the tension between Greek political philosophy and the Bible friends. They will be conversant with the questions: should reason rule in politics, or must we rely on an authority beyond reason? Can we be loyal to the kingdom of God and at the same time good citizens of our earthly city?

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Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Critical Thinking and Analysis

Students will begin to learn to think critically about the assumptions underlying the modern world as a whole, to consider our ruling “dogmatic beliefs”, to ask what is good and what is not about the social and political world we inhabit and its definition of “success.”

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective and Professional Writing

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Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Students will develop the ability to summarize a complex argument from a literary or philosophical text.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Faith and Political Analysis

Students will be able to articulate and begin to answer challenging questions addressing the place of faith and intellect in the good life.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Honors Western Political Heritage 2

Western civilization from Renaissance to present, primarily from perspective of political philosophy; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

POLI
202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will become familiar with the main themes and major authors of modern political philosophy.

Sacred Texts and Doctrine

Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements.

Be spiritually strengthened

Possess a command of sacred texts and doctrines

Politics, International Relations, and Political Philosophy

Students will understand both the power and limitations of the intellectual and spiritual traditions that constitute the modern half of our Western heritage.

Politics, International Relations, and Political Philosophy

Students will recognize and intelligently employ a wide array of sophisticated philosophical and political terms

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Critical Thinking and Analysis

Students will understand the main ideas of each author considered, and be able to compare and contrast the various authors

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

Students will recall the basic intellectual/cultural milieu and chronological sequence of each author

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Students will be able to summarize and independently critique important political-philosophical arguments, and write about them in a clear and convincing fashion

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Critical Thinking and Analysis

Students will become critically aware of how now conventional assumptions derived from modern philosophers limit much current thought and challenge revealed truth.

Critical Thinking and Analysis

Students will see the practical consequences of abstract philosophical ideas

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Faith and Political Analysis

Students will think more deeply, coherently and originally about their own moral and political commitments

↑Top

Western Political Heritage 2

Western civilization from Renaissance to present, primarily from perspective of political philosophy; exploring fundamental questions in human experience; examining formative events in history; understanding value of important texts.

POLI 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Offered	Honors also.
Programs	Containing POLI 202

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will become familiar with the main themes and major authors of modern political philosophy.

Sacred Texts and Doctrine

Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements.

Be spiritually strengthened

Possess a command of sacred texts and doctrines

Politics, International Relations, and Political Philosophy

Students will understand both the power and limitations of the intellectual and spiritual traditions that constitute the modern half of our Western heritage.

Politics, International Relations, and Political Philosophy

Students will recognize and intelligently employ a wide array of sophisticated philosophical and political terms

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Be able to articulate principles of faith in political analysis.

Critical Thinking and Analysis

Students will understand the main ideas of each author considered, and be able to compare and contrast the various authors

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Students will see the practical consequences of abstract philosophical ideas

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Faith and Political Analysis

Students will think more deeply, coherently and originally about their own moral and political commitments

Top

Principles of American Politics

An introduction to the subfield of American politics for advanced students and majors. Basic concepts, theories, and methods of American politics and political science.

POLI 210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 210

Course Outcomes

Effective and Professional Writing

Craft your own effective and insightful argument using clear and engaging prose that is analytically sound.

Politics, International Relations, and Political Philosophy

Understand important theoretical traditions in the study of (American) politics.

Critical Thinking and Analysis

Apply theories of politics to explain current practices in American Politics.

Be intellectually enlarged

Demostrate a familiarity with American politics and political philosophy

Top

Introductory Topics in Politics

Special topics course; unique topic for each section is chosen by the professor.

POLI 249R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Topics in Political Science

Students will gain further understanding of topic related to a specific area of political science (topics vary by semester).

↑Top

Principles of Comparative Politics

An introduction to the subfield of comparative politics for advanced students and majors. Basic concepts, theories, and methods of comparative politics and political science.

POLI
250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 250

Course Outcomes

Effective Research and Analysis

In this course, you will learn how to complete a research project

Be intellectually enlarged

Demonstrates a familiarity with comparative politics

Political Process, Theory, and Thought

In this course, you will learn how to critique and construct theories in comparative politics through a number of individual, group, oral and written exercises.

Politics, International Relations, and Political Philosophy

Thus, you will deepen your familiarity with the research traditions and theoretical paradigms of comparative politics and of political science more broadly.

Critical Thinking and Analysis

All of the above items also contribute to the development of this skill.

↑Top

Principles of International Relations

An introduction to the subfield of international relations for advanced students and majors. Basic concepts, theories, and methods of international relations and political science.

POLI 270

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 270

Course Outcomes

Political Process, Theory and Thought

Possess a knowledge of important concepts and theories in international relations

Critical Thinking and Analysis

Think critically, analytically, and synthetically in the context of international relations theories

Be intellectually enlarged

Demonstrates a familiarity with international relations

↑Top

Applied Statistics for Public Policy and Law

Reinforces statistical knowledge gained in Poli 200 and prepares knowledgeable consumers of empirical social science research for careers in law and policy analysis.

POLI 278

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 or equivalent.
Taught	Contact Department
Programs	Containing POLI 278

Course Outcomes

Analyze Policy and Legal Issues

Analyze policy and legal issues using statistical skills and knowledge

Read and Interpret Statistical Evidence

Learn how to read and interpret statistical evidence

Role of Statistics in Policy and Law

Explain the role of statistics in policy and legal debates

Top

Internship Program Preparation

Preparatory seminar for students who will be participating in departmental internship programs.

POLI 297R

Hours	1.0 - 2.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 297R

Course Outcomes

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Speaker Series on Political Careers

Networking and career guidance through a series of lectures by career professionals.

POLI
298

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
☑ **Prerequisites**	None
Taught	Fall

Course Outcomes

Politics, International Relations, and Political Philosophy

demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Participation in Political Processes

participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought

Community Service

want to serve the communities and organizations to which they belong

↑Top

Experimental Research Methods

Students will learn how to conduct experiments in the social sciences. All students will conduct an original experiment, learn how to analyze the data, and present their results in a publishable format.

POLI 302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 and Poli 328, or concurrent enrollment.
Taught	Contact Department
Programs	Containing POLI 302

Course Outcomes

Master the Experimental Method

Use appropriate methods of sampling, intervention, random assignment, measurement, and statistical analysis in constructing and executing an original experiment in political science.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high-quality oral presentation.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

↑Top

Qualitative Methods

Qualitative methods for gathering data and analyzing theories, including concept formation, textual analysis, interviewing, archival research, case studies, and comparative historical analysis.

POLI
303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 200
Taught	Contact Department
Programs	Containing POLI 303

Course Outcomes

Effective Research and Analysis

Dramatically enhance your grasp of qualitative methods for doing political science, bringing it close to the level that would be taught in graduate school. In the process, gain a better grasp of the principles of scientific research.

Effective and Professional Writing

Improve your ability to write effectively for a professional audience, especially in terms of global-level structure.

Effective Oral Communication

Improve your ability to speak in small-group settings and to make formal presentations.

Critical Thinking and Analysis

Enhance your ability to critically analyze theories and methods of analysis in published research and in your own work.

Top

Game Theory in Political Science

Introduction to game theory, concentrating on applications in politics.

POLI
304

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 304

Course Outcomes

Effective Research and Analysis

Be intellectually enlarged.

Effective and Professional Writing

Be intellectually enlarged.

Effective Oral Communication

Be intellectually enlarged.

Critical Thinking and Analysis

Be intellectually enlarged.

Effective Research and Analysis

By the end of the course, you should be able to:
- Recognize and model strategic situations
- Solve game theoretic problems

↑Top

Survey Research Methods

Teaches principles of survey research methods from a Total Survey Error perspective. Topics and assignments include sampling, non-response, coverage, measurement, and analysis. Course project will conduct a survey for a client from start to finish.

POLI 305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 328 or concurrent enrollment.
Taught	Contact Department
Programs	Containing POLI 305

Course Outcomes

Total Survey Error

Comprehend, implement, and effectively evaluate principles of "Total Survey Error" including sampling error, non-response error, coverage error, and measurement error.

Participate in all phases of survey

Participate in all phases of design, data collection, and analysis of an actual survey

Adapt Survey Design

Adapt survey design to the needs of a client while maintaining high quality

Learn to Effectively Analyze

Learn to effectively analyze and communicate results

Practice High Ethical Standards

Practice high ethical standards

↑Top

Topics in Political Science Methods

Advanced methods of political science. Topics selected by instructor.

POLI 306R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 306R

Course Outcomes

Political Science Methods

Students will gain further understanding of a specifc political science research method (topics will vary by semester)

Top

State and Local Government and Politics

Relation of state and national governments, forms of state governments and politics, types of municipal governments and their operation.

POLI 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 110 or Poli 210.
Taught	Contact Department
Programs	Containing POLI 311

Course Outcomes

American Politics

Students will understand why state and local governments matter

Faith and Political Analysis

Students will discuss religion and politics in the context of the course.

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

American Politics

Students will understand how state and local politics compare to national politics

American politics, theory, and thought

Students will understand which states govern best and if states produce better (or worse) governance than Washington

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Students will understand how do political institutions and policies vary from state to state and if it matters.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Participation in Political Processes

Students will observe local government in action during this course.

↑Top

Interest Groups

Theories on formation and maintenance of interest groups; tactics of groups in legislative, executive, bureaucratic, and court settings; influence of groups on elections and public policy.

POLI 313

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 110 or 210; Poli 200.
Taught	Contact Department
Programs	Containing POLI 313

Course Outcomes

Critical thinking and Analysis

Students will understand how to evaluate interest groups systematically and rigorously

Politics, International Relations, and Political Philosophy

Students will be introduced to interest groups and their role in American politics.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Effective and Professional Writing

Students will write a professional paper that focuses on a political science question

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

The United States Presidency

Presidential power in the United States, focusing on major roles of the American presidency.

POLI
314

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 110 or 210; Poli 200.
Taught	Contact Department
Programs	Containing POLI 314

Course Outcomes

Political Process Theory, and Thought

To become familiar with the major research approaches to the study of the American presidency and the intellectual history of the American presidency

Politics, International Relations, and Political Philosophy

To gain a thorough understanding of the role of the American president in the political system

Critical Thinking and Analysis

To focus on one American President using specified research questions.

Top

Congress and the Legislative Process

Election process; structure, organization, and procedures of legislative bodies; relations with pressure groups, the president, and executive branch.

POLI 315

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 110 or 210; Poli 200.
Taught	Contact Department
Programs	Containing POLI 315

Course Outcomes

Effective Research and Analysis

Students will apply academic literature on Congress to current Congressional politics

Politics, International Relations, and Political Philosophy

Students will obtain a general working knowledge of the U.S. Congress, and where possible other legislative bodies

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Critical Thinking and Analysis

Students will be able to discuss the role and effectiveness of Congress in particular and representative democracy in general

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Critical Thinking and Analysis

Students will gain new perspectives that will shape their future attempts to critically evaluate

Congress and its members

Top

American Political Parties

Electoral and policy-making roles of American political parties today and their future in American politics.

POLI
316

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 316

Course Outcomes

Political Process, Theory, and Thought

Students should understand and appreciate: the origins of American political parties, the nature of the two party system, particularly in comparison with other party systems, the role of third and minor parties, the organization of political parties, the role of political parties in campaigns and elections, the importance of political parties to the electorate, the role of parties in American governance, and the ongoing reforms of political parties.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Public Opinion and Voting Behavior

Relationship between attitudes, opinion, and voting behavior in American politics and institutions.

POLI 317

Hours	3.0 - 4.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	POLI 200
Recommended	Poli 328.
Taught	Contact Department
Programs	Containing POLI 317

Course Outcomes

Effective Research and Analysis

Students will learn the fundamentals of survey research design and analysis, including an understanding and appreciation for the concept of "Total Survey Error."

Political Process, Theory, and Thought

Students will acquire a minimum of two theoretical perspectives to explain why voters choose a particular candidate.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Students will use statistics to make inferences about the relationships between variables that affect voting behavior or public opinion.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Critical Thinking and Analysis

Students will be able to articulate the relationship between public opinion and democracy.

Campaigns and Elections

Analyzes electoral process in the United States, including history, significance in governance, campaign strategy, finance, media role, etc.

POLI
318

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 318

Course Outcomes

Political Process, Theory, and Thought

Students will examine the historical development of campaigns and elections over the past 200 years and the nature of various players in campaigns and elections today including the electorate, candidates, parties, the media, and interest groups

Politics, International Relations, and Political Philosophy

Students will understand the role of campaigns and elections today in American politics.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

Students will assess three levels of elections – presidential, congressional, and state and local.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Students will discuss and evaluate proposed electoral reforms.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Participation in Political Processes

Students will be expected to spend time observing an electoral campaign, designing a campaign plan for a future campaign, and even working in a local electoral campaign.

↑Top

Topics in American Government and Politics

Students will master a new topic related to American government and politics, learn to appropriately apply theories and methods learned in previous courses to understanding this new topic, and improve writing and research skills.

POLI
319R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 319R

Course Outcomes

POLI 319R

Students will gain a deep understanding of topics in American Government and Politics.

↑Top

The Media in American Politics

News media's role in processes of American politics, including electoral process, legislative process, and public policy-making.

POLI
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 321

Course Outcomes

Political Process, Theory, and Thought

Students will analyze media’s relationship with political institutions and organizations, policies, and the public.

Political Process, Theory, and Thought

Understand how the media's role in American politics has evolved over time.

Political Process, Theory and Thought

Know what criteria the press uses for newsworthiness and how others attempt to use that criteria for their political ends

Politics, International Relations, and Political Philosophy

Understand the legal structure of media regulation of the press.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory and Thought

Students will analyze the basis for the media's power

Political Process, Theory, and Thought

Appreciate how the media/political system in the United States compares and contrasts with media/political systems in other nations.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Students will discuss the historical relationship between the press and political institutions and processes, the news gathering process, the role of the news media in electoral campaigns, the legislative process, presidential decision making, and judicial behavior.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Political Process, Theory, and Thought

Know how news media affect electoral campaigns.

Political Process, Theory, and Thought

Understand media role in shaping individual’s political attitudes and behavior.

Political Process, Theory, and Thought

See how the news media’s interact with institutions in order to shape public policy.

Critical Thinking and Analysis

Appreciate the varying sides of current debates over the role of the news media

Top

Political Psychology

Survey of classic and contemporary research in political psychology. Special focus on how citizens think and feel about politics and the ways in which those beliefs shape their interactions with the political world.

POLI
324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Recommended	Poli 328.
Taught	Contact Department
Programs	Containing POLI 324

Course Outcomes

Political Process, Theory, and Thought

Students will become familiar with basic theories and controversies in political psychology by reading a selection of classic and contemporary works in the field.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Because reading assignments include journal articles and book chapters with heavy theoretical and empirical emphasis, they will gain a better understanding of how to read contemporary work in political psychology and evaluate the theory, empirical results, and substantive implications of the work.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Because the course is structured as a seminar, students will be expected to come to class prepared and participate actively in class discussions. The goals of class discussions include a better understanding of the course reading, critical evaluation of the strengths and weaknesses of each reading, and increased understanding of the implications of the reading for contemporary democracy.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Research and Analysis

Students will read, evaluate, and discuss a selection of the most important works in political psychology, with a special focus on the psychology of mass political behavior. Because much of this work is quantitative, students will gain experience understanding and critically assessing research design and quantitative results.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Research and Analysis

Students will better understand the strengths and weaknesses of various research methods, including in-depth interviews, surveys, lab and field experiments, and other approaches found in political psychology.

Effective and Professional Writing

Students will complete a major paper as part of the course requirements. This paper will include a full experimental research design that addresses a meaningful research question in political psychology.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Critical Thinking and Analysis

Students will critically evaluate, assess, and discuss both empirical results of classic and contemporary work in political psychology and their implications for our understanding of democracy.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Critical Thinking and Analysis

Students will practice the skills of attentive reading, thoughtful questioning, meaningful group discussion, and compelling writing.

Effective Citation

In completing the course paper, students will cite sources properly.

Participation in Political Processes

Because a major theme of the course is the political psychology of political participation, students will better understand why individuals do (or do not) participate in politics. Students will gain a greater appreciation for the role of political participation in contemporary democracy.

↑Top

Politics of Wilderness, National Parks, and Public Land Management

An environmental politics course focused on public land management. Policy cases may include mining, dams, endangered species, national parks, national forests, and wilderness. Field trips.

POLI
325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 110, Poli 210, or AHTG 100.
Taught	Contact Department
Programs	Containing POLI 325

Course Outcomes

Please contact the individual department for outcome information.

Top

Statistical Analysis

Quantitative techniques in political research.

POLI 328

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	POLI 200
Taught	Fall, Winter
Programs	Containing POLI 328

Course Outcomes

Critical Thinking and Analysis

Learn how to read and interpret statistical evidence.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Research and Analysis

Analyze political and social behavior using statistical skills.

Effective and professional writing

Produce your own rigorous statistical arguments that you explain carefully and clearly.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Be intellectually enlarged

Use appropriate method of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

↑Top

Politics and Public Policy

Introduction to major public policy issue areas and how political processes are used to address social problems.

POLI
331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 331

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Effective and Professional Writing

Write professional grade research papers on political science questions.

↑Top

Public Policy Analysis

Analysis of how societies can and should choose between different public policy options to achieve public ends, with a focus on applied cost-benefit analysis.

POLI 332

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 200
Taught	Winter Term 2
Programs	Containing POLI 332

Course Outcomes

Policymaking Process

Understand the normative foundations for purusing different objectives in the policymaking process.

Identify Stakeholders

Be able to identify stakeholders and those affected by public policy proposals.

Gain experience

Gaine experience in identifying the costs and benefits associated with alternative policy proposals and the analytical methods used to choose between those proposals.

Top

Politics of Bureaucracy

Theory and nature of bureaucracy; sources of power; political executives; staffs and agency personnel; conflicts with elected officials; public interest and bureaucratic control.

POLI
333

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	
Programs	Containing POLI 333

Course Outcomes

Bureaucratic Behavior

To learn the foundations of bureaucratic behavior.

Politics and Public Administration

To understand the linkage between politics and public administration.

Policy Design

To develop skills for policy design that integrate bureaucratic norms and behaviors.

Top

Public Ethics

Sources of values, areas of conflict with government policy, means of value accommodation.

POLI
334

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 334

Course Outcomes

Political Process, Theory, and Thought

The goal of this class is to help you develop your critical analytical skills in assessing public policy debates and in formulating your own views about what policies governments should undertake.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

The focus here is on how some of the most prominent theories and conceptual frameworks and normative theories from political philosophy can help illuminate the values and assumptions underlying policy choices and serve as criteria for choosing policy options.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Social Policy

Justifications for government intervention in families and individual lives, effectiveness of social policies.

POLI 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing POLI 335

Course Outcomes

Political Process, Theory, and Thought

To recognize the relationship between public policy and the dimension of choice in service and practice methods.

Political Process, Theory, and thought

To have knowledge and understanding of the impact of social welfare policies on the nation's minorities and other more vulnerable populations (e.g. r ace, culture, class, gender , sexual orientation, religion, physical or mental abilities).

Politics, International Relations, and Political Philosophy

Recognize the extent to which a culture' s structures and values may oppress, marginalize alienate, or create or enhance privilege and power

Political Process, Theory, and Thought

To develop knowledge of our social welfare policies in the context of the systems theory to show how they are interdependent and influenced by various factors and forces in our multiple and complex society .

Political Process, Theory and Thought

Understand the forms and mechanisms of oppression and discrimination

Top

Government and Religion

Christian-Hebraic concepts of state. American experience with church-state relations (First Amendment problems). Policy issues of concern to contemporary religions.

POLI 336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 336

Course Outcomes

Be spiritually strengthened

Be able to articulate principles of faith in political analysis

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

↑Top

Topics in Public Policy

Students are expected to develop a knowledge of current issues and policies which affect our society. This course will pay a particular attention to how policies effect diverse and at-risk populations in the United States.

POLI
339R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 or equivalent.
Taught	Contact Department
Programs	Containing POLI 339R

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Western European Politics

Politics and policy in western Europe. State-building, party systems, nationalism, and cooperation among advanced industrial countries in comparative, historical perspective. Social and Christian democracy; European Union.

POLI 341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 200.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 341

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Be intellectually enlarged

Possess a factual and theoretical knowldege of European politics, politcal processes, political theories, and political thought

Critical Thinking and Analysis

Students will improve their ability to communicate their knowledge through writing essays and oral presentation

Effective and Professional Writing

Write professional grade research papers on political science questions.

Political Process, Theory, and Thought

Students will develop a factual and theoretical knowledge of the politics of contemporary Europe by looking at selected countries.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Political Process, Theory, and Thought

Student will come away from the semester with a new set of ideas about how capitalist democracies work and where and how they are struggling to adapt to new challenges.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

↑Top

Gender and Politics

Theories of representation; gender and citizenship; gender and political candidacy; gender and leadership; gendered political issues.

POLI 342

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 342

Course Outcomes

Critical Thinking and Analysis

To understand the role of gender in a variety of aspects of the political process.
To understand different perspectives and be conversant with arguments about the gender dimensions of various political issues.
To be able to view political issues, political behavior, and even personal behavior from a gender-aware perspective.

Effective and Professional Writing/Effective Oral Communication

To encourage students to write more clearly, and present themselves effectively in class discussions and presentations.

↑Top

Designing Democracies and Dictatorships

Studies the rich variety of political institutions around the world, in both developed and developing countries, democracies, and dictatorships, and their implications for policy decisions and political, social and economic outcomes such as political violence, economic development, and democratization.

POLI 343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 150 or 250.
Recommended	Poli 328.
Taught	Fall
Programs	Containing POLI 343

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Collaboration

Work effectively with other people.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Comparative Political Economy

Overview of political economy from a comparative perspective. Classic theorists (Smith, Marx, Schumpeter, etc.); classic questions (industrialization, national economic policy, property, globalization, law, and economics).

POLI 344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 150 or 250; Poli 200.
Taught	Contact Department
Programs	Containing POLI 344

Course Outcomes

Effective and Professional Writing

Develop writing skills through various activities such as regular, short writing assignments in response to readings or topics we cover in class, as well as undertaking a significant research paper that includes the extension of a theory and some form of empirical testing applied to political economy topics.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Understand the relationship (factual/theoretical) between political/economic outcomes and political/economic structures/institutions.

Politics, International Relations, and Political Philosophy

You will also be exposed to how international forces affect domestic political economy and how normative considerations shape policy outcomes of interest in this class.

Political Process, Theory, and Thought

Politics, International Relations, and Political Philosophy

Critical Thinking and Analysis

All of the above items also contribute to the development of this skill.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

↑Top

Comparative Parties and Elections

Analyzes the electoral process and political parties in both the United States and other countries. Special attention is given to gender issues, campaigns, financing, corruption, extremist parties, religion, class, issues, fairness, accountability, electoral rules, and democracy.

POLI
345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 345

Course Outcomes

Theoretical Underpinnings

Understand the theoretical underpinnings of political parties in democracies.

Practical Manifestations

Link the theoretical underpinnings of political parties with their practical manifestations in everyday politics.

Clear Communication

Communicate both the theoretical underpinnings and practical manifestations of these theories to a wide variety of audiences.

Top

Southeast Asian Politics

Southeast Asian political systems, including the social forces and personalities that drive policy decisions and political outcomes, as well as the institutional environment in which they operate. Will study several countries in depth and gain an understanding of the cultures and histories that shape these governmental systems.

POLI
346

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 200; Poli 150 or 250.
Taught	Winter odd years
Programs	Containing POLI 346

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Russia/Former Soviet Politics

Comparative politics of Russia and Soviet successor states. Development of political systems from common Soviet heritage, emphasizing post-independence politics and institution building.

POLI
347

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 347

Course Outcomes

Be intellectually engaged

Possess a factual and theoretical knowledge of Russia/Former Soviet Union political processes, political theories, and political thought

Political Process, Theory, and Thought

Politics, International Relations, and Political Philosophy

Effective Research and Analysis

Complete a research paper that uses effective comparison to explain political institutions or processes in former Soviet countries.

Effective and Professional Writing

Demonstrate the ability to write a well-crafted, persuasive research paper.

Political Process, Theory, and Thought

Demonstrate strong understanding of political and economic changes in former Soviet countries since 1991.
Demonstrate strong understanding of the political institutions and political processes in Russia and other former Soviet countries.
Demonstrate strong understanding of the patterns of interaction between Russia and its neighbors.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Critical Thinking and Analysis

Demonstrate the ability to apply theories of comparative politics to patterns of politics in former

Soviet countries.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Integrity in Daily Activities

Learn the consequences of plagiarism and how to avoid it.
In written assignments, correctly acknowledge the words and/or ideas of other authors.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Government and Politics of Asia

Comparative analysis of political developments of the major countries of Asia not covered in other country-specific classes.

POLI 348

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 348

Course Outcomes

Political Process, Theory and Thoughts

The course first considers the historical background of government and politics in Asia by looking at pre-colonial systems of government, encounters with the West,Colonialism, and national liberation movements. We then proceed thematically and comparatively by topic: States and Regimes, Political Executives, Governments, Legislatures, Bureaucracies, Political Economy, Parties, Elections, Participation and Power, Ideologies, Identities, Modernization and Democracy, and Globalization and regionalism. Finally, we will cover the "diplomatic history" of a selection of countries.

Political Process, Theory, and Thought

Politics, International Relations, and Political Philosophy

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Topics in Politics

Students will use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions. Students will improve on their ability to write effectively for a professional audience.

POLI 349R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 or equivalent.
Taught	Contact Department
Programs	Containing POLI 349R

Course Outcomes

Political Process, Theory and Thoughts

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Top

British Government and Politics

Examination of the origin and contemporary operation of British political institutions as they relate to British society.

POLI 351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 351

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of British government and politics

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Top

African Politics

Processes of change and development of nation states; African regionalism and relations with other nations; contemporary political issues.

POLI
352

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 352

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of the themes, issues, and trends that shape politics in Africa.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

↑Top

China: Government and Politics

Structure and behavior of politics; contemporary problems.

POLI 353

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 353

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and analytical knowledge of China, its political processes, political theories, and society

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

We will develop and understanding of three general areas: the Communists' rise to power, the party/state structure and policy process, and state-society relations.

↑Top

Japan: Government and Politics

Structure and behavior of politics; contemporary problems.

POLI
354

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 354

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will explicitly compare the American political system to the Japanese political system as a case study of the comparative political method. In addition, students will be encouraged to research and write on a comparison of Japan to other countries.

Faith and Political Analysis

Students will study and analyze moral issues such as colonialism, paternalism, government transparency, using immoral means to accomplish moral ends, corruption, pacifism, and war crimes.

Political Process, Theory, and Thought

A third of the course is devoted to learning the historical context of Japanese politics. The remaining two thirds of the course explores theories and political processes in Japan. Students will show their mastery of these materials in exams and papers.

Effective Research and Analysis

Required course readings will use both qualitative and quantitative methods and students will learn how to interpret and criticize both types of research. A significant portion of the readings will also use historical comparison, and students will also be expected to use interdisciplinary studies, especially from the fields of sociology, history, and anthropology.

Effective and Professional Writing

Students will have the option of writing a high quality research paper that requires significant research and argumentation or translating and discussing current news accounts of relevant Japanese events written in Japanese newspapers.

Critical Thinking and Analysis

Students will be given specific questions to prepare in advance of each day’s assigned readings, and they will be expected in class to answer and discus those questions.

Integrity in Daily and Civic Activities

By analyzing important ethical decision such as Hara Kei's lukewarm defense of democracy in the 1910s, the US decision to use information gained from illegal medical experiments, the US decision to extensively censor Occupation publications, and motivations surrounding Japan's 1994 electoral reforms, students will better understand the role that ethics plays in the daily decisions and activities of any political leader or citizen.

Participation in Political Process

Students will learn how the Japanese experience informs many of the pressing political issues that we face in the United States. They will make connections between Japan and these issues and be able to discuss how the Japanese experience sheds light on these important topics of current political discourse.

↑Top

Canadian Government and Politics

Growth and development of Canada and its government; Canada's role in the contemporary world

POLI 355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	
Programs	Containing POLI 355

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of Canadian Government and politics. Special emphasis will be placed on the Canadian political heritage, federal-provincial relations, the formulation and implementation of Canadian policy, the individuals, groups, and institutions involved in this process, and Canada’s role in the contemporary world, including its relationship with the United States

Be intellectually enlarged

Possess a factual and theoretical knowledge of Canadian Government political processes, political theories, and political thought

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of Canadian Government and politics. Special emphasis will be placed on the Canadian political heritage, federal-provincial relations, the formulation and implementation of Canadian policy, the individuals, groups, and institutions involved in this process, and Canada's role in the contemporary world, including its relationship with the United States

↑Top

Middle East: Political Systems

Social, philosophical, and religious impact on Middle East political institutions in an era of modernization and conflict.

POLI
357

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 200.
Taught	Fall, Winter
Programs	Containing POLI 357

Course Outcomes

Political Process, Theory and Thought

The class is designed to help the student gain a basic knowledge of Middle Eastern politics and the social pressures that underlie political forces, to study several countries in depth and to gain an understanding of the culturally-based and traditional political structures and forces that operate in these governmental systems.

Politics, International Relations, and Political Philosophy

We will concentrate on problems of political development, leadership, political institutions and religion

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

We will study the conflicts of political legitimacy and Islamic activism.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Students will develop analytical and logical writing abilities with an emphasis on critical reading and writing skills.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Latin American Politics

Conceptual and contemporary issues in Latin America's search for political order and economic development.

POLI 358

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 or Lt Am 211.
Taught	Contact Department
Programs	Containing POLI 358

Course Outcomes

Learning Facts About Latin American Politics

In this course you develop a general understanding of Latin American politics and how politics in the region compares with that of the rest of the world. You also develop expert knowledge of at least one Latin American country, and you learn about databases and other sources of information on the region.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Developing Broader Writing and Methods Skills

You will develop broader skills of research, writing, and "numeracy." These basic skills are taught in most Political Science classes, and you have several opportunities here to improve them.

Learning Theories to Understand Facts

You will learn how to apply theories in order to understand the facts. Beyond learning facts, you will improve your ability to identify patterns in Latin American politics and explain them. This analytical knowledge will allow you to make predictions and prescriptions.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

↑Top

Topics in Comparative Politics

Students will learn how to critique and construct theories of democratic development, and deepen their familiarity with the research traditions of regime change and theoretical paradigms of comparative politics.

POLI
359R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 or equivalent.
Taught	Contact Department
Programs	Containing POLI 359R

Course Outcomes

Political Process, Theory and Thoughts

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Top

Reason, Revelation, and Politics

The fruitful tension between the authority of reason and that of revelation in the Western tradition and in contemporary politics.

POLI 362

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 201 or 202 or class in philosophy.
Taught	
Programs	Containing POLI 362

Course Outcomes

Be spiritually strengthened

Possess a command of sacred texts and doctrines gained

Political Philosophy

Summarize and independently critique important philosophical arguments bearing on religion and contemporary issues, and write about them in a clear and orderly fashion.

Political Thought

Understand the main ideas of each author considered, and be able to compare and contrast the various authors

Political Theory

Be critically aware of conventional assumptions regarding religion, reason and politics that limit much current thought

Political Philosophy

Summarize and independently critique important philosophical arguments bearing on religion and contemporary issues, and write about them in a clear and orderly fashion.

Critical Thinking and Analysis

See the practical consequences of abstract philosophical ideas, think more deeply and coherently about their own moral and political commitments

Top

Theories of Human Freedom

Scope of human freedom at the metaphysical, individual, social, and political levels.

POLI
363

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 363

Course Outcomes

Politics, International Relations, and Political Philosophy

This course will address the writings of a variety of thinkers who ask what does it mean to be free? We will look at canonical writers of political philosophy, as well as pieces about the play of power and the political and moral challenges presented by the Nazi Holocaust.

↑Top

Jurisprudence

Problem approach to ancient and modern legal philosophies, emphasizing the nature of justice and the relation of law to morality.

POLI
364

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 364

Course Outcomes

Critical Thinking and Analysis

Students will articulate, compare, and evaluate the specific ways in which different jurisprudential approaches understand and appreciate the rule of law.

Politics, International Relations, and Political Philosophy

Students will understand key historical and contemporary approaches to the philosophy of law.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Effective and Professional Writing

Students will analyze, evaluate, and respond critically to Letwin’s assessment of a particular philosopher in an oral presentation and in a term paper.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Integrity in Daily Life and Civic Activities

Students will work effectively in groups to help colleagues prepare their individual term papers, providing and receiving peer review at each stage and sharing research efforts.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

↑Top

Early American Political Thought: 1620-1865

Core principles and seminal texts of American politics from Colonial times through the Lincoln administration.

POLI
365

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 365

Course Outcomes

Political Process, Theory, and Thought

Students will consider some of the major themes/issues that emerge instudies of the American founding--with brief considerations of the earliest English settlements in America, America's colonial history, America's post-Constitutional history, Manifest Destiny, and the Civil War. We will examine the American Revolution and the Constitutional period in greater detail.

Political Process, Theory and Thought

Students will understand the ideals and institutions the contributed to the founding of America

Top

Modern American Political Thought: 1865-Present

Core principles and seminal texts of American politics from Reconstruction to the present.

POLI 366

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 366

Course Outcomes

Please contact the individual department for outcome information.

Top

Contemporary Political Theory

History of political science, including the moral and ethical dimensions of politics.

POLI 367

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 201 or Poli 202 or Phil 201 or Phil 202.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 367

Course Outcomes

Political Philosophy

Students will have a factual and theoretical knowledge of contemporary normative political theory from the standpoint of the question of the relationship between theory and practice.

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Critical Thinking and Analysis

See the practical consequences of abstract philosophical ideas, think more deeply and coherently about their own moral and political commitments

Political Philosophy

Students will attend to the deeper question of the nature and limits of theory (or “reason,” or “philosophy”) as it functions in the political-moral realm.

Political Process, Theory, and Thought

Possess a faculty and theoretical knowledge of countries, poilitical processes, political theories, and political thought.

Political Philosophy

Students will examine the risks both of a postmodern celebration of irrationalism and those inherent in the ongoing project of constructing a purely “rational” politics and morality.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Effective and Professional Writing

To learn to address significant, complex and challenging ideas in clear, correct, and strong English, based upon a careful engagement with textual sources

Top

Topics in Political Philosophy

Students will develop skills in use of philosophical methodology, give attention to articulating premises clearly and to understanding inferential validity using argumentative tools such as deduction, abduction, induction, and reflective equilibrium.

POLI 368R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 368R

Course Outcomes

Political Process, Theory and Thoughts

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Top

Foreign Policy Analysis

Survey of research regarding multiple levels of foreign policy analysis: individual, group, bureaucratic, societal, economic, systemic.

POLI
371

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200; Poli 170 or 270.
Taught	Contact Department
Programs	Containing POLI 371

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will understand the genesis, evolution, and current status of the field of Foreign Policy Analysis.

Political Process, Theory, and Thought

Students will understand what is meant by "foreign policy," "foreign policy behavior," and "foreign policy decisionmaking."

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Critical Thinking and Analysis

Students will appreciate explanations of foreign policy/behavior/decisionmaking on a variety of levels - individual, group, organizational, societal, systemic, etc.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Students will examine the various methodologies employed in Foreign Policy Analysis, such as event data, psychobiography, content analysis, and so forth.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Critical Thinking and Analysis

Student will begin integration of these diverse types of explanation through case studies and model formalization.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Research and Analysis

Students will probe the limits of the comparative approach and of the idiosyncratic approach to explanation in foreign policy analysis.

Critical Thinking and Analysis

Think critically, analytically, and synthetically

Effective and Professional Writing

Students will learn to write a substantial piece of original research, and to have experience writing a book review.

Top

International Political Economy

Political implications of international trade, investment, and monetary policies within an increasingly interdependent global context; transnationalism.

POLI 372

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 372

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate understanding of how International Relations theory applies to the subject matter of International Political Economy.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Demonstrate understanding of different issue areas in international political economy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Complete a research paper that uses IPE theory to explain aspects of global political and economic interaction.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Demonstrate the ability to write a well-crafted, persuasive research paper.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Demonstrate the ability to apply different theories of international political economy.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Integrity in Daily and Civic Activities

Learn the consequences of plagiarism and how to avoid it.
In written assignments, correctly acknowledge the words and/or ideas of other authors.

Top

International Law

Nature and function of international law; recognition, succession, jurisdiction rights, and immunities of states; nationality and jurisdiction over nations.

POLI
373

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 373

Course Outcomes

Faith and Political Analysis

Students will discuss the moral issues surrounding issue of international law.

Politics, International Relations, and Political Philosophy

Students will learn the role of legal norms in international relations and will be able to discuss the relative importance of international law in constraining the actions of states.

Political Process, Theory, and Thought

Students will learn the legal perspective of important events of world history and current issues of international conflict and cooperation.

Effective and Professional Writing

Students will write either a legal brief for a mock argument before an international tribunal or a research paper that conforms to the conventional expectations for a research paper in a political science class.

Critical Thinking and Analysis

In class discussions, writing, and course readings, students will practice analyzing and evaluating the logic and arguments used in international legal decisions themselves and discussions of international legal issues.

Participation in Political Process

Students will learn the history of the development of international legal norms and how those norms affect important political issues in the United States.

Top

Ethics and International Affairs

Ethical considerations in study and practice of international politics. Realism, idealism, and other theories of state behavior subjected to ethical standards.

POLI 374

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 374

Course Outcomes

Political Process, Theory, and Thought

Within a historical and theoretical context, students will demonstrate understanding of the ethical challenges confronting international policymakers and the challenge of including ethical analysis in foreign policy decision-making.

Effective Research and Analysis

Students will acquire analytical tools with which to address international issues having ethical implications, focusing on realism and idealism, and be able to apply these tools to a variety of significant case studies.

Be spiritually strengthened

Be able to articulate principles of faith in political analysis

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Critical Thinking and Analysis

Students will become acquainted with and analyze the concept of just and unjust wars, drawing on historical and contemporary examples as illustrations.

Faith and Political Analysis

Course participants will inquire into how Latter-day Saint perspectives might contribute to better understanding of ethics and international relations.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

In the context of the course’s overarching themes, students will survey war, international law, war crimes and crimes against humanity, genocide, human rights, human trafficking, torture, humanitarian intervention, democratization, reconciliation, economic justice, and other concepts lending themselves to ethics-based understanding.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Political Process, Theory, and Thought

Students will demonstrate knowledge and understanding of the watershed historical and current events that lend themselves most readily to ethical analyses.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Critical Thinking and Analysis

Students will demonstrate increased confidence in their abilities to assess and express the ethical implications of international relations.

Top

International Organizations

International institutions; transnational relations; rise of newer political organizations: League of Nations, United Nations, European communities, world religions, multinational corporations, terrorist groups, global regimes.

POLI 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 375

Course Outcomes

Critical Thinking and Analysis

You will understand the inner logic of each approach and its implications.

Politics, International Relations, and Political Philosophy

You will know the proper terminology to describe and define the major theoretical traditions in international relations.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Critical Thinking and Analysis

You will be able to compare, contrast, and critique these approaches and begin developing your own ideas.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Research and Analysis

You will be able to begin testing the propositions of the theories.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Effective Citation

In addition, it is hoped that you will better appreciate the importance of, and apply high ethical standards of academic conduct, including proper source citation, calibrating conclusions to evidence honestly, and working alone without help when required.

Top

U.S. Foreign Policy

Formation, implementation, analysis, and criticism of themes in American foreign policy.

POLI 376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing POLI 376

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Be intellectually enlarged

Possess a factual and theoretical knowledge of foreign policy and its relationship to political processes, political theories, and political thought

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Political Process, Theory, and Thought

Demonstrate strong background in important developments and events in U.S. foreign policy history.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Research and Analysis

Complete a research paper that explains some aspect of U.S. foreign policy.

Political Process, Theory, and Thought

Demonstrate ability to explain U.S. foreign policy-making process.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Effective and Professional Writing

Demonstrate the ability to write a well-crafted, persuasive research paper.

Political Process, Theory, and Thought

Demonstrate understanding of key current foreign policy issues facing U.S., and be able to discuss how history and policy process shape U.S. response to those issues.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Critical Thinking and Analysis

Demonstrate the ability to analyze U.S. foreign policy in a specific policy area.

Integrity in Daily and Civic Activities

Learn the consequences of plagiarism and how to avoid it.
In written assignments, correctly acknowledge the words and/or ideas of other authors.

Participation in political processes

Be better prepared to participate as a national and global citizen.

Top

National Security Affairs

Foreign policy, defense strategy, and intelligence.

POLI
377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 377

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will understand Security Studies

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Politics, International Relations, and Political Philosophy

Students will understand the evolution of American national security policy since WWII, especially since 9/11

Effective Research and Analysis

Students will write a Policy Position Paper

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Faith and Political Analysis

Throughout the course, students will integrate moral perspectives on American national security policy with secular perspectives thereof

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Political Process, Theory, and Thought

Students will be familiar with the primary institutions and processes of American national security policy making

Effective and Professional Writing

Write professional grade research papers on political science questions.

↑Top

International Conflict

Causes of war; alliances and empires; military innovation; civil-military relations; fungibility of forces; terrorism; security studies methods; use and misuse of history.

POLI 378

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 150, 170, 250, or 270; Poli 200.
Taught	Contact Department
Programs	Containing POLI 378

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

We will seek to deepen our understanding of war through a theoretical analysis of the causes of war by focusing attention on war as an outcome of the nature of the international system, war a result of the nature of the state, and war as a product of human nature.

↑Top

Topics in International Relations

Students will become familiar with the international, regional, and national policies in place to address some difficult challenges. Students will appreciate the complex nature of the interplay between economic, political and cultural aspects of the global and national communities.

POLI
379R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 or equivalent.
Taught	Contact Department
Programs	Containing POLI 379R

Course Outcomes

Political Process, Theory, and Thought

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Top

International Relations of Latin America

Factors that affect foreign relations of Latin American countries, including the U.S. role, emphasizing intervention, democracy, development, and trade.

POLI 380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200 or Lt Am 211.
Taught	Contact Department
Programs	Containing POLI 380

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Be intellectually enlarged

Possess a factual and theoretical knowledge of Latina American countries, political processes, political theories, and political thought

Critical Thinking and Analysis

This course will help you improve your reasoning

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Research and Analysis

This course will help you improve your research skills

Political Process, Theory, and Thought

In this course you will build your repertoire of facts and theories for understanding international politics in Latin America. Specifically, you will learn the history of wars and diplomacy in Latin America (particularly with reference to the United States) and recent patterns of economic development and democratization

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective and Professional Writing

This course will help you improve your writing skills.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

↑Top

International Relations of the Middle East

Interregional relations and conflicts, political economics, Arab nationalism, processes of political change, alliances, and superpower relations.

POLI 381

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	
Programs	Containing POLI 381

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

Analyze the international relations of the Middle East from a historical, theoretical, and contemporary perspective

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

International Relations of North America

Examination and analysis of factors that affect foreign relations of Canada, U.S., and Mexico, emphasizing trade, security, migration, environment.

POLI 382

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 382

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

This course will examine the major foreign and domestic policy issues facing the United States,Canada, and Mexico. It will look at the development of North American relations, especially the implementation of NAFTA, and the special challenges facing all three nations in increasingly complex and interdependent regional and global settings.

Top

International Relations of Asia

Foreign policies and international relations of China, Japan, and Northeast and Southeast Asia; historical and contemporary review and analysis.

POLI
385

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 385

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Understand the extent to which Asian states have not simply "reacted" to the West, but have "interacted" with it

Political Process, Theory, and Thought

Possess a factual and analytical knowledge of East Asia and its international relations, political theories and political processes

Effective and Professional Writing

Write professional grade research papers on political science questions.

Political Process, Theory, and Thought

Developing an appreciation for the diversity and dynamism of the Asia Pacific

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Critical Thinking and Analysis

Interpret contemporary developments by reference to past traditions and history

Globalization

Understand the extend to which Asian States have not simply "reacted" to the West, but have "interacted" with it in an increasingly globalized world.

Top

Japanese Foreign Policy

Process and outcomes of Japan's foreign policy; analysis of its relations with other nations in a historical and contemporary setting.

POLI 386

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 386

Course Outcomes

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Be spiritually strengthened

Be able to articulate principles of faith in political analysis-Students will articulate and discuss the moral issues surrounding the US decision to use nuclear weapons against Japan, decisions to wage war in East Asia, imposition of the Western international system on East Asian countries, dealing with war guilt and war atrocities, pacifism, foreign aid, and human rights.

Politics, International Relations, and Political Philosophy

Students will study important theories of international relations as applied to Japan’s relations with other countries.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy

Political Process, Theory and Thought

Students will learn the facts, events, personalities, and ideas that have animated Japan’s relations with other countries from about 1850 to the present.

Faith and Political Analysis

Students will articulate and discuss the moral issues surrounding the US decision to use nuclear weapons against Japan, decisions to wage war in East Asia, imposition of the Western international system on East Asian countries, dealing with war guilt and war atrocities, pacifism, foreign aid, and human rights.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

In each class period students will be asked to identify the main points of the assigned readings as well as the evidence presented to support those main points. This method will exposestudents to each of the methods of analysis and research described above, seeing how eachmethods is used in the context of well-regarded research. Students will also be expected to critique each article, including its methods used.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Students will write two separate research papers, both on topics of their own choosing. The papers will requireoriginal research, organized and clear presentation of ideas, and adherence to high standards of grammar and style.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Each student will present his or her research to the rest of the class in a carefully evaluated oralpresentation. In addition, each student will participate in evaluating the presentations of other students.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Critical Thinking and Analysis

Students will have a rare opportunity in this course to set the topics for each day’s discussions based on their own analysis of theassigned readings. In each class period one or two students will be called on to lead a discussion of the implications of that day’s readings, and the implications identified by the students will be the topics that occupy the bulk of each class day’s discussions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Integrity in Daily and Civic Activities

Students will reinforce professional honesty and integrity by learning about the real world consequences of deceit in international relations, especially as they relate to Japan’s relationswith other countries.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Effective Citation

Students will be expected to adhere to the highest standards of intellectual honesty in writing both research papers and in theiruse of materials for their oral presentation.

Participation in Political Processes

Students will become more informed voters and participants in political processes by learning the history of US involvement in China,Japan, Korea, and in war, imperialism, trade disputes, democratization, reparations, and the United Nations and East Asia.

↑Top

International Relations of Developing Countries

Global politics in developing countries, focusing on trade, aid, conflict, women's rights, and the changing global balance of power.

POLI 387

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 150, 170, 250, or 270; Poli 328.
Taught	Contact Department
Programs	Containing POLI 387

Course Outcomes

Learn the Experimental Method

Use appropriate methods of sampling, intervention, random assignment, measurement, and statistical analysis in constructing and executing an original experiment in political science.

Effective and Professional Writing

Write a professional grade research paper on the international relations of developing countries.

Effective Oral Communication

Communicate effectively by presenting ideas in high-quality oral presentations.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Substantive Knowledge of International Development

Learn the major categories of thinking on the international relations of developing countries.

Top

Chinese Foreign Policy

Structure and process of foreign policy of the People's Republic of China.

POLI 388

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 388

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Students will become familiar with the formulation and implementation of China's foreign policy

Political Process, Theory, and Thought

Develop skills in policy analysis-examining historical, cultural, international, and domestic factors that influence Chinese foreign relations.

Top

Advanced Seminar on Current Issues

Briefings and lectures from government officials and agencies, as well as directed readings on current issues.

POLI 391

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance to Washington Seminar.
Note	For students interning in Washington, D.C.
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 391

Course Outcomes

Politics, International Relations and Political Philosophy

Students will be expected to examine policies and institutions with the intent of seeing how the overall policy-making processes and institutions might be ameliorated.

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Politics, International Relations, and Political Philosophy

During the course of this semester, we intend to identify some best practices which might improve both the overall U.S. system of governance and the ability of government officials in Washington, D.C. to represent the citizens of the United States of America more effectively.

Faith and Political Analysis

Students should always remember what is cited in the *Doctrine and Covenants,* Section 134: 1: "We believe that governments were instituted of God for the benefit of man; and that He holds men accountable for their acts in relation to them, both in making laws and administering them, for the good and safety of society," and apply this to studies.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

↑Top

Topics in Political Strategy

Special topics for the Political Strategy track. Topic chosen by instructor.

POLI
392R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 392R

Course Outcomes

Topics in Political Strategy

1 & 2 Students will master a new topic related to one of the vocational emphases of Political Science (Political Process, Theory, and Thought); Students will learn to appropriately apply theories and methods learned in previous courses to understanding this new topic (Critical Thinking and Analysis); Students will improve their writing and research skills (Effective and Professional Writing; Effective Research and Analysis)

Master the Literature

Master the literature of a relevant subfield in Political Strategy

Apply Methodologies

Acquire and apply the appropriate methodologies of Political Strategy

Advanced Writing

Write advanced papers on the topic

Understand the role of Political Strategy

Understand how Political Strategy fits into the broader context of political science

↑Top

Topics in Legal Studies

Special topics for the Legal Studies track. Topic chosen by instructor.

POLI
393R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 393R

Course Outcomes

Topics in Legal Studies

1 & 2 Students will master a new topic related to one of the vocational emphases of Political Science (Political Process, Theory, and Thought); Students will learn to appropriately apply theories and methods learned in previous courses to understanding this new topic (Critical Thinking and Analysis); Students will improve their writing and research skills (Effective and Professional Writing; Effective Research and Analysis)

Master the Literature

Master the literature of a relevant subfield in Legal Studies

Apply Methodologies

Acquire and apply the appropriate methodologies of Legal Studies

Advanced Writing

Write advanced papers on the topic.

Understand the role of Legal Studies

Understand how Legal Studies fits into the broader context of political science

Top

Topics in Global Development

Special topics for the Global Development track. Topic chosen by instructor.

POLI 394R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 394R

Course Outcomes

Topics in Global Development

1 & 2 Students will master a new topic related to one of the vocational emphases of Political Science (Political Process, Theory, and Thought); Students will learn to appropriately apply theories and methods learned in previous courses to understanding this new topic (Critical Thinking and Analysis); Students will improve their writing and research skills (Effective and Professional Writing; Effective Research and Analysis)

Master the Literature

Master the literature of a relevant subfield in Global Development

Apply Methodologies

Acquire and apply the appropriate methodologies of Global Development

Advanced Writing

Write advanced papers on the topic

Understand the role of Global Development

Understand how Global Development fits into the broader context of political science

Top

Utah Legislative Politics

Preparatory seminar for students in the Utah State Legislature internship. Utah history and political structure. Relations between legislature and other branches of government. Challenges of legislative service.

POLI
397

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing POLI 397

Course Outcomes

Political Process, Theory, and Thought

"Possess a factual and theoretical knowledge of ... political processes." We may discuss less theory than is typical for an upper-division political science course, but your factual knowledge will go through the roof.

Participation in Political Processes

"Participate effectively in political processes." You will learn how constituents and lobbyists interact with elected officials to craft policy.

Effective and Professional Writing

"Effective and professional writing." You will practice several forms of professional writing in this preparation course, including memos, reports, constituent emails, and so on.

Community Service

"Want to serve the communities ... to which [you] belong." Few experiences at BYU provide you with a richer opportunity to serve your fellow citizens than this internship.

↑Top

Academic Internship

Work-study on the international, national, state, and local level.

POLI 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into program.
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Campaign Internship

Students will fulfill the tasks and duties of their individual internships with political campaigns and complete academic writing assignments related to the substance of their work.

POLI
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

City Government Intership

Students will fulfill the tasks and duties of their individual internships in city government and complete academic writing assignments related to the substance of their work.

POLI
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

Top

Congressional Internship

Students will fulfill the tasks and duties of their individual Congressional internships and complete academic writing assignments related to the substance of their work.

POLI
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought

Community Service

Want to serve the communities and organizations to which they belong.

Top

International Internship

Students will fulfill the tasks and duties of their individual international internships and complete academic writing assignments related to the substance of their work.

POLI
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

Top

Pre-Law Internship

Students will fulfill the tasks and duties of their individual internships in the legal profession and complete academic writing assignments related to the substance of their work.

POLI 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

Top

State Government Internship

Students will fulfill the tasks and duties of their individual internships in state government and complete academic writing assignments related to the substance of their work.

POLI 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Oral Communication

Write professional grade research papers on political science questions

Community Service

Want to serve the communities and organizations to which they belong.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Effective and Professional Writing

Write professional grade research papers on political science questions.

↑Top

Utah Legislature Internship

Students will fulfill the tasks and duties of their individual internships with the Utah State Legislature and complete academic writing assignments related to the substance of their work.

POLI
399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

Top

Washington DC Internship

Students will fulfill the tasks and duties of their individual internships in Washington, D.C. and complete academic writing assignments related to the substance of their work.

POLI 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing POLI 399R

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Participation in Political Processes

Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Research Project in Political Theory

Advanced research skills and advanced writing for students in their junior year.

POLI
400

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 200 & POLI 201; or POLI 200 & POLI 202
Taught	Contact Department
Programs	Containing POLI 400

Course Outcomes

Effective and Professional Writing

In this course, you will learn how to complete an article-length research project using appropriate methods of analysis and a professional standard of writing. In doing so, you will draw heavily from your learning in previous courses

Effective and Professional Writing

Write professional grade research papers on political science questions.

Political Process, Theory, and Thought

You will accomplish these first objectives by studying a specialized topic in political science together with your classmates, under the guidance of the professor.

Be spiritually strengthened

Be able to articulate principles of faith in political analysis

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Politics, International Relations, and Political Philosophy

Thus, you will deepen your familiarity with the subfield of _____ and of political science more broadly.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Effective Oral Communication

You will also learn how to present your findings in a high-quality oral presentation, and how to give and receive appropriate feedback in a community of scholars.

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Top

Research Project in American Politics

Advanced research skills and advanced writing for students in their junior year.

POLI 410

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 110 & POLI 200; or POLI 210 & POLI 200; or instructor's consent.
Note	For political science majors only.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 410

Course Outcomes

Effective and Professional Writing

In this course, you will learn how to complete an article-length research project using appropriate methods of analysis and a professional standard of writing. In doing so, you will draw heavily from your learning in previous courses.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

Thus, you will deepen your familiarity with the subfield of _____ and of political science more broadly.

Political Process, Theory, and Thought

You will accomplish these first objectives by studying a specialized topic in political science together with your classmates, under the guidance of the professor.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

You will also learn how to present your findings in a high-quality oral presentation, and how to give and receive appropriate feedback in a community of scholars.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Top

Constitutional Law - American Federal System

Students will discuss the institutional issues surrounding US government structures, specifically the rights and powers of the President, Congress, the judiciary, states, and individuals.

POLI
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 420

Course Outcomes

Demonstrate Advanced Understanding of the Discipline

Demonstrate advanced understanding of the discipline of political science, including familiarity with each of the four major subfields: American politics, comparative politics, international relations, and political philosophy-Students will learn about some of the US Supreme Court and its decisions as well as the historical development of the most important legal doctrines of the Supreme Court.

Demonstrate Advanced Understanding of the Discipline

Demonstrate advanced understanding of the discipline of political science, including familiarity with each of the four major subfields: American politics, comparative politics, international relations, and political philosophy-Students will learn both the detailed arguments of important US Supreme Court decisions and the context surrounding those decisions. Students will discuss the institutional issues surrounding US government structures, specifically the rights and powers of the President, Congress, the judiciary, states, and individuals.

Use Rigorous Methods of Research Design & Analysis

Use rigorous methods of research design and analysis to answer political questions, including multiple research methodologies-Through our daily analysis of Court decisions, we will practice textual analysis as it is done by legal professionals. In addition, the oral presentation, papers, and exams will also require a high level of competency at legal textual analysis, testing how well students have acquired this skill from the daily reading and discussion of cases.

Write and Speak with Originality and Clarity

Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material-Students will write a specialized legal research paper that will require mastery of case law precedent and relevant law review articles, characteristics of high quality legal research.

Write and Speak with Originality and Clarity

Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material-Each student's oral presentation will encourage the development of the following skills: asking critical questions, formulating persuasive answers immediately, simplifying difficult topics, and arguing persuasively. These presentations will differ significantly from the typical oral presentation made in a class and will practice a different set of presentation skills than the typical classroom oral presentation.

Write and Speak with Originality and Clarity

Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material-Students will be expected to adhere to the highest standards of intellectual honesty in writing both research papers and in their use of materials for their oral presentations. Students will also be introduced to the ABA citation style in addition to the Turabian citation style.

Think Critically and Analytically

Think critically and analytically about government, political processes, and political theories, including the components of a good society-In our daily discussion, in mock trial presentations, in exams, and in writing briefs or court decisions, students will practice analyzing and evaluating the logic and arguments used in past Supreme Court decisions.

Collaborate Effectively

Collaborate effectively with others, including participation in political processes and engagement on issues of political importance-Students will become more informed voters and participants in political processes by learning the history of US Supreme Court decisions as well as the legal and political logic that underpins those same decisions.

Top

Constitutional Law - Rights and Immunities

Students will learn about some of the most important parts of American politics, the US Supreme Court and its decisions as well as the historical development of the most important legal doctrines of the Supreme Court.

POLI 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 421

Course Outcomes

Think Critically and Analytically about Politics

Students will discuss the moral issues surrounding the constitutional decisions about the death penalty, abortion, death (including a righ to die and assisted suicide), discrimination, privacy rights, the free exercise of religion, the establishment of religion, hate speech, and free speech rights.

Understand Political Science and its Subfields

Students will learn about some of hte most important parts of American politics, the US Supreme Court and its decisions as well as the historical development of the most important legal doctrines of the Supreme Court.

Understand Political Science and its Subfields

Students will learn both the detailed arguments of important US Supreme Court decisions and the context surrounding those decisions.

Employ Rigorous Research Methods

Through our daily analysis of Court decisions, we will practice textual analysis as it is done by legal professionals. In addition, the oral presentation, papers, and exams will also require a high level of competency at legal textual analysis, testing how well students have acquired this skill from the daily reading and discussion of cases.

Write and Speak with Originality and Clarity

Students will write two specialized types of legal research papers, a legal brief for a mock argument before the US Supreme Court and a mock decision from the same Court. Both papers will require significant legal research and argumentation that is expected in high quality legal research.

Write and Speak with Originality and Clarity

Each student will participate in two oral presentations in class, either as a party to a case brought before the Supreme Court or as a judge of the same Court questioning counsel in a mock Supreme Court case. These presentations will develop the skills of asking critical questions, formulating persuasive answers immediately, simplifying difficult topics, and arguing persuasively. These presentations will differ significantly from the typical oral presentation made in a class and will practice a different set of presentation skills than the typical classroom oral presentation.

Think Critically and Analytically about Politics

In our daily discussions, in mock trial presentations, and exams, and in writing briefs or court decisions, students will practice analyzing and evaluating the logic and arguments used in past Supreme Court decisions.

Write and Speak with Originality and Clarity

Students will be expected to adhere to the highest standards of intellectual honesty in writing both research papers and in their use of materials for their mock legal presentations. Students will also be introduced to the ABA citation style in addition to the Turabian citation style.

Collaborate Effectively

Students will become more informed voters and participants in political processes by learning the history of US Supreme Court decisions as well as the legal and political logic that underpins those same decisions.

↑Top

Interests and Ideas in the American Founding

A systematic investigation of the American founding, focusing on key interests and ideas represented at the Federal Convention of 1787 (and in other seminal events) emphasizing historical and empirical literature.

POLI
422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Poli 202.
Taught	Contact Department
Programs	Containing POLI 422

Course Outcomes

Obtain Knowledge of the American Founding

Obtain a working knowledge of the American founding through a thorough consideration of each of the following.
Historical documents
Historical treatments of the period
Empirical models of the covention

Apply Knowledge of the American Founding

Connect this working knowledge of the period to more modern political science questions about the nature of democracy and governance

Critical Thinking

Improve your ability to think critically, write about, and discuss all of this material

↑Top

Advanced Statistical Analysis

Advanced topics in econometrics, building on basic linear regression learned in Political Science 328.

POLI
428

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 328; or ECON 388
Taught	Contact Department
Programs	Containing POLI 428

Course Outcomes

Please contact the individual department for outcome information.

Top

Research Project in Public Policy

Advanced research skills and advanced writing for students in their junior year.

POLI
430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 110 & POLI 200; or POLI 210 & POLI 200; or instructor's consent.
Note	For political science majors only.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 430

Course Outcomes

Effective and Professional Writing

In this course, you will learn how to complete an article-length research project using appropriate methods of analysis and a professional standard of writing. In doing so, you will draw heavily from your learning in previous courses.

Political Process, Theory, and Thought

You will accomplish these first objectives by studying a specialized topic in political science together with your classmates, under the guidance of the professor.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

Thus, you will deepen your familiarity with the subfield of _____ and of political science more broadly.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective Oral Communication

You will also learn how to present your findings in a high-quality oral presentation, and how to give and receive appropriate feedback in a community of scholars.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

↑Top

The Political Economy of Development

Political foundations of growth, providing public goods, and political reform in developing countries. Development and how institutions and culture shape it.

POLI 444

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Econ 110, Poli 200.
Taught	Contact Department
Programs	Containing POLI 444

Course Outcomes

Critical Thinking and Analysis

Learn how to answer pressing but unanswered questions in international development

Understanding of development theory

Understand the most important concepts within the subfield of development as discussed by leading authorities.

Effective and Professional Writing

Conceive, design and execute a professional-grade experiment on a research question related to international development.

Political Process, Theory, and Thought

Learn a good deal about all substantive areas of development (economic adjustment, social welfare, political reform)

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Top

Research Project in Comparative Politics

Advanced research skills and advanced writing for students in their junior year.

POLI 450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 150 & POLI 200; or POLI 250 & POLI 200; or instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 450

Course Outcomes

Effective and Professional Writing

In this course, you will learn how to complete an article-length research project using appropriate methods of analysis and a professional standard of writing. In doing so, you will draw heavily from your learning in previous courses.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

Thus, you will deepen your familiarity with the subfield of _____ and of political science more broadly.

Political Process, Theory, and Thought

You will accomplish these first objectives by studying a specialized topic in political science together with your classmates, under the guidance of the professor.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Oral Communication

You will also learn how to present your findings in a high-quality oral presentation, and how to give and receive appropriate feedback in a community of scholars.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Top

Islam and Politics

Tensions and accommodations between religion and politics in Muslim nations.

POLI 452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 452

Course Outcomes

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Politics, International Relations, and Political Philosophy

This course will introduce students to the study of Islamic fundamentalism through taking up the question of the relationship of Islam and politics in the contemporary world.

Political Process, Theory, and Thought

It will focus on the political implications of the emergence of Islam as a major world religion and on its use as a force in politics by Islamist groups by examining its rise, teachings, practices, metamorphoses, debates, and polemics.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Top

Federalist Papers

The primary defense of the Constitution of the United States, which also constitutes the major commentary on that document.

POLI
461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 461

Course Outcomes

Please contact the individual department for outcome information.

Top

Tocqueville on America

Alexis de Tocqueville's Democracy in America.

POLI 462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 462

Course Outcomes

Politics, International Relations, and Political Philosophy

To gain a thorough familiarity with the text of Democracy in America, including an understanding of its basic structure and main parts, and its most significant themes and there interconnections

Critical Thinking and Analysis

To understand the deepest questions that arise from a selection on the themes of Democracy in America with the help of the best commentators on Tocqueville’s text, such as Harvey Mansfield and Delba Winthrop, Pierre Manent, and Peter Lawler

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Critical Thinking and Analysis

See the practical consequences of abstract philosophical ideas, think more deeply and coherently about their own moral and political commitments

Politics, International Relations, and Political Philosophy

To understand the permanent interest of the challenging questions framed by Tocqueville, and their relevance to contemporary political and ethical issues

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Effective and Professional Writing

To learn to write significant ideas in clear, correct, and strong English, based upon a careful engagement with Tocqueville’s text

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Philosophy of the Social Sciences

Comparative analysis of the philosophy of scientific and normative inquiry.

POLI 465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	
Programs	Containing POLI 465

Course Outcomes

Effective Research and Analysis

Distinguish the different approaches to research in the social sciences.

Political Process, Theory, and Thought

Identify the differences between social and natural sciences.

Effective Research and Analysis

Consider whether and how social sciences can address normative concerns.

Critical Thinking and Analysis

Analyze, think, and write critically about social research.

Top

Plato's Political Thought

Plato's dialogues that contain political teachings or implications.

POLI 466

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	
Programs	Containing POLI 466

Course Outcomes

Philosophical Dialogue

Learn to read a philosophical dialogue, that is, to find insight, not in philosophical propositions alone, but in the interplay of characters and actions with the argument.

Understand Plato's Philosophical Revolution

Understand how Plato carries on the philosophical revolution initiated by his teacher, Socrates, who brought philosophy down from the heavens to consider human things, especially politics and ethics.

Politics and Philosophy

Understand Plato's teaching on the deep interrelation between politics and philosophy – how political debate gives rise to philosophical questioning and how philosophy always has political implications.

Interpret Plato's Dialogues

Learn to interpret and to be able to summarize the teaching of at least one longer dialogue (*The Republic* or *The Laws*) as well as one or more shorter dialogues (for example *The Apology of Socrates, The Phaedo, The Symposium*).

Top

Research Project in International Relations

Advanced research skills and advanced writing for students in their junior year.

POLI 470

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLI 170 & POLI 200; or POLI 270 & POLI 200; or instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing POLI 470

Course Outcomes

Effective and Professional Writing

In this course, you will learn how to complete an article-length research project using appropriate methods of analysis and a professional standard of writing. In doing so, you will draw heavily from your learning in previous courses.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

You will accomplish these first objectives by studying a specialized topic in political science together with your classmates, under the guidance of the professor.

Politics, International Relations, and Political Philosophy

Thus, you will deepen your familiarity with the selected subfield and within political science more broadly.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Effective Oral Communication

You will also learn how to present your findings in a high-quality oral presentation, and how to give and receive appropriate feedback in a community of scholars.

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Top

International Political Economy of Women

Effects upon national, international, and developmental policies when women are rendered visible and valued.

POLI 472

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing POLI 472

Course Outcomes

Politics, International Relations, and Political Philosophy

Students will understand the roles women play in the world society as producers, reproducers, agencies of cultural continuity and change.

Faith and Political Analysis

Be able to articulate principles of faith in political analysis.

Political Process, Theory, and Thought

Students will explore in greater depth women's choices about education, family, and work in the developing world.

Political Process, Theory, and Thought

Students will discuss the dynamics of change in women's lives and in their societies, including the dynamics of religious beliefs, and to learn about programs for change that already exists

Political Process, Theory, and Thought

Students will investigate transnational issues directly concerning women's lives and their societies.

Politics, International Relations, and Political Philosophy

Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy.

Political Process, Theory, and Thought

Students will discuss the dynamics of change in women’s lives and in their societies, including the dynamics of religious beliefs, and to learn about programs for change that already exists

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Community Service

Want to serve the communities and organizations to which they belong.

↑Top

Human Rights

Causes of human rights violations and societal and state responses; nature, history, and impacts of international human rights norms; ways to define and promote rights.

POLI
473

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 473

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of human rights.

Critical Thinking and Analysis

Think critically, analytically and synthetically about human rights

Top

Arab-Palestinian-Israeli Conflict

Emphasizes historical background, current situation, and alternatives leading to conflict resolution.

POLI 474

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 474

Course Outcomes

Critical Thinking and Analysis

Students will have an increased ability to think, read, and write clearly.

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Students will have an increased understanding of the Arab-Israeli conflict and of the peoples, governments, and cultures it involves. Some of us enter this class with prior knowledge of the conflict; none of us enter with perfect knowledge

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Political Process, Theory, and Thought

Students will have an increased understanding of political and social analysis, terms, and ideas. We will discuss political science topics like "deterrence" and "conflict."

↑Top

Civil Wars and Ethnic Violence

Foundations of ethnic and nationalist identities and how they related to civil wars worldwide, emphasizing theoretical explanations of civil wars and their resolution. Key civil war cases examined.

POLI 475

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Recommended	Poli 150 or 250; 170 or 270; 328.
Taught	Contact Department
Programs	Containing POLI 475

Course Outcomes

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Students will gain a knowledge of countries and wars, theoretically and factually

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Critical Thinking and Analysis

Students will think critically, analytically and synthetically

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Effective Writing

Students will write a professional research paper.

Top

Terrorism

Defining and conceptualizing terrorism; causes and varieties of terrorism; counterterrorism; the future of terrorism.

POLI 476

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Recommended	Poli 150 or 250; 170 or 270; 328.
Taught	Contact Department
Programs	Containing POLI 476

Course Outcomes

Effective and Professional Writing

Students will write professional research papers

Political Process, Theory, and Thought

Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought.

Political Process, Theory, and Thought

Students will gain a knowledge of countries and wars, theoretically and factually

Effective Oral Communication

Students will communicate effectively in a high quality oral presentation

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Students will think critically, analytically, and synthetically.

Effective Oral Communication

Communicate effectively by presenting ideas in a high quality oral presentation.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Mentored Research

Original research under the guidance of a faculty mentor. Proposals must be approved by the department curriculum coordinator.

POLI
497R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Poli 200.
Taught	Contact Department
Programs	Containing POLI 497R

Course Outcomes

Mentored Research Project

Students will complete a mentored research project related to an area of political science.

Top

Directed Readings

Students will read, evaluate, and critique literature related to a specific topic area in political science.

POLI 498R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Political science major status; senior status; department chair's and instructor's consent.
Taught	Contact Department
Programs	Containing POLI 498R

Course Outcomes

Political Science Directed Readings

Students will read,evaluate, and critique literature related to a specific topic area in political science.

↑Top

Honors Thesis

Students will complete an honors thesis in a topic related to political science.

POLI 499

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Completion of lower-division political science major requirements.
Taught	Contact Department
Programs	Containing POLI 499

Course Outcomes

Political Science Honors Thesis

Students will complete an honor's thesis in a topic related to political science.

Top

Advanced Topics in Public Policy

POLI
539R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing POLI 539R

Course Outcomes

Effective Research and Analysis

Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions.

Effective and Professional Writing

Write professional grade research papers on political science questions.

Critical Thinking and Analysis

Think critically, analytically, and synthetically.

Top

Topics on World Politics

POLI 579R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing POLI 579R

Course Outcomes

Master the Literature

Master the literature of a relevant subfield in World Politics

Apply Methodologies

Acquire and apply the appropriate methodologies of World Politics

Advanced Writing

Write advanced papers on the topic

Understand the role of World Politics

Understand how World Politics first into the broader context of political science

Top

Academic Internship

Internships for master's candidates.

POLI 599R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Acceptance into program.
Taught	
Programs	Containing POLI 599R

Course Outcomes

Political Science Internship

Students will complete an internship experience related to political science

Top

Graduate Internship

POLI 599R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing POLI 599R

Course Outcomes

Political Science Internship

Students will complete an internship experience related to political science

Top

Language Study: Polish

Survival-level conversation, reading, listening, and culture skills in the target language.

POLSH 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Polish

Basic language skills.

POLSH 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Polish

Continuation of Polsh 101.

POLSH 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	POLSH 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Polish

Conversation, vocabulary building, and reading and writing skills, emphasizing reading.

POLSH 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	POLSH 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Polish

Emphasis on literature and culture with continued writing, grammar, listening, and speaking.

POLSH
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	POLSH 201; Teacher may waive prerequisite based on prior experience.
Note	Culminating course for Languages of Learning requirement.
Taught	
Programs	Containing POLSH 202

Course Outcomes

Communication skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

GE Languages of Learning

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

POLSH 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	POLSH 201
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversations

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

Top

Language Skills Development: Polish

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

POLSH 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Third-Year Conversation

Advanced conversational skills.

POLSH 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	POLSH 211R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversations

Speak comfortably about predictable, familiar topics related to daily activities and current events; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions

Organized Speech

Begin to speak in "oral paragraphs."

Strategies

Apply appropriate strategies to deal with unpredictable language situations.

Pronunciation and Accuracy

Be understood by native speakers unaccustomed to dealing with non-native speakers.

↑Top

Advanced Grammar: Polish

Systematic review of grammar and syntax of target language.

POLSH 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLSH 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Cultural History of Poland

Study of language and culture using interpersonal, presentational, and interpretive language skills.

POLSH 330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Polsh 202 or foreign residence experience.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing POLSH 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Polish Literature Survey

Survey of Polish literature from Kochanowski to Szymborska, including works by Rej, Krasicki, Mickiewicz, Slowacki, Norwid, Prus, Sienkiewicz, Zeromski, Reymont, and others.

POLSH 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLSH 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Polish

Concentration on target-language and target-culture issues for specific careers.

POLSH 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	POLSH 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

First-Year Portuguese

Pronunciation, conversation, reading, and fundamentals of grammar. Specific attention to Portuguese as the language of Brazil.

PORT 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Native speakers of Portuguese must enroll in Port 321.
Taught	Fall
Programs	Containing PORT 101

Course Outcomes

Communicate verbally in routine situations

Communicate verbally in routine situations such as greeting people and becoming acquainted.

Understand simple conversations

Understand the main ideas in simple conversations about some familiar, concrete topics such as daily activities, likes and dislikes, family, and home.

Read short texts

Read short texts such as text messages, emails, posts on social media, and personal ads.

Write short messages

Write word- and sentence-length messages such as lists, biographical information on forms, and descriptions of people and things.

Identify basic facts about Lusophone countries

Identify basic facts about some Portuguese-speaking countries.

↑Top

First-Year Portuguese

Pronunciation, conversation, reading, and fundamentals of grammar. Specific attention to Portuguese as the language of Brazil.

PORT 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Port 101.
Note	Native speakers of Portuguese must enroll in Port 321.
Taught	Winter
Programs	Containing PORT 102

Course Outcomes

Participate in short conversations

Participate in short conversations about some familiar, concrete topics such as self, family, friends, and daily activities.

Understand simple conversations

Understand simple conversations about some familiar, concrete topics such as daily activities, likes and dislikes, family, and home.

Read simple texts

Read simple texts such as advertisements, travel brochures, and cultural explanations from the textbook.

Write short messages

Write short messages such as letters and emails.

Identify cultural products, practices, and perspectives

Identify basic cultural products, practices, and perspectives from Portuguese-speaking countries.

Top

Portuguese for Spanish Speakers 1

Intensive course designed for students fluent in Spanish or another Romance language. No previous knowledge of Portuguese required. Emphasis on development of oral skills, vocaulary, grammar, and understanding of Lusophone cultures.

PORT 105

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer

Course Outcomes

Participate in conversations

Participate fully in conversations by asking and answering questions about some familiar, concrete topics such as self, family, friends, and daily activities.

Understand spoken Portuguese

Understand conversations and monologues in spoken Brazilian Portuguese on familiar topics.

Read short authentic texts

Read short authentic texts, including informative texts, news articles, and short stories.

Write short texts

Write short texts such as biographical information, correspondence, and personal experiences.

Create with language

Create sentences in the past, present, and future using basic grammar rules and vocabulary with reasonable accuracy.

Explain cultural aspects

Know basic facts about some Portuguese-speaking countries and identify cultural products, practices, and perspectives from these countries.

Differentiate between Spanish and Portuguese

Differentiate between basic Spanish and Portuguese grammar, vocabulary, and spelling conventions.

Top

Third-Semester Portuguese

Second-year grammar, reading, writing, and conversation.

PORT 201

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Port 102 or three units of high school Portuguese.
Note	Native speakers of Portuguese must take Port 321.
Taught	Fall
Programs	Containing PORT 201

Course Outcomes

Converse about concrete topics

Participate fully in conversations about concrete topics such as self and others, work, and school.

Handle straightforward transactional situations

Handle straightforward transactional situations such as requesting services or making reservations.

Understand spoken texts

Understand the main ideas from audio and video texts, such as commercials and news broadcasts, on familiar topics.

Read short journalistic and literary texts

Read short journalistic and literary texts, such as articles and cronicas, on familiar topics.

Write short compositions

Write short, simple compositions in a variety of genres (stories, résumés, skits, etc.)

Discuss cultural norms

Discuss some differences between the cultural norms of Americans and Portuguese speakers.

↑Top

Fourth-Semester Portuguese: Reading and Comprehension

Fourth-semester class introducing grammar and culture through study of literature.

PORT
202

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Port 201.
Note	Not for returned missionaries. Culmination of GE Mathematics/Foreign Language requirement. Native speakers of Portuguese must take Port 321.
Taught	Winter
Programs	Containing PORT 202

Course Outcomes

Converse about topics of general interest

Converst about some topics of general interest and tell about some past experiences.

Handle some situations with a complication

Handle some situations with an unforeseen complication, such as resolving disagreements or customer complaints.

Understand audio and video texts

Understand the main ideas and some details from authentic audio and video texts on cultural topics from Portuguese-speaking cultures, such as TV and radio programs and films.

Read medium-length texts

Read medium-length journalistic and literary texts on cultural topics, including a short story and a play.

Write short compositions

Write simple compositions in a variety of genres (letters, pamphlets, articles, short stories, etc.).

Discuss cultural differences

Discuss some differences between the U.S. and Portuguese-speaking countries in terms of cultural products, practices, and perspectives.

Top

Portuguese for Spanish Speakers 2

Intensive course designed for students fluent in Spanish or another Romance language. Emphasizes development of reading and writing skills and understanding of Lusophone literary works and cultures.

PORT
205

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	Port 105.
Taught	Fall, Winter, Summer

Course Outcomes

Converse about topics of general interest

Carry on conversations about an increasing range of topics of general interest and handle some oral situations in which a complication arises (resolving disagreements, traffic violations, etc.).

Understand spoken Portuguese

Understand oral conversations, announcements, and media reports about topics of general interest.

Read journalistic and literary texts

Read journalistic and literary texts on familiar topics and current events, including short stories and a full-length play.

Write short compositions

Write short compositions in a variety of genres (letters, skits, short stories, etc.).

Use language with increasing accuracy

Use Portuguese grammar and vocabulary with increasing accuracy and ability to differentiate from Spanish.

Discuss cultural themes and compare perspectives

Discuss some common themes from Portuguese-speaking cultures and the differences between the perspectives of these cultures and those of North American and Hispanic cultures.

↑Top

Intensive Portuguese Skills Development

Intensive development of oral and literacy skills at the Intermediate High to Advanced Low level, with emphasis on improving grammatical accuracy, fluency, and cultural competence. Intended to prepare students for Port 321 and subsequent courses.

PORT
206

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Port 202 or Port 205 or equivalent experience.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Communicate at the Intermediate High to Advanced Low level

Demonstrate proficiency in Portuguese at the Intermediate High to Advanced Low level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for speaking, listening, reading, and writing.

Analyze and interpret oral and written texts

Analyze and interpret a selection of oral and written texts from Portuguese-speaking countries, including films, short stories, and journalistic articles, within their historical and cultural context.

Write compositions to meet academic needs

Write short compositions and a research paper with sufficient grammatical accuracy to meet academic needs in higher-level courses.

Top

First-Semester Conversation

PORT 211R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	Concurrent enrollment in Port 201.
Taught	Contact Department

Course Outcomes

Communicate orally in interpersonal mode

Communicate effectively in real-life situations at the interpersonal level, including academic, professional, or social situations, in various time frames with some consistency.

Communicate orally in presentational mode

Present information to an audience on general topics related to Portuguese-speaking cultures, professional relevance, as well as topics of broad interest beyond daily life.

Comprehend oral texts

Interpret with ease main ideas and facts from culturally authentic sentence-level texts, and obtain substantial meaning from some connected-level texts.

Apply communicative strategies

Apply appropriate communicative strategies (e.g., restate, request clarification, self-correct, circumlocute) to facilitate conversation and compensate for lack of skill.

Top

Second-Semester Conversation

PORT 212

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Course to be deleted

We plan to delete this course in Fall 2015.

Top

Third-Year Conversation

Tools course to help students improve oral proficiency

PORT 311R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Will not count for major or minor.
Taught	Contact Department

Course Outcomes

Communicate orally in interpersonal mode

Communicate orally in Portuguese in real-life situations, including academic, specialized, and public contexts in various time frames and in paragraph length speech.

Comprehend oral texts

Interpret oral and written authentic texts (such as a newspaper articles or a literary text) pertaining to real-world topics of general interest culturally relevant to personal, social, work-related, community, national, and international contexts.

Present arguments orally

Show emerging evidence of the ability to present a well-supported argument, including detailed evidence in support of a point of view.

Discuss discipline-related topics

Understand someone else speaking about a discipline-related topic and be able to engage that person in discussion.

Top

Third-Year Portuguese Reading, Grammar, and Culture

PORT 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Placement by test.
Note	First class for returned Portuguese-speaking missionaries. Fulfills GE Foreign Language requirement.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PORT 321

Course Outcomes

Analyze literary works

Identify and analyze a selection of literary works in Portuguese within their historical and cultural context.

Write short compositions

Write short compositions, including informal and some formal correspondence, narratives, descriptions, or summaries, using paragraph-level connected discourse.

Apply language rules

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Develop linguistic self-awareness

Assess areas of strength and weakness in one's own Portuguese skills and identify specific areas for improvement.

Top

Third-Year Portuguese Grammar and Composition

PORT
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing PORT 322

Course Outcomes

Write argumentative essays

Write argumentative essays analyzing specific texts or topics, introducing a clear thesis and developing arguments to support the thesis using valid reasoning and sufficient evidence.

Write expository research papers

Write expository research papers that gather and synthesize information from multiple sources, develop and support the topic with well-chosen facts and examples, and organize ideas to make important connections and distinctions.

Apply writing strategies and processes

Develop and improve writing through multiple drafts by planning, revising, editing, and incorporating feedback.

Apply writing conventions

Apply writing conventions from appropriate style guides (e.g., MLA, APA, Chicago, etc.) in composing papers and citing references.

Give oral presentations

Effectively deliver formal oral presentations that are tailored to a specific audience, making use of appropriate presentational media.

Convey meaning accurately

Convey meaning orally and in writing using a register and level of grammatical accuracy appropriate for academic and professional audiences.

↑Top

Portuguese for the Professions

Introduction to professional terminology, documentation, and correspondence.

PORT
323R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321
Taught	Winter
Programs	Containing PORT 323R

Course Outcomes

Acquire specialized vocabulary

Acquire specialized Portuguese vocabulary related to one or more professional fields.

Read authentic documents

Read and interpret authentic documents and informative texts related to a specific professional field.

Compose written documents

Compose written documents for a specific field, such as correspondence, reports, or case studies, incorporating protocols and a level of accuracy appropriate for a professional audience.

Apply writing strategies and processes

Develop and improve writing through multiple drafts by planning, revising, editing, and incorporating feedback.

Demonstrate intercultural awareness

Demonstrate awareness of cultural issues involved in working with Portuguese speakers, such as their economic and political realities, social and professional practices, and cultural beliefs and values.

Apply professional skills

Demonstrate practical application of professional skills by researching job opportunities, observing, or volunteering in a particular field.

Top

Survey of Luso-Brazilian Linguistics

Introduction to linguistics of Portuguese: phonetics, phonology, morphology, syntax, semantics, history of the Portuguese language, philology, dialectology, sociolinguistics, and psycholinguistics.

PORT 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321
Taught	Winter
Programs	Containing PORT 325

Course Outcomes

Explain general principles of linguistics

Identify and explain the foundational concepts of linguistics.

Describe major subfields of linguistics

Describe elements of the sound system, the structure of words and sentences, and the semantic properties of Portuguese.

Relate linguistic principles to language variation

Relate basic principles of linguistics and knowledge of its major subfields to how language varies socially, geographically, and temporally.

↑Top

Portuguese Phonetics and Pronunciation

Underlying concepts of Portuguese speech production and applications to pronunciation.

PORT
326

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	PORT 321
Taught	Fall
Programs	Containing PORT 326

Course Outcomes

Describe articulatory phonetics

Describe the physiology of sound production and how the sounds of Portuguese are articulated.

Analyze structure of Portuguese sound system

Explain and analyze the principles underlying the Portuguese sound system and the relationships among its basic units.

Transcribe texts phonetically

Transcribe phonetically both oral and written texts in Portuguese.

Improve Portuguese pronunciation

Demonstrate improvement in the pronunciation of Portuguese.

↑Top

Introduction to Portuguese and Brazilian Literature

Readings in modern literature; formal literary analysis.

PORT 339

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Port 321 or concurrent enrollment.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PORT 339

Course Outcomes

Describe literary genres

Describe and analyze the most salient elements of key literary genres including poetry, prose, and theater.

Apply tools of literary interpretation

Apply fundamental tools of literary interpretation through reading, writing, and the discussion of a balanced selection of works from the Portuguese-speaking world.

Write about literature

Write in Portuguese about literature with a reasonable degree of grammatical correctness and fluency.

Top

Portuguese Civilization

Culture, history, art, music, and traditions of Portugal.

PORT 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321 or concurrent enrollment.
Taught	Fall, Winter Contact Department
Programs	Containing PORT 345

Course Outcomes

Describe geographic regions

Students will be able to describe the principal geographic regions, that might include topological features, important cities, etc.

Analyze historical periods and current events

Describe and analyze historical periods and current events (e.g., political, social, artistic, and religious developments).

Describe cultural products, institutions, and practices

Recognize and describe important cultural products (e.g., art, literature, architecture, and music, including important works and individuals), cultural institutions, and cultural practices.

Discuss influence of own culture

By comparison, recognize and discuss the influence of their own cultural background on their attitudes, beliefs, and worldview.

Conduct research

Engage in research that demonstrate an advanced awareness of cultural and historical knowledge.

↑Top

Special Topics in Portuguese Culture

An in-depth examination of some aspect of Iberian culture and civilization. Subject matter will vary. This course is recommended for those individuals who may already have a broad exposure to the culture and civilization of Portugal and/or those who desire a more focused experience.

PORT
346R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321 or concurrent enrollment.
Taught	Contact Department
Programs	Containing PORT 346R

Course Outcomes

Identify, describe, and discuss cultural aspects

Identify, describe, and discuss aspects of a specific culture or non-literary cultural topic or theme.

Critically analyze cultural products and practices

Critically analyze cultural products and practices in their historical and social contexts from the perspectives of members of the culture.

Conduct cultural research

Conduct research on a particular cultural topic and formally present the results in oral presentations or written papers.

Top

Brazilian Civilization

Culture, history, art, music, and traditions of Brazil.

PORT 355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing PORT 355

Course Outcomes

Describe geographic regions

Describe the principal geographic regions, that might include topological features, important cities, etc.

Analyze historical periods and current events

Describe and analyze historical periods and current events (e.g., political, social, artistic, and religious developments).

Describe cultural products, institutions, and practices

Recognize and describe important cultural products (e.g., art, literature, architecture, and music, including important works and individuals), cultural institutions, and cultural practices.

Discuss influence of cultural background

By comparison, recognize and discuss the influence of their own cultural background on their attitudes, beliefs, and worldview.

Conduct research

Engage in research that demonstrate an advanced awareness of cultural and historical knowledge.

Top

Special Topics in Brazilian Culture

An in-depth examination of some aspect of Brazilian culture and civilization. Subject matter will vary. This course is recommended for those individuals who may already have a broad exposure to the culture and civilization of Brazil and/or those who desire a more focused cultural experience.

PORT 356R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Port 321 or concurrent enrollment.
Taught	Contact Department
Programs	Containing PORT 356R

Course Outcomes

Identify, describe, and discuss cultural aspects

Identify, describe, and discuss aspects of a specific culture or non-literary cultural topic or theme.

Critically analyze cultural products and practices

Critically analyze cultural products and practices in their historical and social contexts from the perspectives of members of the culture.

Conduct cultural research

Conduct research on a particular cultural topic and formally present the results in oral presentations or written papers.

Top

Methods of Portuguese Teaching

Methods for planning Portuguese language and culture instruction, teaching communicative skills, and assessing students' learning. Course is geared toward instructors at K-12 as well as university level.

PORT 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321; Instructor's consent.
Taught	Fall
Programs	Containing PORT 377

Course Outcomes

Discuss historical trends in methodologies

Discuss historical trends and methodologies in the teaching of foreign languages.

Select and evaluate textbooks

Select and evaluate textbooks for teaching Portuguese.

Plan and implement instruction

Plan and implement units and lessons incorporating the *World-Readiness Standards for Learning Languages,* as well as grammar and vocabulary, in a thematic context

Differentiate instruction

Differentiate instruction to meet the needs of diverse students, including Spanish speakers.

Create and adapt assessments

Create and adapt formative and summative assessments, including tests, project, rubrics and portfolios, to assess language and culture learning and to inform instruction

Apply technological tools

Apply technological tools for teaching languages and cultures, as well as for collaborating with colleagues in professional communities.

Top

Contemporary Culture

Contemporary Portuguese or Brazilian culture: the people and their customs and institutions.

PORT 395R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For Study Abroad programs only.
Taught	Contact Department
Programs	Containing PORT 395R

Course Outcomes

Macro-Cultural Competence

Through readings, develop a familiarity with macro forces (historical, political, economical) that have shaped the host culture.

Micro-Cultural Competence

Through a series of cultural proofs (visits, interviews, observations), develop a familiarity with the host culture at the level of the individual.

Top

Academic Internship: Portuguese Language Field Experience

On-the-job experience.

PORT 399R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Program coordinator's consent.
Taught	Contact Department
Programs	Containing PORT 399R

Course Outcomes

Complete an internship

Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

↑Top

Introduction to Translation

Readings, individual research projects, and group translation activities. How the translation profession works. Developing the ability to translate general financial and legal texts. Learning to read texts critically.

PORT 414

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321
Taught	Fall, Winter
Programs	Containing PORT 414

Course Outcomes

Vocabulary development

Students will produce a log of their own malapropisms and false cognates (minimum 100 words or conjugational parts).

Professional level translations

Students will produce, after several edited iterations, a legible translation of a professional treatise or work of fiction, appropriate to the social register of their audience.

Top

(Port-Span) Problems in Translation

Introduction to the language industry, with an emphasis on computer translation tools and project management. Students will complete translation projects and learn how to supervise group projects.

PORT
419

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321; or SPAN 321
Taught	Fall, Winter
Programs	Containing PORT 419

Course Outcomes

Discuss the future of translation technology

Discuss the possible future of translation technology, including future applications of existing technology and future development of new technologies, drawing on class assignments and a personal project.

Define specifications for a translation project

Define a set of specifications for a translation project based on text type, audience, and purpose.

Create and use a bi-text corpus

Create a bi-text corpus and derive translation memory and terminology from that bi-text corpus.

Complete a translation project

Use machine translation, translation memory, and terminology in conjunction with a translation environment tool to complete a translation project according to the project's specifications.

↑Top

Luso-Brazilian Cinema

Introduction to study of film; background in appreciating the best of motion picture art in Brazil, Portugal and other Lusophone countries.

PORT 438

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 321
Taught	Winter odd years
Programs	Containing PORT 438

Course Outcomes

Apply tools of film analysis

Demonstrate a mastery of basic tools of film analysis through the study of a variety of films from various film industries from Portugal and/or Brazil.

Recognize film history

Recognize key moments and figures of film industries of Portugal and/or Brazil

Write persuasive essays

Write cogent, persuasive essays using the tools of film analysis.

Top

Luso-Brazilian Theatre Production

Theory and practice of dramatic performance. Includes participation in play to be performed during semester.

PORT 439R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No more than 3 hours of 439R credit may count toward any degree.
Taught	Winter
Programs	Containing PORT 439R

Course Outcomes

Demonstrate understanding of dramatic theory and practice

Demonstrate understanding of the theory and practice of dramatic performances.

Participate in production of a play

Participate in the production of a play during the course of the semester.

Develop research and writing skills

Develop advanced skills in researching and writing about theatre.

Top

Survey of Portuguese Literature

Literary periods, genres, and great writers of Portugal.

PORT 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 339
Taught	Contact Department
Programs	Containing PORT 441

Course Outcomes

Interpret texts

Formulate interpretations of literary texts that take into account their socio-historical and aesthetic contexts.

Differentiate among contexts

Define and differentiate among periods, representative authors, schools, movements, ideological trends, and the historical contexts of Portuguese literature.

Write interpretive/research papers

Write cogent, persuasive, and grammatically correct interpretive essays that demonstrate competence in library research skills and the appropiate use of secondary sources.

Top

Camoes

PORT 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing PORT 442

Course Outcomes

Portuguese Literary History

Demonstrate thorough understanding of Portuguese literary history, the context for the work of Camões and its reception.

Critical Practice

Demonstrate ability to apply key terms in critical practice (e.g., practical criticism, structural analysis, hermeneutics, etc.)

Advanced Research and Writing

Develop advanced skills in research techniques and academic writing.

Top

Special Topics in Portuguese Literature

Specific topics in Portuguese (Peninsular) literature. Course content will vary each semester to offer optimum exposure to all areas of Portuguese literature.

PORT 449R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 339
Taught	Contact Department
Programs	Containing PORT 449R

Course Outcomes

Aesthetic Constructs, Genres, and Context

Recognize aesthetic constructs, genre differences and similarities, ideological trends, and historical contexts.

Research

Write essays in Portuguese, including one final research paper, that demonstrate an advanced knowledge of the use of language and literary criticism.

Literary Study Skills

Develop the habits and skills for Portuguese literary study that inspire continued learning.

Literary Analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to Portuguese Literature special topics.

Top

Survey of Brazilian Literature

Literary periods, genres, and great writers of Brazil.

PORT 451

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 339
Taught	Fall, Winter Contact Department
Programs	Containing PORT 451

Course Outcomes

Interpret texts

Formulate interpretations of literary texts that take into account their socio-historical and aesthetic contexts.

Differentiate among contexts

Define and differentiate among periods, representative authors, schools, movements, ideological trends, and the historical contexts of Brazilian literature.

Write persuasive/research papers

Write cogent, persuasive, and grammatically correct interpretive essays that demonstrate competence in library research skills and the appropiate use of secondary sources.

Top

Machado de Assis

PORT 452

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 339
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PORT 452

Course Outcomes

Brazilian Literary History and Machado de Assis

Demonstrate thorough understanding of Brazilian literary history, the cultural context for the work of Machado de Assis, and the reception of Machado's work.

Critical Practice

Demonstrate ability to apply key terms in critical practice (e.g., practical criticism, structural analysis, hermeneutics, etc.).

Advanced Research and Writing

Develop advanced skills in research techniques and academic writing.

Top

Twentieth-Century Brazilian Literature

PORT 453

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 451
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PORT 453

Course Outcomes

20th Century Brazilian Literary History

Demonstrate thorough understanding of twentieth-century literary history in Brazil.

Critical Practice

Demonstrate ability to apply key terms in critical practice (e.g., practical criticism, structural analysis, hermeneutics, etc.).

Advanced Research and Writing

Develop advanced skills in research techniques and academic writing.

Top

Special Topics in Brazilian Literature

Specific topics in Portuguese (Brazilian) literature. Course content will vary each semester to offer optimum exposure to all areas of Brazilian literature.

PORT
459R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 339
Taught	Fall Contact Department, Winter
Programs	Containing PORT 459R

Course Outcomes

Literary Analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to Brazilian literary texts.

Aesthetic Constructs, Genres, and Context

Recognize aesthetic constructs, genre differences and similarities, ideological trends, and historical contexts.

Literary Study Skills

Develop the habits and skills for Brazilian literary study that inspire continued learning.

Research

Write essays in Portuguese, including one final research paper, that demonstrate an advanced knowledge of the use of language and literary criticism.

↑Top

African Literature in Portuguese

Modern authors from the five African nations whose official language is Portuguese: Angola, Cabo Verde, Guine Bissau, Mozambique, and the two-island republic Sao Tome and Principe. Authors include Jose Craveirinha, Mia Couto, Noemia de Sousa, Jose Tenreiro, Castro Soromenho, Luandino Vieira, Pepetala, and Baltasar Lopes, among others.

PORT
461R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 339
Taught	Fall, Winter Contact Department
Programs	Containing PORT 461R

Course Outcomes

Aesthetic Constructs, Genres, and Context

Recognize aesthetic constructs, genre differences and similarities, ideological trends, and historical contexts.

Literary Study Skills

Develop the habits and skills for Luso-African literary study that inspire continued learning.

Research

Write essays in Portuguese, including one final research paper, that demonstrate an advanced knowledge of the use of language and literary criticism.

Literary Analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to Luso-African literary texts.

↑Top

Literature of the Lusophone World

Authors from the eight nations whose official language is Portuguese, plus former colonies and present regions of important Portuguese influence. These include Luso-American and Azorean writers, as well as authors from East Timor (formerly Indonesia), Goa (India), and Macau (China).

PORT 462R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PORT 339
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PORT 462R

Course Outcomes

Literary Analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to Lusophone literary texts.

Aesthetic Constructs, Genres, and Context

Recognize aesthetic constructs, genre differences and similarities, ideological trends, and historical contexts.

Research

Write essays in Portuguese, including one final research paper, that demonstrate an advanced knowledge of the use of language and literary criticism.

Literary Study Skills

Develop the habits and skills for Portuguese literary study that inspire continued learning.

↑Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

PORT 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing PORT 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Directed Research in Portuguese

Under faculty member's direction, designing and conducting research project covering material not normally presented in regular course work. Research paper required.

PORT 480R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Written proposal subject to department approval.
Note	Total Port 480R credit toward bachelor's degree not to exceed 3 hours.
Taught	Contact Department
Programs	Containing PORT 480R

Course Outcomes

Research Skills

Conduct advanced, independent research on a topic in Portuguese studies.

Top

Senior Proficiency Evaluation

Course meets only once to provide information on the Oral Proficiency Interview and Writing Proficiency Test, required of all majors and teaching minors.

PORT 491

Hours	0.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No major or minor credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PORT 491

Course Outcomes

Portuguese Speaking Proficiency

Receive an Advanced Low or better on the Oral Proficiency Interview and Writing Proficiency Test.

Top

Capstone Course in Portuguese

Culminating experience in which students assemble a portfolio demonstrating and reflecting on their learning as a Portuguese major and their goals for continued language use and improvement.

PORT
493

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Senior standing or departmental advisor's consent.
Note	Course should be taken in the semester prior to graduation.
Taught	Fall, Winter, Summer
Programs	Containing PORT 493

Course Outcomes

Assemble a portfolio

Students will assemble a portfolio of artifacts demonstrating their language ability, cultural competence, critical thinking and expression, and application of their language skills to their personal and professional life.

Reflect on learning

Students will reflect on their learning and experiences as a Spanish/Portuguese major at BYU and set goals for continued language use and improvement.

↑Top

Advanced Portuguese Grammar

Applying contemporary grammatical concepts to problems in Portuguese grammar.

PORT 520

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Port 325 or 326.
Taught	Contact Department
Programs	Containing PORT 520

Course Outcomes

Grammar Rules and Problems

The student enrolled in Advanced Portuguese Grammar will carefully examine some grammar "problems" by reading and studying selections from grammarians and researchers who provide insights into the problem in question. The student's ability to synthesize coherent and meaningful generalizations will be objectively tested by exams and further evaluated while he or she participates in classroom discussion.

Descriptive and Prescriptive Grammars

The student enrolled in *Advanced Portuguese Grammar* will acquire a greater understanding of both descriptive and prescriptive grammars and their function and limitations. The student will also acquire specialized terms employed by grammarians and morphosyntacticians. The student's ability to understand and use these terms appropriately will also be objectively measured by examination.

Research Paper

Complete a research paper/presentation on a particular grammar point or construction. This assignment will test a student's ability to locate appropriate refereed sources, read and synthesize them and prepare a written document and oral presentation according to a recognized style manual.

↑Top

Romance Philology

Comparative study of evolution of Latin into modern romance languages.

PORT
521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Port 325 or 326.
Taught	Winter
Programs	Containing PORT 521

Course Outcomes

Historical Context

Situate Latin and the Romance Languages in their "external" (i.e. political and literary) historical context.

Phonological Evolution

Recognize the "laws" of regular phonological evolution (e.g. syncope, lenition, diphthongization, etc.).

Language Comparison

Compare the "major" (i.e. literary) Romance languages as far as their phonological development is concerned.

Lexical Differences and Etymology

Lexical Differences and Etymology

Summarize Research

Become familiar with articles published in professional journals relating to the subject matter and produce accurate and meaningful written summaries and reactions to them.

Transcription

Learn the rudiments of transcribing medieval or Renaissance manuscripts.

Top

History of the Portuguese Language

Linguistic sources that contributed to formation of Portuguese.

PORT 522

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Port 325 or 326.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PORT 522

Course Outcomes

Nominal and Verbal Systems

Acquire a basic knowledge of the changes undergone by the nominal and verbal systems of Latin and Portuguese (e.g., the demise of the case system, the development of new verbal tenses, etc.).

Scholarly Articles

Demonstrate the ability to summarize and discuss in a clear and concise manner several scholarly articles on the topic of the history of the Portuguese language.

Political and Literary Contexts

Situate Latin and Portuguese in their political and literary historical contexts.

Phonological Development

Recognize the laws of regular phonological development (e.g. syncope, lenition, diphthongization, etc.).

Lexicon Sources

Identify the sources of the Portuguese lexicon.

Theory

Understand the different theories that claim to understand the relation between Latin and the Romance languages, especially the relation between Latin and Portuguese.

Linguistic Standardization

Understand the process of linguistic standardization in Romance and its implications for the linguistic map of the Iberian Peninsula.

Top

Special Topics in Portuguese Linguistics

Topics from semantics to dialectology to sociolinguistics.

PORT 529R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Port 325 or 326, or instructor's approval.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PORT 529R

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic in Portuguese linguistics.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

Top

Academic Internship: Portuguese Internship

PORT 599R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Port 321; instructor's consent.
Note	For supervised internship credit on BYU Study Abroad programs only.
Taught	Contact Department
Programs	Containing PORT 599R

Course Outcomes

Internship

Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

Top

Language Study: Pashto

Survival-level conversation, reading, listening, and culture skills in the target language.

PSHTO 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Pashto

Beginning speaking, listening, reading, and writing skills.

PSHTO 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Pashto

Second-semester speaking, listening, reading, and writing skills.

PSHTO 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	PSHTO 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Pashto

Intermediate speaking, listening, reading, and writing skills.

PSHTO 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	PSHTO 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Pashto

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

PSHTO 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	PSHTO 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing PSHTO 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Pashto

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

PSHTO 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Pashto

Systematic review of grammar and syntax of target language.

PSHTO
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSHTO 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Pashto

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

PSHTO 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Pshto 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing PSHTO 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Pashto

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

PSHTO 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSHTO 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Pashto

Concentration on target-language and target-culture issues for specific careers.

PSHTO 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSHTO 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Orientation to the Psychology Major

Overview of curriculum and major requirements, faculty research programs and specialties, campus resources, and career possibilities.

PSYCH 101

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required seminar for all students entering major.
Taught	Fall, Winter
Programs	Containing PSYCH 101

Course Outcomes

1. Familiarity with curriculum

Students will demonstrate familiarity with the undergraduate psychology curriculum and requirements of the psychology major in terms of the American Psychological Association standards and their implementation at BYU.
Measurement: In-class quizzes from assigned textbook reading; individual exams that apply the reading personally.

2. Occupational and academic opportunities

Students will classify the major post-baccalaureate occupational and academic opportunities available to psychology majors.
Measurement: In-class quizzes from assigned textbook reading; individual exams that apply the reading personally. Design, production, and presentation of a poster that describes an opportunity of interest.

3. Students develop a personal plan

Students will develop a personal plan for transitioning from student to career professional.
Measurement: Produce a personal plan in multiple drafts.

Top

Honors Introduction to Psychological Science

Basic course in modern scientific psychology.

PSYCH 111

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1. Knowledge of theoretical perspectives

Objective: Demonstrate a broad knowledge of the basic theoretical perspectives that guide psychological inquiry.
Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections.

2. Applying psychological principles

Objective: Apply psychological principles to personal and social issues and problems.
Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections, response papers to essays written by practicing research psychologists or term paper.

3. Research methods

Objective: Understand the basic research methods used in psychology, including classical and current experiments.
Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections, response papers to essays written by practicing research psychologists or term paper, participation as a subject in actual psychological research.

Top

Introduction to Psychological Science

Basic course in modern scientific psychology.

PSYCH
111

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing PSYCH 111

Course Outcomes

1. Knowledge of theoretical perspectives

Objective: Demonstrate a broad knowledge of the basic theoretical perspectives that guide psychological inquiry.
Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections.

2. Applying psychological principles

Objective: Apply psychological principles to personal and social issues and problems.
Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections, response papers to essays written by practicing research psychologists or term paper.

3. Research methods

Objective: Understand the basic research methods used in psychology, including classical and current experiments.
Measurement: Examinations, quizzes, comprehensive final examination that includes questions common to all Psychology 111 sections, response papers to essays written by practicing research psychologists or term paper, participation as a subject in actual psychological research.

↑Top

Understanding and Improving Your Memory

Principles of human learning and memory; study skills and methods for improving memory.

PSYCH 170

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Offered	Independent Study only.

Course Outcomes

Being considered for expiration.

This course hasn't been taught recently. The department is in the process of evaluating whether to expire this course.

Top

Applying to Graduate School

Overview of graduate programs in psychology; preparing application materials, including the Graduate Record Examination. (GRE).

PSYCH
200

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

1. Steps and timetable for applying to graduate school

Students will demonstrate an awareness of the steps and timetable associated with applying to graduate school.
Measurement: Multiple choice tests, short essays.

2. Students identify appropriate graduate programs

Students will be able to identify appropriate graduate programs based on their academic record and relevant experiences.
Measurement: Multiple choice tests, short essays.

3. Solicit and obtain letters of recommendation

Students will be able to solicit and obtain letters of recommendation.
Measurement: Writing assignment.

4. Students write a statement of intent/interest

Students will be able to write a statement of intent/interest.
Measurement: Writing assignment.

5. Students demonstrate knowledge of interviews

Students will demonstrate knowledge of what occurs during graduate school interviews.
Measurement: Writing assignment.

Top

A History of Psychology

Overview of psychological thinking from Ancient Greece to the present. Emphasizes a critical stance toward the assumptions and implications of major psychological theories.

PSYCH
210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	May be taken concurrently with Psych 301.
Note	This course contains content featured in the Graduate Record Examination (GRE) Subject Test.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 210

Course Outcomes

1. Critical thinking

Students will demonstrate basic critical thinking skills by comparing and contrasting the basic assumptions regarding human nature that have traditionally guided and shaped the various schools of contemporary psychological thought.
Measurement: Short essays on exams and on group quizzes.

2. Implications

Students will identify and evaluate the various implications that these basic assumptions about human nature have for both the theory and the practice of contemporary psychology.
Measurement: Multiple choice and short essay on exams and group quizzes.

3. Identify major figures and schools of thought

Students will identify the major figures and schools of thought that have made significant historical and conceptual contributions to the contemporary disciplinary landscape of psychology.
Measurement: Multiple choice exams and individual quizzes.

4. Reasoned position

Students will express a reasoned position on some of the enduring questions, issues, and concerns of the discipline of psychology that is faithful to the Restored Gospel of Jesus Christ.
Measurement: Essay questions on exams.

↑Top

Special Topics in Psychology

Small-group seminar focusing on a classical text or on readings related to a contemporary issue in theory and research.

PSYCH 212R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Being considered for expiration.

This course hasn't been taught recently. The department is in the process of evaluating whether to expire this course.

↑Top

Human Development: Life Span

Interaction of psychological, biological, and social influences on behavior and psychological development through the life span.

PSYCH
220

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 220

Course Outcomes

1. Basic developments and patterns across the lifespan

Students will understand and remember the basic developments that occur across the lifespan, the basic patterns of thought, emotion, and behavior characteristic of individuals at each stage of the lifespan, and the important individual and contextual influences on human development.
Measurement: Multiple choice and short essay questions.

2. Key concepts and theories

Students will understand the key concepts and theories that are predominant in the literature on human development.
Measurement: Multiple choice and short essay questions.

3. Communicate about human development

Students will be able to more effectively communicate verbally and in writing about human development.
Measurement: Research papers or other writing assignments.

4. Analyze and evaluate human development ideas

Students will be able to analyze and critically evaluate ideas, arguments, and points of view about human development.
Measurement: Research papers or other writing assignments.

5. Apply knowledge of human development to real world

Students will be able to apply knowledge of human development to addressing real-world issues.
Measurement: Short writing assignments and in-class activities.

↑Top

Personal and Social Adjustment

Concepts of adjustment and application of psychological principles for coping with stress and interpersonal, emotional, and psychosexual difficulties.

PSYCH 240

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will deepen their understanding of personal and social adjustment.

↑Top

Improving Mental Skills

Improving one or more of the following skills: remembering, studying, problem solving, or rapid reading.

PSYCH 270

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Being considered for expiration.

This course hasn't been taught recently. The department is in the process of evaluating whether to expire this course.

Top

Psychology of Gender

Biological and social contributions to sex role development, sexual self-concept, and complementarity of sex roles.

PSYCH 306

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE) Subject Test.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 306

Course Outcomes

1. Gender concepts, theories, and research findings

Students will demonstrate a fundamental understanding of (a) various concepts and theories of sex and gender, including models of how gender roles are developed and maintained, and (b) the major research findings regarding gender.
Measurement: Multiple choice tests, short essays.

2. Research knowledge and skills

Students will develop knowledge and skills within gender research for identifying and formulating research hypotheses and the theories supporting them, understanding threats to research validity, formulating designs to test hypotheses, appreciating the limitations of research findings, and critically analyzing the research literature.
Measurement: Writing assignment and/or conducting research project.

3. Develop skills in gender research

Students will develop knowledge and skills within gender research for identifying and formulating research hypotheses and the theories supporting them, understanding threats to research validity, formulating designs to test hypotheses, appreciating the limitations of research findings, and critically analyzing the research literature.
Measurement: Writing assignment.

4. Critical awareness of cultural effects on gender identity

Students will be aware of, identify with, and analyze the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes through class room activities and discussions; and develop an awareness of one's own expectations and biases as they relate to gender.
Measurement: Multiple choice tests, short essays, and/or conducting research project.

5. Influence of media, institutions, and culture

Students will be aware of, identify with, and analyze the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes through class room

activities and discussions; and develop an awareness of one's own expectations and biases as they relate to gender.
Measurement: Writing assignment.

↑Top

Writing Within Psychology

Processes of research-oriented writing and presentation for psychology majors.

PSYCH
307

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 101 & PSYCH 111 & WRTG 150; or equivalents.
Note	Must be taken prior to or concurrently with Psych 308. Fulfills GE Advanced Written and Oral Communication requirement. Engl 315 will substitute for this course.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 307

Course Outcomes

IMPORTANT: Course Prerequisites

This course is built on the assumption that you have the skills required of those who have completed Writing 150 (See the list below). If you are not yet comfortable with the following skills, you may wish to complete Writing 150 before enrolling in Psychology 307:
Writing 150 Skills:
WRITING 150 introduces students to college-level writing, reading, and research with an emphasis on argumentation and rhetorical analysis and pays particular attention to the ways arguments work within discourse communities. Individual sections require extensive writing, reading, and research.
1. Use rhetoric responsibly to compose arguments in a variety of genres for specific audiences and purposes.
2. Critically read texts:
· Analyze how a text functions in a specific situation, community, or public;
· Analyze the nuances of language (diction, figures of speech, tone, etc.);
· Identify and evaluate elements of an argument-claims, reasons, assumptions, assumptions, and ethical, emotional, and logical appeals
3. Write coherent and unified texts (effective intro's, clear thesis, supporting details, transitions, and strong conclusions) using a flexible and effective writing process, including prewriting, drafting, revising, and editing.
4. Use style-diction, figurative language, tone, grammar, punctuation, spelling, mechanics-genre, conventions, and document design correctly and for rhetorical effect.
5. Navigate the library to locate primary and secondary sources, evaluate the appropriateness and credibility of those sources, and effectively incorporate and accurately document outside sources in a research paper.

1. Write clearly and appropriately

Students will demonstrate that they can write clearly, focus on a well-defined purpose in writing, use conventions of format and structure appropriate to their discipline, and adopt a voice, tone, and level of formality suited to multiple purposes and audiences, including audiences both within and outside the discipline in which the course is offered.
Measurement: Informal in-class writing assignments will be given and formal writing assignments

will be assigned in multiple drafts with peer- and instructor-review. Genres could include a personal writing journal, letter of intent, letter to the editor, literature review, research proposal, book review, and poster presentation. Explicit focus on the *Publication Manual of the American Psychological Association*.

2. The role of writing in the discipline

Students will demonstrate an understanding of the roles that writing plays in their particular discipline, major, or career as a way of learning, as a way of demonstrating and evaluating what one has learned, and as a way of communicating with others.
Measurement: See (1).

3. Productive and flexible collaborative writing processes

Students will develop productive and flexible individual and collaborative writing processes, including prewriting, drafting, revising, editing, and proofreading. These processes could include the following: collecting data, finding supporting evidence, and creating good arguments; organizing the materials for a paper, writing successive drafts of the same paper; group writing, seeking and using peer responses; revising; editing grammar, usage, and punctuation; and using conventional formats. These processes will reflect processes of inquiry within the student's discipline.
Measurement: See (1).

4. Library research

Students will demonstrate the ability to use appropriate research tools and processes of research within their particular discipline, including library research. Students will demonstrate their ability to identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.
Measurement: Complete the library-usage module provided by the Lee Library.

5. Genres, forms, styles, and documentation conventions

Students will understand the genres, forms, styles, and documentation conventions of writing for their discipline. They will also demonstrate knowledge of edited syntax, grammar, punctuation, and spelling.
Measurement: See (1).

↑Top

Psychological Statistics

Descriptive and inferential statistical analysis and hypothesis testing applied to psychological research data.

PSYCH
308

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	PSYCH 210 & MATH 110; or PSYCH 210 & G E 106
Note	Psych 307 must be taken prior to or concurrently with Psych 308. Stat 121 will not substitute for this course. Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 308

Course Outcomes

1. Recognize and understand notation, formulae, and concepts

Students will be able to recognize and understand basic statistical notation, formulae, and concepts.
Measurement: Multiple choice and short answer exams

2. Speak and write about notation, formulae, etc.

Students will be able to accurately speak and write about statistical formulae, concepts, analyses, and results.
Measurement: Short essays.

3. Select and use formulae appropriately

Students will be able to correctly select and use basic statistical formulae and appropriately interpret the results.
Measurement: Multiple choice tests, short essays.

↑Top

Psychological Testing

Construction and validation of standardized psychological tests.

PSYCH
309

Hours	3.0 Credit, 2.5 Lecture, 1.0 Lab
Prerequisites	PSYCH 210 & PSYCH 307 & PSYCH 308
Note	Must be taken prior to or concurrently with Psych 310. Contains content featured in the Graduate Record Examination (GRE) Subject Test.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 309

Course Outcomes

1. Evaluate psychometric strengths and weaknesses

Students will effectively evaluate the psychometric strengths and weaknesses of individual psychological tests and measurements, using both conceptual and applied metrics.
Measurement: This will be measured by instructors and teaching assistants based on a) multiple choice exams; b) case study evaluations of existing psychological measures; c) application of conceptual and statistical measures to student's own course projects.

2. Create their own psychological measurements

Students will create their own psychological measurements suited to specific theories and hypotheses.
Measurement: This will be measured by instructor evaluation of semester-long course projects that require integration of all course material including a) study design; b) creation of a measure; c) data collection and analysis; and d) written and oral presentation of study findings.

Top

Psychological Research Design and Analysis

Basic principles of designing, conducting, and reporting psychological investigations.

PSYCH
310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 210 & PSYCH 307 & PSYCH 308
Note	Psych 309 must be taken prior to or concurrently with Psych 310. Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 310

Course Outcomes

1. Critically review literature

Students will be able to critically review the literature to generate a testable hypothesis based on a summation of current research findings and scientific thought.
Measurement: Writing assignment.

2. Methodological designs

Students will be able to distinguish between methodological designs and implement and execute an appropriate design to test the hypothesis, demonstrating an understanding of and sensitivity to relevant ethical considerations, including how to identify and measure dependent variables and measure or control for independent and other variables critical to the design of the study.
Measurement: Multiple choice tests, short essays.

3. Written report of research

Students will be able to prepare a written report of the research project adhering to APA style in all aspects of presentation (e.g., format, figures/tables, referencing) in a format that would be suitable to submit to an APA journal.
Measurement: Writing assignment.

4. Present research orally

Students will be able to present the research orally to an audience of peers in either a paper or poster format.
Measurement: Presentation assignment.

5. Critically evaluate published research

Students will be able to critically evaluate the quality of published research.
Measurement: Writing assignment.

↑Top

Critical Issues in Psychology

Critical and comparative examination of underlying theoretical and philosophical issues relavant to contemporary social, personality, and cognitive psychology, neuroscience, and psychotherapy.

PSYCH
311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 311

Course Outcomes

1. Assumptions of major theories

Students will identify and describe basic assumptions (and the implications of those assumptions) that underlie the major theories, methods, practices, and schools of contemporary psychology.
Measurement: Multiple choice quizzes or short essay assignments.

2. Critically evaluate assumptions in published writings

Students will identify and critically evaluate these basic assumptions in the published writings of psychologists.
Measurement: Multiple choice reading quizzes and short paper essay assignments.

3. Compare and contrast alternative assumptions

Students will compare and contrast alternative assumptions (and the implications of those assumptions) to those associated with the major theories, methods, practices, and schools of contemporary psychology, especially as they may be relevant to a Christian perspective.
Measurement: Short paper essay assignments.

Top

Developmental Psychology: Childhood

Physical, mental, emotional, and social development of the child.

PSYCH 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 320

Course Outcomes

1. Theories and research in human development

Students will describe current theories and research in human development from pre-natal development through late childhood, demonstrating an understanding of developmental processes that lead to normative development, including perceptual, cognitive, biological, genetic, and social domains, as well as factors that lead to psychopathology and mental illness.
Measurement: Multiple choice tests, quizzes.

2. Assess and critique a key issue

Students will assess and critique a key issue in a group format presented to the class.
Measurement: Assessment of presentation.

3. Integrate current research studies

Students will assess critical issues in early childhood development, integrating current research studies on topics in developmental psychology.
Measurement: APA style paper.

Top

Developmental Psychology: Adolescence

Development and maturation during adolescence; research methodology.

PSYCH 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE) Subject Test.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 321

Course Outcomes

1. Understand and remember the basic developments in adolescence

Students will understand and remember the basic developments that occur during adolescence, the basic patterns of thought, emotion, and behavior characteristic of adolescents, and the important individual and contextual influences on adolescent psychology and development.
Measurement: Multiple choice and short essay questions.

2. Understand key concepts in adolescent psychology literature

Students will understand the key concepts and theories that are predominant in the literature on adolescent psychology and development.
Measurement: Multiple choice and short essay questions.

3. Effectively communicate about adolescent psychology

Students will be able to more effectively communicate verbally and in writing about adolescence.
Measurement: Research papers.

4. Analyze and critically evaluate ideas about adolescence

Students will be able to analyze and critically evaluate ideas, arguments, and points of view about adolescence.
Measurement: Research papers.

5. Apply knowledge of adolescent psychology to real-world issues

Students will be able to apply knowledge of adolescence to address real-world issues.
Measurement: Short writing assignments and in-class activities.

↑Top

Developmental Psychology: Adulthood

Stability and change in psychological, physiological, and interpersonal processes through early, middle, and late adulthood.

PSYCH
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE) Subject Test.
Taught	Contact Department
Programs	Containing PSYCH 322

Course Outcomes

1. Understand and remember developments and patterns of adulthood

Students will understand and remember the basic developments that occur during adulthood, the basic patterns of thought, emotion, and behavior characteristic of adults, and the important individual and contextual influences on adult psychology and development.
Measurement: Multiple choice and short essay questions.

2. Understand key concepts and theories of adult psychology

Students will understand the key concepts and theories that are predominant in the literature on adult psychology and development.
Measurement: Multiple choice and short essay questions.

3. Effectively communicate verbally and in writing about adulthood

Students will be able to more effectively communicate verbally and in writing about adulthood.
Measurement: Research papers.

4. Analyze and critically evaluate ideas about adulthood

Students will be able to analyze and critically evaluate ideas, arguments, and points of view about adulthood.
Measurement: Research papers.

5. Apply knowledge of adult psychology to real-world issues

Students will be able to apply knowledge of adulthood to address real-world issues.
Measurement: Short writing assignments and in-class activities.

6. Knowledge of the discipline

Students will understand the key concepts and theories that are predominant in the literature on adult psychology and development.
Measurement: Multiple choice and short essay questions.

Top

Organizational Psychology

Personal, interactional, and structural aspects of organizations; motivation, decision making, problem-solving communication, leadership, organizational structure, change.

PSYCH 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Org B 321 will not substitute for this course.
Taught	Fall, Winter
Programs	Containing PSYCH 330

Course Outcomes

1. Understanding of major areas of I/O psychology

Students will demonstrate a basic understanding of the major areas of organizational and industrial psychology, including human resources; leadership development; employee training, motivation, and satisfaction; group dynamics, organizational climate; and team-building.
Measurement: Multiple choice tests, short essays.

2. Apply organizational theory

Students will learn to apply organizational theory to specific organizational situations.
Measurement: Writing assignment.

3. Organizational skills

Students will acquire skill in collaborative teamwork, time management, self-motivation, and project planning.
Measurement: Evaluation of cooperative class assignments.

↑Top

Sport Psychology

Application of psychological principles to sporting activities.

PSYCH
338

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter
Offered	Independent Study only.
Programs	Containing PSYCH 338

Course Outcomes

1. Current status of sport psychology

Students will demonstrate a basic understanding of the current status of the discipline of sport psychology and of the psychological theories that inform it, including behavioral principles and applications, social psychology, personality psychology, assessment, special athletic populations, coaching, and exercise psychology.
Measurement: In-class exams on assigned textbook reading.

2. Familiarity with journals

Students will demonstrate familiarity with selected sport- psychology journals.
Measurement: Author a paper that combines a literature review with application to a sport-performance environment.

3. Current events

Students will identify and discuss current events related to sport psychology.
Measurement: In-class reports and discussion of video clips or other media reports relevant to sport psychology.

↑Top

Personality

Individual patterns of behavior, thought, and emotion; personality theories and their associated strategies of research, assessments, and personality change.

PSYCH
341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 341

Course Outcomes

1. Identify and distinguish personality theories

Students will identify and distinguish the major personality theories of psychology.
*Measurement: M*ultiple choice/Short essay.

2. Contemporary research and applications

Students will identify and give examples of contemporary research or applications of these theories.
Measurement: Multiple choice/Short essay.

3. Theoretical assumptions

Students will identify the theoretical assumptions that underlie these personality theories.
Measurement: Multiple choice.

4. Practical and religious implications

Students will articulate some of the practical and religious implications of these theories.
Measurement: Essay assignments.

Top

Abnormal Psychology

Dynamics of maladjustment; major psychological disorders and therapeutic procedures. Fieldwork required.

PSYCH 342

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 342

Course Outcomes

1. Forms of psychological disorders and major theories

Students will identify and describe the major forms of psychological disorders and the major theories regarding the classification, etiology, and treatment of psychological disorders, and current data relevant to such theories.
Measurement: Multiple choice, short answer and essay exams; short writing assignments.

2. Service learning and exposure to psychological disorders

Students will engage in service learning by serving persons diagnosed with psychological disorders.
Measurement: Participation assessment/field work report

3. Critique concepts and theories

Students will critically examine key concepts and theories in abnormal psychology.
Measurement: Essay exams, short writing assignments, in-class debates

4. Use sources to analyze topics regarding disorders

Students will examine and critique a topic in abnormal psychology using the current research literature.
Measurement: APA style paper

Top

Child Psychopathology

Mental disorders of childhood.

PSYCH 343

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 343

Course Outcomes

1. Etiology, assessment, diagnosis, and treatment

Students will identify and describe the etiology, assessment, diagnosis, and treatment of common psychological and developmental disorders in children and adolescents.
Measurement: Multiple choice exams, quizzes.

2. Current issues in child psychopathology

Students will demonstrate familiarity with current issues in child psychopathology.
Measurement: Presentations, short writing assignments.

3. Use current literature to critique a topic

Students will examine and critique a topic using the current research literature.
Measurement: APA style paper.

↑Top

Basic Mediation

A skills-based seminar that introduces conceptual knowledge and practical skills training for a mediator. Weekly instructional mediation training through interactive lecture, group discussion, role-play, video and demonstration. Basic mediation concepts such as communication skills, information gathering, managing conflict, identifying issues, active listening, reframing, problem solving, negotiating, and agreement writing. Skills will be practiced in class through role-play and in the community.

PSYCH 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 111.
Taught	Fall
Programs	Containing PSYCH 345

Course Outcomes

Students will be able to conduct a mediation.

Students will learn the mediation process: how to set up a mediation, how to conduct any pre-mediation, how to begin the mediation with an opening statement and agreement to mediate, how to set an agenda for the parties, how to facilitate a communication phase, how to facilitate a negotiation phase, and how to write a mediation agreement. They will learn about different types of mediations and how to adjust mediation processes accordingly. They will learn the basic rules that a mediator should follow.

Students will learn how to better negotiate, and how to facilitate negotiation during mediation.

Students will learn, discuss, and practice a variety of skills that will help them to negotiate successfully, and that will help them to help others successfully move forward to find resolutions during mediation.

↑Top

Clinical Psychology

Personality theories, psychopathology, diagnostic interviewing and testing, psychotherapy techniques; research methods.

PSYCH
348

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Not a practicum.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 348

Course Outcomes

1. Theories, practices, and critical issues

Students will identify and describe the theories, practices, and critical issues in clinical psychology.
Measurement: Multiple choice exams, quizzes.

2. Summarize and explain a current topic

Students will summarize and explain a current topic in clinical psychology to the class and/or engage in role play and interview activities.
Measurement: Class presentations, role plays.

3. Career and educational opportunities

Students will assess and evaluate personal career/educational opportunities in the field of clinical psychology.
Measurement: Short writing assignments.

4. Examine and critique current psychotherapies

Students will examine and critique current psychotherapies and describe their personal views about therapy.
Measurement: APA style paper.

↑Top

Introduction to Positive Psychology

Study of human flourishing, human strengths, and virtues.

PSYCH
349

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing PSYCH 349

Course Outcomes

Please contact the individual department for outcome information.

Top

(Psych-Soc) Introduction to Social Psychology

Conformity and obedience; socialization, norms, roles; attitudes, leadership, group processes.

PSYCH 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 350

Course Outcomes

1. Unique contribution of social psychology

Students will be able to identify the unique contribution of social psychology to social science, situating the discipline within the larger domain of psychology and contrasting it with related disciplines, such as sociology.
Measurement: Multiple choice tests, short essays.

2. Research methods and ethics

Students will be able to understand the use of surveys, laboratory and field experiments in conducting social psychological research, and understand the ethical principles of informed consent, deception and debriefing when conducting research with human participants.
Measurement: Multiple choice tests, short essays.

3. Substantive areas of inquiry

Students will be able to identify substantive areas of social psychological inquiry, including the self, person perception, attitudes and persuasion, group processes, stereotyping and prejudice, interpersonal attraction, helping behavior and aggression.
Measurement: Multiple choice tests, short essays.

4. Contributions of major thinkers and contributors

Students will be able to identify and explain the contributions of major thinkers and contributors of classic and contemporary theory and research in social psychology, such as Leon Festinger and Stanley Milgram.
Measurement: Multiple choice tests, short essays.

5. Applications of social psychology

Students will be able to identify how social psychological theory and research have been applied to domains outside the discipline, such as in health settings and the law.

Measurement: Multiple choice tests, short essays.

Top

Applied Social Psychology

Applying social psychological theory, research, and methods to such domains as law, business, education, the media, mental health, and physical health.

PSYCH 352

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 310; or instructor's consent.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PSYCH 352

Course Outcomes

1. Defining a social problem

Students will be able to understand how one defines something as a "social problem".
Measurement: Multiple choice tests, short essays.

2. Basic compared to applied social psychology

Students will be able to compare and contrast basic and applied social psychology.
Measurement: Multiple choice tests, short essays.

3. Substantive areas of social psychological application

Students will be able to identify substantive areas of social psychological application, such as education, physical health, mental health, the environment, and business.
Measurement: Multiple choice tests, short essays.

4. Research project

Students will be able to apply social psychological methods to an intervention designed to understand or ameliorate a social problem.
Measurement: Evaluation of project

Top

LDS Perspectives and Psychology

Relationships between theories of psychology and LDS thought.

PSYCH
353

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter
Programs	Containing PSYCH 353

Course Outcomes

1. Reasoned position on the enduring questions

Students will express a reasoned position on the enduring questions, issues, and concerns of the discipline of psychology that is grounded in and faithful to the Restored Gospel of Jesus Christ.
Measurement: Essay questions on exams/Term paper option.

2. Gospel-centered perspectives on psychological science

Students will identify various gospel-centered perspectives on psychological science (both in theory and practice) that have been offered by prominent LDS (and other Christian) scholars, as well as prophets, apostles, and other general authorities.
Measurement: Multiple choice questions on exams/Individual quizzes.

3. Critical thinking on basic assumptions about human nature

Students will demonstrate basic critical thinking skills by comparing and contrasting the basic assumptions about human nature found in the Restored Gospel and in the various secular traditions of mainstream psychology.
Measurement: Essay questions on exams/Term paper option.

4. Implications of assumptions for theory and practice

Students will identify and evaluate the various implications that these assumptions about human nature have for both the theory and practice of contemporary psychology.
Measurement: Multiple choice questions and essay questions on exams and quizzes/Term paper option.

↑Top

Psychology of Religion

Classification of religious behavior and experience; source of religious motivation; religion and the growth process.

PSYCH
354

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Contact Department
Programs	Containing PSYCH 354

Course Outcomes

1. Key assumptions of psychology, religion, and spirituality

Students will define psychology, religion, and spirituality and compare and contrast their key assumptions.
Measurement: Multiple choice/Analytic essays.

2. Critical examination of perspectives

Students will critically examine the implications of psychological perspectives on religion and spirituality, as well as the implications of religious and spiritual perspectives on psychology.
Measurement: Analytic essays.

3. Alternative perspectives

Students will identify alternative psychological, religious, and spiritual perspectives, examine their assumptions, and consider the value of their alternative implications to the relationship between these three worldviews.
Measurement: Multiple choice/Analytical essays.

4. Critical examination of one's own assumptions

Students will critically examine their own assumptions about the relationship between psychology, religion, and spirituality.
Measurement: Analytical essays.

Top

Introduction to Health Psychology

Psychology focusing on the Biopsychological Model, i.e., health issues from standpoint of biological, psychological, and social factors.

PSYCH 356

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall
Programs	Containing PSYCH 356

Course Outcomes

1. Key concepts and theories in health psychology

Students will identify and describe key concepts and theories in health psychology.
Measurement: Multiple choice and brief response exams; quizzes.

2. Contributions to the understanding of illness

Students will examine the contributions of health psychology to the understanding of acute and chronic illness.
Measurement: Multiple choice and brief response exams; group assignments and presentation.

3. Critique current news articles about health

Students will critique current news articles about health using principles and concepts from class.
Measurement: Writing assignments.

4. Principles of health psychology in everyday life

Students will explain how principles of health psychology operate in everyday life.
Measurement: Writing assignments.

⬆Top

Leadership Development

Principles and practices of successful leadership: decision making, communications, planning, team building, motivation, and interpersonal skills.

PSYCH 358

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter
Programs	Containing PSYCH 358

Course Outcomes

1. Major areas of the psychology of leadership

Students will demonstrate a basic understanding of the major areas of the psychology of leadership, including leadership as trait or as function; leadership styles (charismatic, transactional, transformational); contingency and situational leadership; ethics and responsibility; influence tactics; teamwork and team-building; motivation and coaching skills; creativity and innovation; communication, negotiation, and conflict resolution; strategic and tactical leadership; leadership development and succession planning.
Measurement: Multiple choice tests, short essays.

2. Apply leadership theory to specific situations

Students will learn to apply leadership theory to specific organizational situations.
Measurement: Writing assignment.

Top

Environmental Psychology

Interaction between people and their physical context.

PSYCH 359

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	
Programs	Containing PSYCH 359

Course Outcomes

(Not currently offered.)

Enter ONE outcome here.

Top

Principles of Learning

Principles of learning; representative experiments.

PSYCH 361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PSYCH 361

Course Outcomes

1. Understanding of behavior analysis concepts

Students will develop their understanding of and facility with the concepts by which behavior analysis makes sense of selected learning phenomena.
Measurement: In-class quizzes, both individual- and team-based, on assigned textbook and other reading.

2. Virtual laboratory rat

Students will connect the concepts to the behavior of a virtual laboratory rat.
Measurement: Individual- and team-based written reports and in-class presentations of the results of virtual experiments. Team-based manuscripts in multiple drafts both peer- and instructor-reviewed.

3. Application of behavioral concepts to humans

Students will apply the concepts to human behavior, including one's own.
Measurement: Out-of-class team-based application activities summarized in written reports. Essay exams that emphasize applications to real-life phenomena.

Top

Motivation

Determinants of motivation, relationship of motives to emotion, cognition, personality, and action. Implications for understanding self and others.

PSYCH 365

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PSYCH 365

Course Outcomes

1. Theories and research in the psychology of motivation

Students will compare and contrast a wide range of theories and research findings within the sub discipline of the psychology of motivation.
Measurement: In-class quizzes, both individual- and team-based, on assigned textbook and other reading.

2. Application of theories and concepts

Students will categorize and apply theories and concepts to specific fictional characters and settings in film.
Measurement: Out-of-class application activities that focus on four films shown in class and that require application of specific concepts to the characters, plots, and themes of the films.

3. Connections to one's own experience

Students will analyze connections between the subject matter and one’s own experience of motivation.
Measurement: Individual essays and essay exams that focus on the personal application of concepts to one’s experience.

Top

Sensation and Perception

Sensory basis of perception and principles of perceptual organization.

PSYCH
370

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or NEURO 205; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring
Programs	Containing PSYCH 370

Course Outcomes

1. Understanding of perception, brain, and environment

Students will gain an understanding of how our brains interact with our external environment and give rise to our perceptions.
Measurement: Students will demonstrate this understanding on quizzes and on exams.

2. Research methods in cognitive neuroscience

Students will develop an understanding of how we know what we know about sensation and perception, i.e., research methods in cognitive neuroscience and the scientific method.
Measurement: Students will demonstrate this understanding through in-class discussion, on quizzes/exams, and through coming to class ready to learn. Being ready to learn includes completing the assigned readings and assessments, participating in lecture and discussion, and completing outside assignments (e.g., labs).

3. Apply principles of sensation and perception

Students will be able to apply the principles discussed in class to the world around them.
Measurement: Students will demonstrate this through lab assignments.

4. Critical reflection

Students will be able to critically reflect on the content of psychology as well as on disciplinary values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their serious study of psychology and neuroscience.
Measurement: Multiple choice exams, quizzes.

Top

Cognition

Perceptual organization; information processing; cognitive development; relationships between sensory analysis, perception, memory, learning, language, and problem solving.

PSYCH 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or NEURO 205; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 375

Course Outcomes

1. Cognitive processes of perception, memory, language, etc.

Students will recognize and understand the cognitive processes of perception, memory, language, reasoning, and problem solving.
Measurement: This will be assessed on multiple choice and essay quizzes and exams.

2. Application of cognitive psychology

Students will assess and develop ways to apply the principles of cognitive psychology.
Measurement: This will be assessed with a design proposal that implements the principles of cognitive psychology.

Top

Language Development

Principles of language acquisition including communicative development in infancy, sematic and syntactic development, language and literacy in the school years, and effects of brain damage.

PSYCH 376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	
Programs	Containing PSYCH 376

Course Outcomes

1. The emergence of language

Students will demonstrate knowledge of early communicative behaviors and the emergence of language.
Measurement: Multiple choice tests, short essays.

2. Phonology, semantics, grammar, and pragmatics

Students will demonstrate knowledge of the components of language – specifically phonology, semantics, grammar, and pragmatics.
Measurement: Multiple choice tests, short essays.

3. Language development

Students will show knowledge of how language continues to develop in school age children as well as adulthood.
Measurement: Multiple choice tests, short essays.

4. Language disorders

Students will have a basic knowledge of various language disorders.
Measurement: Multiple choice tests, short essays.

5. Neurological components of language

Students will be able to describe the basic neurological components of language – including the effects of strokes and dementia on language and speech.
Measurement: Short essays.

Top

The Cognitive Neuroscience of Memory

Advanced topics in current and historical memory research.

PSYCH 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Psych 381 or Psych 375 or Neuro 380 or equivalent or instructor consent.
Taught	Contact Department
Programs	Containing PSYCH 377

Course Outcomes

Please contact the individual department for outcome information.

Top

Behavioral Neurobiology

Basic physiological, anatomical, and chemical foundations of psychology.

PSYCH 381

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or NEURO 205; or instructor's consent. (Neuro 205 will substitute for Psych 310.)
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 381

Course Outcomes

1. The brain, experience, and behavior

Students will develop their understanding of how the brain influences one's experience of the world and one's behavior in it.
Measurement: In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

2. Scientific methods and behavioral neurobiology

Students will identify scientific methods, especially those of cognitive neuroscience, that are valuable in behavioral neurobiology.
Measurement: In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

3. Diseases, trauma, drug usage, hormones, and genes

Students will extend concepts and research findings to diseases, trauma, drug usage, hormones, and genes.
Measurement: In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

Top

Stress Psychobiology

Behavioral neurobiology of stress.

PSYCH 382

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or NEURO 205; or instructor's consent. (Neuro 205 will substitute for Psych 310.)
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall
Programs	Containing PSYCH 382

Course Outcomes

1. Stress, physiology, and physical health outcomes

Students will describe how stress affects physiology and physical health outcomes.
Measurement: Multiple choice exams, quizzes.

2. Analysis of a health condition in the context of stress

Students will integrate their knowledge of stress and health by analyzing a health condition in the context of stress.
Measurement: APA style paper.

3. Experimentation with stress management techniques

Students will experiment with stress management techniques and assess their effectiveness using a stress management journal.
Measurement: Journal entries, critique of experience.

Top

Introduction to Primate Behavior

Overview of primate behavior; the role of parental care on developmental outcome, functional neurobiology, and psychopathology.

PSYCH
387

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or NEURO 205; or instructor's consent.
Taught	Winter
Programs	Containing PSYCH 387

Course Outcomes

1. The diversity of primate species and environments

Students will recognize the diversity of primate species and environments, and examine representative species in detail.
Measurement: In-class quizzes and exams on the assigned reading.

2. Specific aspects of primate behavior

Students will examine specific aspects of behavior, including emotion, cognition, language, parental care, sociality, functional neurobiology, and psychopathology.
Measurement: In-class quizzes and exams on the assigned reading.

3. Compare and contrast non-human and human primates

Students will compare and contrast nonhuman-primate and human behavior and environments, and consider the implications for personal beliefs about human behavior.
Measurement: Literature review on a self-selected topic in multiple drafts with peer-, Writing Center-, and instructor-review.

↑Top

Drugs, Reward and Addiction

Examines the biopsychosocial nature of drug and behavioral addiction. This course presents the most current research in the field and bridges psychology and neuroscience.

PSYCH 388

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 111; or NEURO 205
Taught	Fall
Programs	Containing PSYCH 388

Course Outcomes

1. Understanding the fundamentals of drug use

Learn the theoretical basis of pharmacology, pharmacokinetics, and pharmacodynamics, and critically evaluate research in the field.
Measurement: Students will demonstrate this understanding through in-class discussion and on quizzes and exams.

2. Understanding the neural basis of reward

Learn the neural underpinnings of drug and behavioral reward, and evaluate research methods in biochemistry, pharmacology, psychology, and neuroscience.
Measurement: Students will demonstrate this understanding through in-class discussion and on quizzes and exams.

3. Understanding the biopsychosocial nature of addiction

Learn the historical, political and sociological aspects of drug abuse, addiction, treatment, and prevention. Use this knowledge to inform real-world treatments and outcomes associated with drug use and abuse. Students will be able to apply the principles discussed in class to problems and solutions regarding drug and behavioral addiction. Students will be able to critically reflect on the content of the course in light of their knowledge of and commitment to the restored gospel of Jesus Christ, and to sustain personal values that are true to the gospel, while maintaining their serious study of psychology and neuroscience.
Measurement: Students will demonstrate this understanding through in-class discussion, on quizzes/exams. In addition, students will demonstrate this through lab reports on guest lecturers, presentations of news reports and current original research articles, and through attending a community addiction treatment facility and experiencing first-hand the practical aspects of addiction treatment.

Top

Advanced Personality Studies

PSYCH 390R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1. Develop understanding of a non-focal topic in psychology

Students will develop their understanding of a psychological topic that is not focal in the undergraduate curriculum otherwise.

2. Identify sub disciplines in psychology related to that topic

Students will identify related sub disciplines in psychology and their primary contributions to the topic.

3. Proposal for a research approach to that topic.

Students will identify primary means of scientific research in the topic, and formulate a proposal for additional research.

↑Top

Comp. Animal Behavior

PSYCH 390R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1. Develop understanding of a non-focal topic in psychology

Students will develop their understanding of a psychological topic that is not focal in the undergraduate curriculum otherwise.

2. Identify sub disciplines in psychology related to that topic

Students will identify related sub disciplines in psychology and their primary contributions to the topic.

3. Proposal for a research approach to that topic.

Students will identify primary means of scientific research in the topic, and formulate a proposal for additional research.

Top

Ethology and Sociobiology

PSYCH
390R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1. Develop understanding of a non-focal topic in psychology

Students will develop their understanding of a psychological topic that is not focal in the undergraduate curriculum otherwise.

2. Identify sub disciplines in psychology related to that topic

Students will identify related sub disciplines in psychology and their primary contributions to the topic.

3. Proposal for a research approach to that topic.

Students will identify primary means of scientific research in the topic, and formulate a proposal for additional research.

Top

Forum Lecture

PSYCH 390R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1. Develop understanding of a non-focal topic in psychology

Students will develop their understanding of a psychological topic that is not focal in the undergraduate curriculum otherwise. Recent examples include evolutionary psychology and the psychology of humor.
Measurement: In-class quizzes and exams on the assigned reading.

2. Identify sub disciplines in psychology related to that top

Students will identify related sub disciplines in psychology and their primary contributions to the topic.
Measurement: In-class quizzes and exams on the assigned reading.

3. Proposal for a research approach to that topic.

Students will identify primary means of scientific research in the topic, and formulate a proposal for additional research.
Measurement: Author a proposal for original research in multiple drafts that includes a literature review, description of method and data analysis, statement of significance, references, and timeline and estimated budget.

↑Top

Special Topics in Psychology

Exploration of specific topics that are not currently among the main thematic fields of psychology.

PSYCH 390R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1. Develop understanding of a non-focal topic in psychology

Students will develop their understanding of a psychological topic that is not focal in the undergraduate curriculum otherwise. Recent examples include evolutionary psychology and the psychology of humor.
Measurement: In-class quizzes and exams on the assigned reading.

2. Identify subdisciplines in psychology related to that top

Students will identify related subdisciplines in psychology and their primary contributions to the topic.
*Measurement:*In-class quizzes and exams on the assigned reading.

3. Proposal for a research approach to that topic.

Students will identify primary means of scientific research in the topic, and formulate a proposal for additional research.
Measurement: Author a proposal for original research in multiple drafts that includes a literature review, description of method and data analysis, statement of significance, references, and timeline and estimated budget.

Top

Academic Internship

Supervised professional experiences linking academic learning with experience in the field of psychology.

PSYCH
399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310
Note	A maximum of 9 total internship credit hours from either Psych 399R or Psych 496R may be taken.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 399R

Course Outcomes

1. Placement in a professionally enhancing work setting

The first and primary objective is the placement of each student in a professionally enhancing work setting. We intend to continuously improve the quality of internship experiences being offered through a process of continuous assessment of all internships, negotiations with agencies, and internship advisement and counseling of students at the beginning of the contractual process.

2. Work experience connections to the content of psychology

Students will critically reflect on the connections between their work experience and the content of psychology and articulate these work-related insights.
Measurement: Short essays essay examinations, and applications book review.

3. Professional skills and attitudes

Students will develop professional skills and attitudes through readings on professional etiquette, in-class presentations to classmates, and poster presentation at open house.
Measurement: Graded writing assignments, PowerPoint presentation, and poster creation and presentation.

↑Top

Senior Practicum: Teaching of Psychology

Capstone experience as an undergraduate teaching assistant or Psych Central tutor or in other teaching-related activities, including research.

PSYCH 410R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing PSYCH 410R

Course Outcomes

1. Skill in grading, mentoring, and/or teaching

Students will demonstrate skill in grading, mentoring, and /or teaching one or more areas of psychology. In addition to their applied work under a faculty mentor, they will be instructed in a "teaching of psychology" class.
Measurement: Student academic performance in this capstone will be assessed using multiple choice and short essay exams on the material from the class. Student application of teaching and grading practices and principles will be assessed through mentor evaluation of performance.

Top

Senior Practicum: Community Projects

Capstone experience in community-based service learning related to practice of psychology. Structured record of student's experience required.

PSYCH 420R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 420R

Course Outcomes

1. Application of psychology within a community setting

Students will demonstrate knowledge of the application of the principles of psychology within a community setting.
Measurement: Application of psychological principles in a community setting will be assessed through a mentor evaluation.

Top

Senior Practicum: Research in Psychology

Capstone experience in psychological research -- laboratory-based, field-based, or otherwise. Student typically works with a research team.

PSYCH 430R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	PSYCH 307 & PSYCH 309 & PSYCH 310; or instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 430R

Course Outcomes

1. Skill development in the research process

Students will demonstrate skill in several aspects of the research process: literature review and evaluation, data gathering, data analysis, writing, and publishing.
Measurement: Student mastery of the research process will be assessed from a paper prepared by the end of the semester in proper format for publication.

↑Top

Supervised Instructional or Research Experience

Course-related instructional activities or laboratory/field research.

PSYCH 492R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

1. Demonstrated Skill in Instruction or Demonstrated Skill in Research

Student(s) will demonstrate skill in developing an instructional plan and lectures in an area of psychology, or skill in an area of psychological research.
Measurement: Student mastery of the instructional process or the research process will be assessed from a paper or other method of documentation prepared by the end of the semester.

Top

Independent Readings

Supervised research experiences related to literature review in psychology.

PSYCH 495R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

1. Demonstrated Mastery of a Topic Area of Psychological Research

Student(s) will demonstrate mastery of a topic area of psychological research, obtained by their own independent scholarly work.
Measurement: Student mastery of the research area will be assessed from a paper prepared by the end of the semester.

Top

Academic Internship, Capstone

An academic internship for those who are fulfilling their capstone requirement in their senior year.

PSYCH 496R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 307 & PSYCH 310; senior standing.
Note	A maximum of 9 total internship credit hours from either Psych 399R or Psych 496R may be taken.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 496R

Course Outcomes

Academic Internship, Capstone

(1) The first and primary objective is the placement of each student in a professionally enhancing work setting. We intend to continuously improve the quality of internship experiences being offered through a process of continuous assessment of all internships, negotiations with agencies, and internship advisement and counseling of students at the beginning of the contractual process.
(2) Students will critically reflect on the connections between their work experience and the content of psychology and articulate these work-related insights.
(3) Students will develop professional skills and attitudes through readings on professional etiquette, in-class presentations to classmates, and poster presentation at open house.

Top

Independent Research

Supervised research experiences related to data gathering, analysis, and writing in psychology.

PSYCH
499R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PSYCH 499R

Course Outcomes

1. Demonstrated Skill in Research

Student(s) will demonstrate skill in several aspects of the research process: literature review and evaluation, data gathering, data analysis, writing, and publishing.
Measurement: Student mastery of the research area will be assessed from a paper prepared by the end of the semester.

Top

Data Analysis in Psychological Research 1

Using and interpreting major quantitative methods in psychology; some commonly used computer methods.

PSYCH
501

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	PSYCH 308; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall

Course Outcomes

1. Recognize and understand notation, formulae, and concepts

Students will recognize basic statistical notation, formulae, and concepts.
Measurement: This will be measured by quizzes and exams.

2. Select appropriate method and evaluate results

Students will not only learn how to calculate the statistics we discuss, but also learn when such analyses would be appropriate and how to evaluate the results from statistical analyses.
Measurement: This will be measured by students' performance on homework assignments, quizzes, exams, and the end of semester project.

3. Skill in formulae and software

Students will become skilled in using statistical formulae and statistical software–including interpreting the output from the formulae and software.
Measurement: This will be measured by students' performance on homework assignments and the end of the semester project.

4. Apply statistical ideas to novel situations

Students will become skilled in applying statistical ideas and formulae to novel situations.
Measurement: This will be measured by students' performance on the end of semester project.

↑Top

Data Analysis in Psychological Research 2

Introduction to multivariate data analysis methods, including multivariate analysis of variance, factor analysis, discriminant analysis, multivariate multiple regression, canonical correlation, structural equations modeling, cluster analysis, etc.

PSYCH
502

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	PSYCH 501; or instructor's consent.
Taught	Fall

Course Outcomes

1. Read and understand statistical methods

Students will be able to read and understand the statistical methods in virtually any empirical article.
Measurement: This will be measured by quizzes and exams.

2. Select appropriate methods

Students will know what statistical tests to use to answer specific research questions.
Measurement: This will be measured by quizzes and exams.

3. Statistical software use and interpretation

Students will be able to perform—using statistical software—interpret, and write up for publication the results of the multivariate statistical tests most commonly used in psychological science.
Measurement: This will be measured by performance on a group course project, and also on exams.

Top

Research Measurement

Classical true score and item response theories; estimation procedures for instrument reliability and validity.

PSYCH 503

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 501; or instructor's consent.
Taught	Winter

Course Outcomes

1. Thorough understanding of test and measurement theory

Students will become full-fledged psychometric ninjas. That is, students will develop a thorough understanding of test and measurement theory and their importance to science and practice in clinical psychology.
Measurement: This objective will be assessed through students' contributions to class discussions and students' performance on homework assignments and exams.

2. Statistical software to assess tests

Students will gain experience using the statistical analysis software (for example SPSS and AMOS) needed to develop and assess tests and measures used in psychology.
Measurement: This objective will be achieved through homework assignments.

3. Develop a thoughtful, critical perspective

Students will develop a critical perspective of psychological testing by learning its strengths and limitations. "Critical" is used here to denote a thoughtful analysis rather than simply a negative perspective that focuses on limitations.
Measurement: This objective will be achieved through class discussion, homework assignments, and exams.

4. Write clearly, concisely, and precisely about measures

Students will learn to speak and write about statistics in a way that is *clear, concise, and precise*.
Measurement: This objective will be achieved through class discussion, homework assignments, and exams.

Top

Research Design

Overview of designs used in psychotherapeutic literature, emphasizing critical analysis of empirical research.

PSYCH 504

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Psych 501.
Taught	Winter

Course Outcomes

1. Understanding of research design and methodology

Students will acquire a fundamental understanding of research design and methodology, and the thinking skills to develop and critique a research design.
Measurement: This will be measured by exams and writing assignments.

2. Learn to use research design principles in own research

Students will learn to use research design principles in conducting their own research.
Measurement: This will be measured by exams and writing assignments.

3. Working knowledge of APA ethical standards for research

Students will acquire a working knowledge of APA ethical standards for research with humans and animals.
Measurement: This will be measured by in class conversations about the required reading, exams and assignments.

4. Skill in developing and critiquing study design

Students will acquire skill in developing and critiquing a study from the standpoint of design and methodology.
Measurement: This will be measured by exams and assignments.

↑Top

Clinical Research

Overview of research examining processes and outcomes of psychological treatments for psychological disorders.

PSYCH 505

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 503 & PSYCH 504; or instructor's consent.
Taught	Winter

Course Outcomes

1. Describe and summarize effectiveness of therapy/interventions

Students will describe and summarize the effectiveness of psychological interventions as well as the effective ingredients of therapy.
Measurement: Class presentations, brief writing assignments.

2. Evolution of themes and controversies

Students will assess the history and evolution of important themes and controversies that have influenced the current state of psychotherapy, such as the impact of managed care, shortened therapy time limits, and the push towards evidence-based practices.
Measurement: Class presentations, essay exam.

3. Implications of current research for the practice of psychotherapy

Students will discuss the implications of current research findings for the practice of psychotherapy and for their own professional practice.
Measurement: Essays questions.

Top

History and Systems of Psychology

Survey of origins and development of modern psychology, including consideration of the schools and theoretical systems.

PSYCH
510

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 210; or equivalent; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Spring odd years

Course Outcomes

1. Advanced critical thinking and analysis of assumptions

Students will employ advanced critical thinking skills by analyzing via comparison and contrast various assumptions regarding human nature that have traditionally guided and shaped contemporary psychological thought.
Measurement: Short essay format group quizzes and short analytic paper assignments.

2. Identify and evaluate implications of assumptions

Students will identify and evaluate the various implications that these assumptions about human nature have for both the theory and the practice of contemporary psychology.
Measurement: Multiple choice quizzes, short essay format group quizzes, and short analytic paper assignments.

3. Identify major figures and schools of thought

Students will identify the major figures and schools of thought that have made significant historical and conceptual contributions to the contemporary disciplinary landscape of psychology.
Measurement: Multiple choice individual and group quizzes.

4. Reasoned position on enduring questions and concerns

Students will express a reasoned position on some of the enduring questions, issues, and concerns of the discipline of psychology that is faithful to the Restored Gospel of Jesus Christ.
Measurement: Short analytic paper assignments.

Top

Philosophy of Science for the Social Sciences

Issues in philosophy of science as they apply to social sciences, including methods, epistemology, and construction of knowledge.

PSYCH
511

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent or admission to PhD program.
Taught	Winter

Course Outcomes

1. Identify major issues, trends, and schools of thought

Students will identify major issues, trends, and schools of thought in contemporary philosophy of social science.
Measurement: Analytic essays.

2. Critically evaluate issues, trends, schools of thought

Students will critically evaluate via comparison and contrast these issues, trends, and schools of thought.
Measurement: Analytic essays.

3. Articulate their own position on major issues

Students will articulate their own position on major issues in contemporary philosophy of social science, with particular attention toward the theory and practice of psychology.
Measurement: Term paper assignment.

↑Top

Qualitative Research Methods

Theories and methods of qualitative research emphasizing philosophical assumptions, question formulation, data gathering, interpretation, and presentation of findings.

PSYCH 512

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	

Course Outcomes

1. Identify and critically evaluate qualitative methods

Students will identify and critically evaluate a broad range of qualitative methods of research in contemporary psychology.
Measurement: Multiple choice quizzes/Analytic essays.

2. Propose, design, and conduct a novel qualitative project

Students will propose, design, and conduct a novel research project employing qualitative methods.
Measurement: Course length research project.

3. Critically evaluate contemporary qualitative research

Students will critically evaluate contemporary examples of qualitative research from a variety of traditions, as well as submit their own work in the course to such evaluation.
Measurement: Analytic essays and critical review papers.

↑Top

Functional MRI Design and Analysis

Functional MRI experimental design and data analysis methods.

PSYCH 513R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Psych 381 or equivalent or instructor's consent.
Taught	Winter
Programs	Containing PSYCH 513R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Topics in Behavioral Neuroscience

Advanced topics and skills in behavioral neuroscience.

PSYCH
513R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Psych 381 or equivalent or instructor's consent.
Taught	Contact Department

Course Outcomes

Topics in Beh Neuroscience

(1) Students will demonstrate skill in several aspects of the research process including such things as: data gathering, data analysis, literature review and evaluation, writing, and publishing.

↑Top

Advanced Developmental Psychology

Major research in developmental psychology, emphasizing theory, content, and methodology.

PSYCH 520

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 320 & PSYCH 321 & PSYCH 322; or equivalent; or instructor's consent.
Taught	Winter

Course Outcomes

1. Understand the developmental perspective

Students will extend their understanding of and appreciation for the developmental perspective.
Measurement: Take-home essay examinations and reaction papers based on the assigned textbook reading. Lead class discussions.

2. Explain multifinality and equifinality

Students will explain how similar experiences can lead to different outcomes (multifinality) and how similar outcomes can arise from different starting points (equifinality).
Measurement: Take-home essay examinations and reaction papers based on the assigned textbook reading. Lead class discussions.

3. Justify claim that phenotypes have developmental history

Students will justify the claim that all phenotypic outcomes, including behaviors, have a developmental history.
Measurement: Take-home essay exams and reaction papers based on the assigned textbook reading. Lead class discussions.

↑Top

Organizational Psychology

Personal and interpersonal aspects of organizational life: goal setting, decision making, problem solving, communication, control, leadership, motivation, and change.

PSYCH
531

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 330; or equivalent; or instructor's consent.
Taught	

Course Outcomes

1. Understanding of major areas of I/O psychology

Students will demonstrate a basic understanding of the major areas of organizational and industrial psychology, including human resources; leadership development; employee training, motivation, and satisfaction; group dynamics, organizational climate; and team-building.

2. Apply organizational theory

Students will learn to apply organizational theory to specific organizational situations.

3. Organizational skills

Students will acquire skill in collaborative teamwork, time management, self-motivation, and project planning.
Measurement: Evaluation of cooperative class assignments.

↑Top

Personality Theory

Contemporary theories of personality developed within the framework of major psychological systems.

PSYCH 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 341; or equivalent; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Contact Department

Course Outcomes

1. Identify and distinguish the major personality theories

Students will identify and distinguish the major personality theories of psychology and their specific features and content.
Measurement: Multiple choice/critical analytic essays.

2. Identify, compare, contrast, and evaluate assumptions

Students will identify, compare and contrast, and critically evaluate the philosophical and theoretical assumptions that underlie these personality theories.
Measurement: Multiple choice/critical analytic essays.

3. Conceptual tools of theory construction and evaluation

Students will develop and demonstrate understanding of the conceptual tools of theory construction, analysis and evaluation.
Measurement: Critical analytic essays.

4. Articulate their own position on major issues

Students will articulate their own position on some of the major issues of personality theory, theory construction, and application of theory.
Measurement: Essay assignment.

↑Top

Theory and Research in Social Psychology

Current theories and research on interaction with others.

PSYCH
550

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 350; or equivalent; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall

Course Outcomes

1. Familiarity with social psychological theory and research

Students will acquire a deep familiarity with social psychological theory and social psychological research, and will demonstrate advanced competency in the field.
Measurement: Midterm and final essay exams.

2. Summarize empirical research related to major topics

Students will be able to identify and find empirical research related to major topics in social psychology and write knowledgeable summaries of such research.
Measurement: Evaluation of class reports and written research summaries.

↑Top

Applied Social Psychology

Overview of domains in which social psychological theory and research have been applied in field settings.

PSYCH 552

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 352; or equivalent; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Winter

Course Outcomes

1. Familiarity with applied social versus basic social

Students will understand the distinctions between basic and applied social psychology and will acquire an advanced understanding of and familiarity with the field of applied social psychology. *Measurement:* Midterm and final essay exams.

2. Conduct applied social psychological research

Students will meet with a client and develop, execute, and report the results of an applied research project.

- *Measurement:* Evaluation of written and oral report.

Top

Group Dynamics

Theories and research on small-group processes and mass behavior.

PSYCH 555

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 365; or equivalent; or instructor's consent.
Taught	

Course Outcomes

Being considered for expiration.

This course hasn't been taught recently. The department is in the process of evaluating whether to expire this course.

↑Top

Learning Theory

Critical review of current theories and persistent issues.

PSYCH 560

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 361; or equivalent; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Contact Department

Course Outcomes

1. Understanding of behavioristic learning theory

Students will extend their understanding of the behavioristic tradition of learning theory as science and philosophy.
Measurement: Take-home essay exams on assigned reading. Regular in-class conversation focused on student-submitted questions about the assigned reading.

2. Describe behavioristic account of phenomena

Students will describe the behavioristic account of phenomena typically accounted for in cognitive, intuitive, and humanistic terms, such as mind, will, agency, privacy, and self.
Measurement: Take-home essay exams on assigned reading. Regular in-class conversation focused on student-submitted questions about the assigned reading.

3. Apply behaviorism to phenomenon of personal interest

Students will apply the behavioristic account in an analysis of a phenomenon of personal interest.
Measurement: Author an argumentative essay in multiple drafts with peer- and instructor-review.

↑Top

Motivational Psychology

Theoretical, historical, and empirical overview; recent trends and issues; role of animal studies; methodological issues.

PSYCH
565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 365; or equivalent; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall Contact Department

Course Outcomes

1. Synthesize a multi-perspectival psychology of motivation

Students will synthesize a multi-perspectival psychology of motivation from a series of texts.
Measurement: Take-home essay exams on assigned reading. Regular in-class conversation focused on student-submitted questions about the assigned reading.

2. Compare and contrast the perspectives of the texts

Students will compare and contrast the perspectives represented by the texts.
Measurement: Take-home essay exams on assigned reading. Regular in-class conversation focused on student-submitted questions about the assigned reading.

3. Expound an issue that runs across the texts

Students will identify and expound on a self-selected issue that runs across the texts, and thus illustrate the multi-perspectival view.
Measurement: Author a comparative essay in multiple drafts with peer- and instructor-review. In-class presentation summarizing the essay’s argument.

Top

Cognitive Processes

Theory and research in perception, attention, language, problem solving, and other thinking processes.

PSYCH
575

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 370 & PSYCH 375; or equivalents; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Seminar in Mathematical Psychology

Variable topics concerning the application of mathematical and statistical methods to psychology, with emphasis on jointly publishing a methods paper.

PSYCH 578R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 308; or equivalent.
Taught	Contact Department

Course Outcomes

1. Conceptual basis and theory of the topic(s) in advanced quantitative methods

Students will be able to explain the rationale and the theoretical basis of the statistical/mathematical concepts, formulae, and notations.
Measurement: Essay exam questions

2. Computational ability in advanced quantitative methods

Students will be able to accurately perform the major calculations of the quantitative methods covered in the course.
Measurement: Computational exam questions.

3. Data analysis skills

Students will acquire skill in using statistical/mathematical analysis applications to analyze data sets.
Measurement: Test of computer analysis skill, using a collection of example data sets and a statistical analysis application.

Top

Health Psychology

In-depth examination of behavior from perspective of health and disease

PSYCH 583

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 381 & PSYCH 382; or equivalents; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Contact Department

Course Outcomes

1. Factors that influence health

Students will identify and describe the biological, psychological, social, and spiritual factors that influence health.
Measurement: Multiple choice exams, quizzes.

2. Integrate understanding of health factors

Students will integrate understanding of biological, psychological, social, and spiritual factors that influence health by analyzing a health condition in light of the biopsychosocial model.
Measurement: APA style paper.

3. Biopsychosocial model & stress management journal

Students will examine how the biopsychosocial model applies in their own lives using a stress management journal and assessing how the different factors contribute to their own health and well-being.
Measurement: Journal entries, critique of experience.

Top

Cognition, Affect, and Brain Function

Basic principles of cognition and affect as they relate to normal brain function and following neural disease or injury.

PSYCH 584

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 381; or NEURO 380; or equivalent; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing PSYCH 584

Course Outcomes

1. Brain systems and cognitive/emotional functions

Students will extend their understanding of specific brain systems and the cognitive and emotional functions correlated with those systems.
Measurement: Participation in class conversation about the required reading; in-class presentations on brain function or disorders; final examination.

2. Approaches to the study of the brain, research methods

Students will compare and contrast scientific approaches to the study of brain, cognition, and emotion; and describe specific structural and functional research methods.
Measurement: Participation in class conversation about the required reading; in-class presentations and writing assignments.

3. Brain injury and cognitive/emotional disorders

Students will describe how brain injury can produce cognitive or emotional disorders or both and how the study of brain injury illustrates issues in the evaluation of research findings.
Measurement: Author journal article critiques, final exam, and in-class presentations.

↑Top

Human Neuropsychology/Biological Bases of Behavior

Critical study of brain-behavior relationships.

PSYCH
585

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 381 & PSYCH 382; or equivalents; or instructor's consent.
Taught	Winter Contact Department
Programs	Containing PSYCH 585

Course Outcomes

1. Critical understanding of brain-behavior relationships

Students will extend their critical understanding of brain-behavior relationships.
Measurement: A series of exams, including a final exam, on the assigned textbook reading. Participation in class conversation about the required reading.

2. Integrate neuroanatomy with neurobiological functionality

Students will integrate neuroanatomy with neurobiological functionality.
Measurement: A series of exams, including a final exam, on the assigned textbook reading. Participation in class conversation about the required reading.

3. Apply understanding to clinical human neuropsychology

Students will apply their understanding to clinical human neuropsychology.
Measurement: Author a paper on a contemporary issue in human neuropsychology. The final exam will require analysis of specific human cases.

↑Top

Hormones and Behavior

Neural and endocrine mechanisms underlying behavior.

PSYCH
586

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 381 & PSYCH 382; or equivalents; or instructor's consent.
Taught	
Programs	Containing PSYCH 586

Course Outcomes

Being considered for expiration.

This course hasn't been taught recently. The department is in the process of evaluating whether to expire this course.

↑Top

Sensory and Perceptual Processes

Critical examination of sensory mechanisms and perceptual organization.

PSYCH 587

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PSYCH 370 & PSYCH 381; or equivalents; or instructor's consent.
Note	Contains content featured in the Graduate Record Examination (GRE).
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Knowledge

Students will deepen their understanding of sensory and perceptual processes.

↑Top

Plants in the Environment

Introduction to principles of plant function and diversity.

PWS 100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PWS 100

Course Outcomes

Plant Biology Fundamentals

Demonstrate a fundamental knowledge of basic principles and concepts of plant biology (i.e., structure, function, and diversity)

Plant Appreciation

Cultivate an appreciation for the central importance of plants in the way our world and human society functions

Plants in the Environment

Provide a conceptual framework of how plants influence the environment

Environmental Problems

Practice using the scientific method to better understand plant-environment interactions

Effective Communication

Improve verbal and written communication

↑Top

Cultural History of Medicinal Plants

A global perspective of how medicinal plants have shaped cultural history and how they are used to treat illness and disease. Issues relating to conservation, natural history, biodiversity, and cultural diversity.

PWS
101

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 101

Course Outcomes

PWS 101 Learning Outcomes

1. Explain and interpret a global history of how indigenous people can use plants to treat illnesses and disease.
2. Understand and explain the differences between injurious, remedial, and psychoactive plants.
3. Explain the difference between the Western philosophy of traditional medicine and local indigenous practices for treating illnesses and disease.
4. Analyze and interpret a dose response curve.
5. Define and explain the meaning of an LD-50 and LC-50.
6. Diagram the history behind commercially available cancer chemotherapeutic drugs that are of plant origin, including the drug name, species of plant it was extracted from, acute and delayed toxicity, and major contraindications.
7. Explain the limitations and myths associated with the herbal industry.
8. Read and interpret peer reviewed literature on studies designed to show how human health has improved by using herbal remedies.
9. Explain why it is important to preserve and protect sensitive habitat such as the tropical rainforests, which contain a wealth of biological information related to future drugs as yet undiscovered.
10. Analyze the differences and similarities of how cultures of the world treat illnesses and disease

Top

Residential Landscape Design

Design and composition as applied to development of residential grounds.

PWS 103

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PWS 103

Course Outcomes

Functional and Beautiful Landscapes

Design residential landscapes that are both funtional and beautiful

Decision Making

Make better decisions when purchasing plants and landscape construction materials

Landscape Planning and Maintenance

Discuss issues and challenges dealing with landscape planning and maintenance.

Nature

Enjoy nature more

Professional Opportunities

Explain professional opportunities related to landscape design.

Top

Landscape Design Graphics

Communication through descriptive drawing and professional plan graphics: plan views, elevation, color, and computer-aided design.

PWS 105

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PWS 103
Taught	Winter, Spring
Programs	Containing PWS 105

Course Outcomes

Methods of Drawing

Feel comfortable and confident with the different methods of drawing as they relate to landscape design

Drawing Style

Have a clear and developed drawing style

Communication

Be able to produce drawings using graphics that clearly communicate and portray the design intent.

Quickness

Develop drawing techniques that allow for quick design and those that allow for more professional design.

Top

Floral Design

History and principles of floral design; identification, care, and handling of cut flowers; techniques of arranging flowers and other plant materials for home and professional use.

PWS 112

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Note	$90.00 class fee
Taught	Fall, Winter, Spring
Programs	Containing PWS 112

Course Outcomes

Principles

Students will take a pre- and post-test for foundational principles related to floral design and will show learning by an increase of at least double the average score.

Design

Students will learn how to build various floral arrangements and will successfully complete one design per week.

Top

Safety Certifications for Field Biologists

Certification modules promoting field safety to prepare students to be leaders in workplace safety. Specific trainings include first aid, CPR, hot and cold weather exposure, ATV and snowmobile operation, wild animal safety, and more.

PWS 113

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 113

Course Outcomes

Certification

Upon completion of this course, students will be certified in the use of ATVs, wilderness first aid, CPR, firearms, rope handling, defensive driving, chainsaws, fire extinguishers, bear safety, and other field biologist-related safety trainings.

Saftey mindset

Students will develop a safety mindset that will serve them throughout their lives.

Workplace hazards

Students will learn to recognize workplace hazards and how to respond appropriately to them.

Top

Introduction to Wildlife and Wildlands Conservation

Assisting students in choosing individual professions and curricula.

PWS 115

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 115

Course Outcomes

Stewardship

Students will be able to articulate stewardship responsibilities of managers to represent multiple uses of resources by multiple users with divergent opinions and perspectives.

Career Opportunities and Development

Student will be able to make an informed decision on majoring in Wildlife and Wildlands Conservation based on career opportunities and course work required to qualify for career positions.

Top

Environmental Biology

Conservation and management of natural resources concurrent with increasing socioeconomic and human population demands; factors such as soil, water, and air pollution, resources management, bioremediation, nutrient cycles, and global climate changes

PWS
150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Programs	Containing PWS 150

Course Outcomes

Global Environmental Issues

Become fluent in the science of global environmental problems, movements, and solutions including biodiversity, ecosystem function, agriculture and food production, energy systems, water, urbanization, population dynamics, air quality, and climate.

Scientific Principles and Methods

Apply the scientific method through simplified experiments with testable hypotheses. Learn to interpret experimental observations and data and how to communicate discoveries in written and verbal formats.

The Environment and Culture

Discover how environmental quality and conservation is influenced by history, economy, and unique cultural perspectives.

Evironmental Stewardship

Foster and promote environmental stewardship within your realm of influence and your community.

↑Top

Careers in Environmental Science

Career guidance and exposure to the multi-discipline fields of environmental science including resume building, internship placement, and professional networking.

PWS 155

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 155

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Personal Genomics: Me and My Genes

For non-majors who may have a particular interest in biological and genetic principles as they apply to making informed decisions about health, medical care, and genealogy.

PWS 168

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Fundamental knowledge of genetics and genomics

Students can demonstrate foundational knowledge of genetics, and understanding of emerging concepts of personal genomics in medicine, health, and family history.

Communication of genomic knowledge to peers in a group setting

Students can communicate effectively with classmates through oral, visual, and digital media and present a topic on 'personal genomics' in the news as part of a group.

Social impacts of emerging genomics technologies

Students can analyze and evaluate global and local ethical issues in personal genomics, and how these issues impact individuals, families, and society.

Genomics technologies and personal spirituality

Students can relate personal genomics concepts with teachings of the Restored Gospel, including discussions on evolution, Lamanite ancestry, and use of genomic data in family history.

Analytical thought and problem solving

Students can apply sound thinking in applying personal genomics information to real-life situations.

Top

Introduction to Genetics, Genomics, and Biotechnology

Orientation to the genetics and biotechnology major and introduction to the scientific field, including undergraduate mentored research, internships, extracurricular activities, professional careers, scientific literature, and applications of biotechnology in biomedicine, plant and animal improvement, and environmental remediation. Developing fluency in primary vocabulary of the discipline, familiarization with key technologies, writing reviews of primary literature and portfolio establishment, experiencing basic laboratory protocols.

PWS
188

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	PDBio 120 or concurrent enrollment.
Taught	Winter
Programs	Containing PWS 188

Course Outcomes

Fluency in genetics vocabulary.

Students can understand and discuss basic concepts underlying genetics, biotechnology, and genomics.

Familiarization with key technologies.

Students can explain basic operations and applications of existing and emerging technologies for applied genomics.

Literature and writing in the primary discipline.

Students can readily access primary literature in the discipline and draw upon these sources to compose appropriately formatted literature reviews.

Orientation to experiential learning opportunities.

Students can identify and apply for undergraduate educational research opportunities (BYU mentored research and external internships).

Career path orientation.

Students can describe a broad range of careers for geneticists and biotechnologists.

↑Top

Introduction to Landscape Management

Introduction to the landscape management competency matrix and portfolio. Overview of professional opportunities presented by faculty and industry professionals.

PWS 191

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PWS 191

Course Outcomes

available opportunities

Understand the opportunities for learning and growth that are available in the landscape contracting profession

professional opportunities

identify and evaluate professional areas in which to pursue excellence

maximize potential

Maximize your potential for professional success

↑Top

BYU Grounds Practicum

Multiple horticulture experiences through collaboration with BYU Grounds.

PWS 198R

Hours	0.5 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent; concurrent employment with BYU Grounds Department.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PWS 198R

Course Outcomes

Practical Experience

To provide a practical outside of the classroom experience for students

Student Exposure

To introduce students to a diverse range of practical skills and on the job training.

Green Industry

To expose students to the different aspects of the Green Industry through on campus grounds experience.

Grounds Department

To strengthen the relationship between the Landscape Management Program and the Grounds department on campus.

Campus as Lab

To make campus part of the learning laboratory.

↑Top

Academic Internship

Work experience evaluated by supervisor and posted on student's transcript.

PWS
199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Consent of both department chair and internship coordinator.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PWS 199R

Course Outcomes

Job Experience

Students will find an entry level internship position with a high quality company and receive above average ratings from the employer.

Top

Herbaceous Plants

Systematic study of nearly 170 ornamental herbaceous plant species emphasizing their desirable attributes and cultural requirements.

PWS 210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 210

Course Outcomes

Principles

Students will take a pre- and post-test for foundational principles related to growth of herbaceous plants and will show learning by an increase of at least double the average score.

Application

Students will complete a class project that involves the use of foundation principles in this course and use this written project for their portfolio.

Top

Landscape Structures

Theory and mechanics of hardscape design and construction.

PWS 211

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PWS 103
Taught	Fall
Programs	Containing PWS 211

Course Outcomes

Appllication of Construction

To apply basic knowledge of common hardscape, irrigation, and similar materials learned in the landscape structures course.

Construction of Elements

To be able to implement (construct) certain elements of landscape construction.

Construction Documents

To know how to think creatively and conceptually of a landscape design and be able to translate that into a construction document.

⬆Top

Landscape Irrigation

Working methods of the landscape industry: irrigation, equipment, and materials.

PWS 212

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PWS 211 or concurrent enrollment.
Taught	Fall
Programs	Containing PWS 212

Course Outcomes

Landscape Construction

To apply basic knowledge of common hardscape, irrigation, and similar materials learned in the landscape structures course.

Application

To be able to implement (construct) certain elements of landscape construction.

Construction Documents

To know how to think creatively and conceptually of a landscape design and be able to translate that into a construction document.

Top

Interior Plants and Landscapes

Overview of proven health, environmental, psychological, and productivity benefits by the inclusion of plants in the indoors; learn how plants clean the indoor air; identify cultural, artistic, and enriching ways interior plants are used today as in the past; learn the scientific and common names and understand the care, maintenance, and use of the scientifically top-rated plants based on their ecological benefits; plan, install, and maintain attractive and functional interior landscapes.

PWS
213

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PWS 213

Course Outcomes

Principles

Students will take a pre- and post-test for foundational principles related to this course and will show learning by an increase of at least double the average score.

Application

Students will complete a class project that involves the use of foundation principles in this course and use this written project for their portfolio.

↑Top

Landscape Bidding and Estimating

Competitive bidding strategies, quantity takeoffs, bid analyses for landscape construction and maintenance.

PWS 214

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PWS 103; Math 110 or equivalent.
Taught	Winter
Programs	Containing PWS 214

Course Outcomes

Landscape Industry

Understand the different players in the landscape industry and how they interact with each other.

Construction Law

Discuss and understand basic construction law and landscape construction and maintenance contracts.

Estimating

Create and accurately figure estimates for both landscape construction and landscape maintenance projects.

Cost Accounting

Understand cost accounting and cash flow accounting for business.

Measuring Instruments

Be able to use a planimeter and other measuring instruments for estimating purposes.

↑Top

Principles of Range Management

Overview of rangeland resources and management principles, including rangeland classification, multiple use management, natural resource policy, and grazing management.

PWS 215

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 215

Course Outcomes

Rangeland Physical Characteristics and Ecology

Describe rangeland physical characteristics, types, physiology, and ecology

Rangelands Stewardship

To understand the principles of stewardship and how they apply to Rangelands

Rangeland Management

To understand the importance of rangeland grazing, how it is managed, and nutrient needs of livestock and wildlife

Multi-use Management

Describe multiple use management and its implications to wildlife and livestock

Research Reading and Writing

To improve reading and writing skills relating to scientific research

Top

Principles of Wildlife and Fisheries Management

Basic principles of fish and wildlife management, their habitats, and their human users. Ecological concepts, population dynamics, nutrition, behavior, population assessment, management strategies, habitat sampling and management.

PWS 225

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	PWS 115.
Taught	Winter
Programs	Containing PWS 225

Course Outcomes

Stewardship and Professional Development

Learning Outcome #1: Identify and articulate stewardship for the creation as a basis for professional judgment.
This course not only provides an understanding of tools used by wildlife and fisheries managers to restore, revive, and maintain wildlife and fish populations, but also discusses our stewardship roles and responsibilities for those aspects of the creation.

Wildlife Identification and Function

Learning Outcome #2: Identify wildland plants, soils, and wildlife species and understand how they function in the environment.
This course introduces students to a number of wildlife and fish species, and basic ecological concepts as they relate to wildlife and fisheries. Students will understand the ecological roles, habitat needs, and interactions of fish and wildlife at various levels in an ecosystem

Ecological Processes

Learning Outcome #3: Apply an understanding of ecological processes to wildlife management.
This course includes an extensive overview of basic ecological processes and how to use them for fish and wildlife management.

Analytical Thinking

Learning Outcome #4: Demonstrate the ability to apply the scientific method and analytical thinking to ecological and management issues.
In this course students will be rigorously taught the scientific method and given opportunities to demonstrate the understanding through fish and wildlife management problem solving. They will have writing assignments that provide opportunities for the synthesis and expression of the depth

of their understanding.
The term paper required in this course may be used for one of the “three written papers relating to stewardship ethics and management situations” that will be placed in the student’s portfolio required for graduation with a Wildlife and Wildlands Conservation BS degree.

Top

Field Ecology

Field techniques and analyses in international environments—investigating methods for sampling soils, water, and biota; designing field sampling efforts and experiments; collecting data from field manipulations for environmental impact assessment and monitoring; conducting statistical analyses to interpret data at multiple spatial and temporal scales; and linking ecological theory, application, and environmental stewardship and sustainability in a national and international context.

PWS 250

Hours	3.0 Credit, 1.0 Lecture, 6.0 Lab
Prerequisites	None
Note	The course will primarily be offered during international study abroad programs hosted by PWS.
Taught	Spring, Summer
Programs	Containing PWS 250

Course Outcomes

Please contact the individual department for outcome information.

Top

Animal Husbandry

Introduction to animal husbandry and management techniques for domestic and wild animals.

PWS 270

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 270

Course Outcomes

Livestock Husbandry and Management

Integrate livestock husbandry and management practices with wildlife management.

Daily Care and Management

Learn important aspects of livestock stewardship through daily care and management.

Livestock Production and Ecological Impact

Understand how livestock production can and will impact wildlife ecology.

Top

Genetics and Reproduction

Principles of inheritance.

PWS
275

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Any general biology course.
Taught	Winter
Programs	Containing PWS 275

Course Outcomes

Stewardship and Professional Judgement

Identify and articulate principles of stewardship as a basis for professional judgment.

Genetics and Population Management

Apply knowledge of genetics to conservation and management of natural populations.

Genetics and Natural Resource Management

Provide a foundation in the basic and applied principles of genetics for natural resource management andconservation.

Top

Soil Science

Physical, chemical and microbiological properties of soils that affect plant growth in natural, agricultural, and urban environments.

PWS 282

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 283 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing PWS 282

Course Outcomes

Critical Thinking

Enhance critically thinking skills as they apply to soil resource management & conservation

Soil Chemistry, Physics, and Nutrition

Demonstrate a fundamental knowledge of soil chemistry, genesis, microbiology, physics, taxonomy, and nutrient and water relations

Soil Resource Management

Create a conceptual framework to help manage soil resources (i.e., animal habitat, plant nutrient fertility, salinity, soil and water quality, and wind and water erosion) in agricultural, urban, and ecological settings

Current and Historical Soil Issues

Understand the historical and current problems, and cultural concerns facing soils as a natural resource essential to human life

Top

Intro to Soil Science Lab

PWS
283

Hours	Arr Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Laboratory Techniques

Apply laboratory techniques to determine problems associated with soil resource conservation and management

Soil Assessment

Understand basic soil assessments related to soil chemistry, physics, biology, and nutrient fertility

Soil Analysis, Classification, and Content

Conduct basic soil methods in nutrient analysis; textural classification; and organic matter, cation exchange capacity, acidity, and alkalinity content

Top

Soil Science Laboratory

Laboratory and field techniques in determining soil physical, chemical, and biological properties.

PWS 283

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	PWS 282 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing PWS 283

Course Outcomes

Laboratory Techniques

Apply laboratory techniques to determine problems associated with soil resource conservation and management

Soil Assessment

Understand basic soil assessments related to soil chemistry, physics, biology, and nutrient fertility

Soil Analysis, Classification, and Content

Conduct basic soil methods in nutrient analysis; textural classification; and organic matter, cation exchange capacity, acidity, and alkalinity content

↑Top

Molecular Genetics Laboratory

Mentored, systematic instruction in basic biotechnology techniques and their application in addressing molecular genetic research questions.

PWS
288

Hours	2.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	CHEM 106 & MMBIO 240 & PDBIO 120; or CHEM 106 & MMBIO 121 & MMBIO 240
Taught	Fall, Winter
Programs	Containing PWS 288

Course Outcomes

Chemical Reagents

Students can explain purposes of methods and chemical reagents for DNA isolation, amplification, cloning, sequencing, etc.

Laboratory Protocols

Students can perform fundamental laboratory protocols in applied molecular biology

Laboratory Work

Students can accurately document their laboratory work in a written journal (lab notebook)

Key Machinery

Students can demonstrate the roles and basic functions of key machinery used in genomic research

↑Top

Plant Growth and Reproduction

Scientific principles of plant propagation by seeds, cuttings, budding and grafting, and tissue culture.

PWS 301

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	PWS 100 or equivalent.
Taught	Winter
Programs	Containing PWS 301

Course Outcomes

Principles

Students will take a pre- and post-test for foundational principles related to this course and will show learning by an increase of at least double the average score.

Application

Students will complete a class project that involves the use of foundation principles in this course and use this written project for their portfolio.

↑Top

Soil Conservation and Management

PWS 303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 282 & CHEM 105; or PWS 282 & CHEM 101; PWS 100 or equivalent; Math 110 or equivalent.
Recommended	Geol 111.
Taught	Fall

Course Outcomes

Soil Physical Properties

Understand soil physics, chemistry, taxonomy, and water movement to maintain natural resources.

Conservation

Apply soil conservation practices and principles to regions sensitive to soil degradation.

Soil Taxonomy and Classification

Understand the history, development, and terminology associated with USDA Soil Taxonomy and be familiar with other soil taxonomic systems. Recognize soil orders and suborders from the physical and chemical characteristics of the soil

Top

Soils Conservation and Resources

Taxonomy of world soils; conservation and management of agricultural, wildland, wetland, and urban soils.

PWS 303

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 282 & CHEM 105; or PWS 282 & CHEM 101; PWS 100 or equivalent; Math 110 or equivalent.
Recommended	Geol 111.
Taught	Fall
Programs	Containing PWS 303

Course Outcomes

Soil Physical Properties

Understand soil physics, chemistry, taxonomy, and water movement to maintain natural resources.

Conservation

Apply soil conservation practices and principles to regions sensitive to soil degradation.

Soil Taxonomy and Classification

Understand the history, development, and terminology associated with USDA Soil Taxonomy and be familiar with other soil taxonomic systems. Recognize soil orders and suborders from the physical and chemical characteristics of the soil

↑Top

Conservation and Management

PWS
305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 282 & CHEM 105; or PWS 282 & CHEM 101; PWS 100 or equivalent; Math 110 or equivalent.
Taught	Winter

Course Outcomes

Soil-Water-Atmosphere Interactions

Demonstrate a fundamental knowledge in water quality and water resource conservation as influenced by soil-water-atmosphere interactions

Soil and Water

Evaluate case studies in current topics soil and water quality

Critical Thinking Skills

Enhance critically thinking skills as it relates to issues in water quality management and resource conservation

Mathematical and Statistical Skills

Improve mathematical and statistical skills related to nutrient, salinity, sodicity, and toxicity evaluation and management

Top

Soil and Water

PWS
305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 282 & CHEM 105; or PWS 282 & CHEM 101; PWS 100 or equivalent; Math 110 or equivalent.
Taught	Winter
Programs	Containing PWS 305

Course Outcomes

Soil-Water-Atmosphere Interactions

Demonstrate a fundamental knowledge in water quality and water resource conservation as influenced by soil-water-atmosphere interactions

Soil and Water

Evaluate case studies in current topics soil and water quality

Critical Thinking Skills

Enhance critically thinking skills as it relates to issues in water quality management and resource conservation

Mathematical and Statistical Skills

Improve mathematical and statistical skills related to nutrient, salinity, sodicity, and toxicity evaluation and management

Top

Soils and Water Quality

Principles and practices of safe management of agricultural and urban wastes; amendments and nutrients including remediation methods for conservation of soils and water quality.

PWS 305

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 282 & CHEM 105; or PWS 282 & CHEM 101; PWS 100 or equivalent; Math 110 or equivalent.
Taught	Winter
Programs	Containing PWS 305

Course Outcomes

Soil-Water-Atmosphere Interactions

Demonstrate a fundamental knowledge in water quality and water resource conservation as influenced by soil-water-atmosphere interactions

Soil and Water

Evaluate case studies in current topics soil and water quality

Critical Thinking Skills

Enhance critically thinking skills as it relates to issues in water quality management and resource conservation

Mathematical and Statistical Skills

Improve mathematical and statistical skills related to nutrient, salinity, sodicity, and toxicity evaluation and management

↑Top

Soil and Water Quality Laboratory

Principles of environmental soil and water quality in the context of a case-study watershed. Students will participate in environmental soil and water sampling, laboratory analysis, and data interpretation; synthesizing and creating written and oral reports identifying environmental concerns and proposing solutions.

PWS
306

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	Concurrent enrollment in PWS 305.
Taught	Winter
Programs	Containing PWS 306

Course Outcomes

Diagnostic Steps

Understand the basic diagnostic steps to test water and soil quality

Investigative Techniques

Gain a fundamental understanding of the investigative techniques necessary to solve problems associated with water and soil resources and management

Statistical Skills

Improve mathematical and statistical skills related to nutrient, salinity, sodicity, and toxicity evaluation and management

Top

Conflict Resolution Management

Modern techniques associated with resolution of conflicts surrounding natural resources.

PWS 315

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 315

Course Outcomes

Diverse User Groups

Students will be able to recognize that natural resources management requires a balanced review of perspectives of various user and interest groups.

Conflict Resolution

Students will be able to productively engage the conflict resolution process as it relates to natural resource management.

Deepen understanding of conflict resolution methods

Students will become aware of diverse strategies to be employed in resolving conflcts.

↑Top

Turf Science

Design, installation, and management of agricultural and urban turfgrass systems. Physiological and soil interaction principles of turfgrass management.

PWS 319

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 319

Course Outcomes

Pass Turfgrass Certification Exam

Students will become compentant enough to pass a mock up of the Turfgrass Certification exam patterned after the industry standard.

Gain Appreciation for Importance of Turfgrass

Students will be given a pre- and post-class attitude survey to access their understanding and appreciation of the importance of turfgrass in terms of aesthetics, environmental quality, and athlete/child safety with a goal of the score doubling (on average) at the end of semester.

Identify Career Possibilities in Turfgrass Science

Students will conduct a research project to the point of having a written manuscript that is in draft form in order to show them the possibility of doing a graduate program. Also, students will write a short paper on how turfgrass science is important in their anticipated field of choice.

↑Top

Arboriculture

Biology and culture of woody plants for use in urban landscapes.

PWS 320

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 100 & PWS 282
Recommended	Bio 235.
Taught	Winter
Programs	Containing PWS 320

Course Outcomes

biology of woody plants

Understand fundamental concepts dealing with the ecology, biology and culture of woody landscape plants

deep interest

become deeply interested in trees

Top

Wildlife Law Enforcement

Current and historical principles of federal and state wildlife law enforcement, case development, evidence, evaluation, human rights, and testimony.

PWS 324

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bio 100 or equivalent.
Taught	Winter odd years
Programs	Containing PWS 324

Course Outcomes

Familiarity with wildlife laws

Become familiar with significant wildlife laws

Interact with professionals

Interact with professionals in the field

Exposure to process and methods of law enforcement

Gain exposure to the methods and process of wildlife law enforcement

Top

Fisheries and Wetlands Management

Principles of fisheries and wetlands mangement, emphasizing managing fish populations and their diverse micro- and macro-habitats within the context of community and ecosystem dynamics. Case studies and models used to evaluate growth, recruitments, and mortality in age-structured populations in relationship to the dynamics of watershed and wetland landscapes.

PWS 325

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	PWS 225 or equivalent.
Taught	Fall
Programs	Containing PWS 325

Course Outcomes

Fishery and Wetlands Management

Learn important aspects of fisheries and wetland management.

Fishery and Wetlands Ecology

Understand ecological aspects of fisheries and wetland systems.

Concept Integration

Integrate concepts taught in class to other ecological systems.

↑Top

Rangeland Plant Identification and Ecology

Identification, characteristics, phenology, distribution, site adaptation, forage value, and response to management of significant range and pasture plants.

PWS
330

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 330

Course Outcomes

North American Range Plant Identification

Students will be able to sight identify many common range plants of North America

Grass Identification

Students will be able to use a grass key to identify unknown grasses

Poisonous Plants and Consumption Symptoms

Students will be able to pair symptoms of sick animals with poisonous plants that may have been consumed

Top

Science of Plant Pest Control

Management of plant health problems, namely weed, insect, and disease, through integrated pest management and proper pesticide management and safety.

PWS 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 331

Course Outcomes

Critical Thinking

Enhance critical thinking skills.

Pest Management

Develop a framework for decision-making and implementation in applied pest management and ecology.

Pest Management

Recommend control options for plant pest management.

Pesticides

Safely and accurately apply plant pesticides in urban and agricultural environments.

Plant Pest Control

Identify various plant pest control measures.

Communication

Improve communication and interpersonal skills.

↑Top

Comparative Animal Nutrition

Comparative digestion, absorption, and utilization of nutrients and nutritional applications of domestic, pet, and wildlife species.

PWS
335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 335

Course Outcomes

Digestive systems in animals

Demonstrate an understanding of the diverse digestive systems in the animal kingdom.

Nutrient requirements

Demonstrate an understanding how changes in digestive systems affect both nutrient requirements and affect feeding types and systems.

Cellular metabolism

Apply the roles of nutrients in cellular metabolism.

Nutrient deficiencies and function

Explain how nutrient deficiencies affect body function and performance.

Feed formulation

Demonstrate knowledge of animal feed formulation.

Top

Genetics

Genetic mechanisms, their fundamental nature, interactions, and applications to human affairs. Genetics in quantitative terms. Extensive practice in problem solving.

PWS 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240; or CHEM 481M; or CHEM 481
Taught	Fall, Winter
Programs	Containing PWS 340

Course Outcomes

Linkage Maps

Students can construct two- and three-point linkage maps.

Gene Annotation

Students can display fluency in interpreting gene annotation and nomenclature in GenBank records.

Data Set Analysis

Students can demonstrate ability to analyze and apply Chi-square goodness-of-fit tests to complex genetic
data sets involving segregation and Hardy-Weinberg equilibrium models.

Inheritance Patterns

Students can identify differences between extranuclear, autosomal and sex-linked inheritance patterns.

Evolutionary Phylogenies

Students can use genetic data (DNA or amino acid sequence) to reconstruct basic evolutionary phylogenies.

Variance Components

Students can dissect quantitative traits into environmental and genetic variance components.

↑Top

Natural History of Wildlife

Wildlife species and their habitats, including ecology, life histories, adaptations, behavior, genetics and population viability variables, and the ethics of global stewardship. Field trips required.

PWS
344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	PWS 225 or equivalent.
Taught	Fall
Programs	Containing PWS 344

Course Outcomes

Ecology Problem Solving

In this course, students will be rigorously taught the scientific method and given opportunities to demonstrate the understanding through wildlife ecology problem solving. They will have writing assignments that provide opportunities for the synthesis and expression of the depth of their understanding.

Wildlife and Fisheries

This course introduces students to a number of wildlife and fish species, and basic ecological concepts as they relate to wildlife and fisheries. Students will understand the biology, ecological roles, habitat needs, ecological adaptations, and interactions of fish and wildlife at various levels in an ecosystem.

Natural History Fundementals

Be able to define “natural history” and be able to describe basic concepts and principles that comprise the natural history of an organism

Lifestyle Diversity in Vertebrates

Gain an appreciation for the diversity of lifestyles among vertebrates

Critical Reading and Thinking

Develop critical reading and thinking skills

Effective Communication

Improve oral and written communication skills

Top

Rangeland Ecology

Distribution and abundance of organisms and their interactions with the physical and biotic components of the earth emphasizing rangeland ecosystems.

PWS
350

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	PWS 150 or Bio 100 or Bio 130 or PDBio 120.
Taught	Fall
Programs	Containing PWS 350

Course Outcomes

Ecology and Biodiversity

Demonstrate a fundamental knowledge of ecological principles and the multiple dimensions of biodiversity.

Soil, Water, and Air Ecology

Possess a working knowledge of the ecology relating to soil, water, and air conservation.

Global and Geologic Processes

Understand how global and geologic processes affect life on earth.

Ecology and Interdisciplinary Connectivity

See the connectivity and relevance of ecology to other fields of study.

Ecology and Human Well-Being

Understand the importance of ecology to issues regarding human well-being.

Top

Rangeland Vegetation Measurements and Analysis

Field methodologies for vegetation inventories and analysis (density, biomass, cover, frequency, utilization, etc.) in wildland settings.

PWS 355

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 355

Course Outcomes

Vegetation Data Collection Techniques

Students will be able to apply vegetation data collection techniques to quantify vegetation and make interpretations used in resource management decisions.

Lab Exercises and Write-ups

Students will be able to demonstrate, through lab exercises and write-ups, an understanding of ecological processes that drive secondary succession in wildland ecosystems which in turn impact management decisions.

↑Top

Techniques for Wildlife Investigations and Management

Investigatiion and management of fish and wildlife populations. Methods for population assessment, capture, handling, marking, radio-telemetry, behavioral studies, and human disturbance. Lab is required.

PWS
357

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	PWS 350, 355.
Taught	Fall
Programs	Containing PWS 357

Course Outcomes

Wildlife Investigation and Management Methodologies

The purpose of this course is to introduce students to a variety of methods used by wildlife biologists for the investigation and management of wildlife. Course content prepares students to observe wildlife, research wildlife literature, to rigorously apply the scientific method for problem solving, to evaluate data objectively, and to communicate research results effectively. This course is built upon principles of biodiversity, ecology, population dynamics, habitat, and conservation.

↑Top

Environmental Microbiology and Biogeochemistry

Exploring methods for detection, enumeration, and identification of microorganisms in aquatic and terrestrial environments; bioremediation of organic and metal pollutants; ecology of specific microorganisms essential to nutrient cycling; and spread of water and foodborne pathogens in urban environments; and the techniques associated with the detection, enumeration, and identification of microorganisms in environmental samples.

PWS 365

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 305 & CHEM 101; or PWS 305 & CHEM 105
Recommended	PDBio 120; PWS 150.
Taught	Fall
Programs	Containing PWS 365

Course Outcomes

Fundamentals of environmental microbiology

Demonstrate a fundamental knowledge of the environmental microbiology surrounding soil, water, and air conservation, quality, and pollution

Biogeochemistry and bioremediation

Understand the basic chemistry, biochemistry, and physics associated with the bioremediation, nutrient cycling, and pathogenesis

Environmental Stewardship

Foster and promote environmental stewardship within yourself and your community

Written and oral communication

Write and orally communicate more effectively and concisely

Top

Environmental Microbiology and Biogeochemistry Laboratory

Field, laboratory, and statistical techniques investigating the detection, enumeration, and identification of microorganisms via microscopic and cultural assays; microbial transformations, biogeochemistry, and responses to pollutants; and statistical methods to understand microbial activity and biogeochemical processes in soils and waters.

PWS
366

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	PWS 305 & CHEM 101; or PWS 305 & CHEM 105
Taught	Fall
Programs	Containing PWS 366

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Science of Plant Production

Scientific principles of crop production related to agronomic and horticultural plants, including relationship of management principles and physiological processes in plants.

PWS 369

Hours	4.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	PWS 100, 282; or equivalents.
Taught	Contact Department

Course Outcomes

Plant production fundamentals

Gain a deeper understanding of science of plant production.

Application of plant production strategies

Students will improve their ability to tailor plant production strategies for specific environmental conditions.

↑Top

Environmental Policies and Laws

Inception, current state, and future directions of seminal environmental policies and laws established in the US to improve environmental quality. Application of policies and laws in resource conservation and management, including a National Environmental Policy Act certification program.

PWS
375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 375

Course Outcomes

Environmental Policy and Law Development

Demonstrate a fundamental understanding of the inception, current state, and future needs of the five seminal developments in environmental policy and law (i.e., Clean Air Act; Clean Water Act; National Environmental Policy Act; Comprehensive Environmental Response, Compensation, and Liability Act or Superfund; and the Endangered Species Act)

Policy Analysis Framework

Create your own conceptual framework for analyzing policy change in the United States and abroad, and understand the role of government, society, and economics in shaping this framework

Institutional Policy Development

Understand the formal institutional setting in which policy is developed, the major participants involved, and the role of science in shaping policy

Law and Environmental Interaction

Gain a basic understanding of how environmental laws (e.g., statutes, cases, and common laws) operate to regulate our interaction with the environment and one another

Effective Writing

Write more effectively and concisely

Top

Plant Community Design

Design and ecology of thematic plant communities.

PWS 380

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PWS 103 & PWS 105 & BIO 235
Taught	Fall
Programs	Containing PWS 380

Course Outcomes

Advanced Design

Design a variety of landscapes and gardens with different contextual variables.

Plant Selection

Select plants, appropriate for a given design, based on correct horticultural and ecological knowledge (plant justification)

Faster

Design better, design faster

Critique

Further develop critiquing skills

Portfolio

Prepare a landscape design portfolio for client interviews or graduate school applications.

Top

Soil and Plant Analysis

PWS
390R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Specialized Instruction

Students will gain knowledge from specialized instruction in focused area
Foster activity in clubs related to majors in PWS department.
Learn principles of leadership in volunteer organizations.

Top

Special Topics in Plant and Wildlife Sciences

Current topics in plant and wildlife sciences.

PWS 390R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PWS 390R

Course Outcomes

Specialized instruction

Students will gain knowledge from specialized instruction in focused area
Foster activity in clubs related to majors in PWS department.
Learn principles of leadership in volunteer organizations.

↑Top

Soils and Water in the Urban Environment

Principles of water management, soil physics, and soil fertility used in a problem-solving environment addressing current challenges in managing soils and water in the urban landscape.

PWS
402

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	PWS 100 & PWS 282 & PWS 283
Taught	Winter
Programs	Containing PWS 402

Course Outcomes

Complete Five Case Studies

Students will apply concepts assimilated in previous courses to solve problems associated with at least five real world case studies. By assignment, eachwill develop an assessment matrix for use in problem solving situations encountered in their future careers.

Competency in Soil and Water Management Principles in the Ur

A primary goal of this course is for students to greatly increase their knowledge base of scientific principles related to plant, water, soil, nutrient, and pest management. This will be assessed by examination at beginning and end of semester with a target of at least doubling of average scores.

Develop Oral and Written Communication Skills

Students will successfully writeseveral documents, including a research paper and diagnostic key at an upperclassmen level of writing. Students will actively participate in team problem solving and a Group presentation.

Portfolio Development

Students will develop at least one individual and group item to add to their portfolio. Development of a diagnostic key, writing an evaluation paper, development of a group presentation and completion of a semester project could each contribute to portfolios.

↑Top

Environmental Chemistry Laboratory

Soil, water, biosolid, and biotic tissue sample preparation and analysis using chromatography, combustion, and spectroscopy.

PWS 405

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	Chem 105, 106, 107; or equivalent.
Recommended	Chem 223; PWS 283, 306.
Taught	Winter even years
Programs	Containing PWS 405

Course Outcomes

Chemistry knowledge

Gain a deeper understanding of environmental chemistry.

Analytical chemistry

Demonstrate the analytical knowledge in environmental chemistry.

Application of analytical chemistry tools

Students will demonstrate an ability to select the most appropriate analytical tools for gathering data necessary for solving specific environmental problems.

↑Top

Watershed Management

Processes and management of the hydrologic cycle of forests and rangelands.

PWS 411

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BIO 350; or PWS 350
Taught	Winter even years
Programs	Containing PWS 411

Course Outcomes

Ecological and Hydrological Processes

Students will understand ecological and hydrological processes and concepts and apply them to watershed management actions such as harvesting, grazing, and restoration.

Water Management History and Policy

Students will understand the history and policy that drives water management in the western US.

Watershed Assessment and Classification

Students will be able to apply assessment and classification tools to watersheds and their components to determine how management actions affect hydrologic responses.

Rangeland Improvement and Restoration

Using ecological principles to plan and apply biological, chemical, mechanical, and prescribed fire. Treatments for the enhancement of land for wildlife habitat, livestock grazing, watershed health, and other land management goals.

PWS 416

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	PWS 215; PWS 330; PWS 350.
Note	Field trips required.
Taught	Fall
Programs	Containing PWS 416

Course Outcomes

Rangeland Vegetation History

Apply the historical and successional history of land to current rangeland vegetation conditions and treatments

Land Management Goals and Planning Methods

Describe and plan biological, chemical, mechanical methods, and fire to achieve land management goals.

Site Potential and Fuels

Assess site potential and fuels relative to potential vegetation changes with and without management.

Revegetation, Rehabilitation, and Restoration

Apply and plan revegetation, fire rehabilitation, and restoration practices to rangelands.

Plant Control, Revegetation, and Restoration Practices

Integrate plant control, revegetation and other restoration practices to meet land management goals

Rangeland Vegetation Improvement

Become familiar with approaches, practices, and outcomes of rangeland vegetation improvements in actual field situations.

Top

Rangeland Planning and GIS

Development of a multiple-use natural resource plan for watershed forestry, recreation, wildlife, and livestock. Policies that govern planning and conflict resolution.

PWS 417

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	PWS 215, 225, 350.
Taught	Winter
Programs	Containing PWS 417

Course Outcomes

Ecological Processes

Apply an understanding of ecological processes to wildland management

Stewardship and Professional Judgement

Identify and articulate stewardship for the creation as a basis for professional judgment.

Analytical Thinking

Demonstrate ability to apply the scientific method and analytical thinking to ecological and management issues.

Top

Forest Management and Ecology

Managing forests, emphasizing ecosystem managment.

PWS 419

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Note	Field trips required.
Taught	Fall
Programs	Containing PWS 419

Course Outcomes

Stewardship

1. Articulate their role as stewards over forested environments.

Global Forest Diversity

2. Appreciate the diversity of forests world-wide and their importance to human populations.

Management Decisions

3. Apply knowledge of forest structure, function, and process in making management decisions

Forest Structure

4. Be able to quantify forest structure and production

Pest and Disease Control

5. Recognize forest pests and diseases and know appropriate control techniques.

Wildlife Habitat

6. Relate forests to wildlife habitat

Tree Species

7. Identify 75 tree species located in Utah and on BYU campus.

↑Top

Plant Health Diagnostics

Diagnosing plant health problems; pest biology and identification (weed, insect, and disease).

PWS 431

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 431

Course Outcomes

Critical Thinking Skills

Enhance critical thinking skills.

Plant Health

Diagnose and manage plant health in horticulture.

Plant Pesticides

Safely and accurately apply plant pesticides through integrated pest management.

Weeds and Insects

Be able to identify weeds, insects and diseases that affect plants

Problem Solving Skills

Develop problem solving skills

Communication

Improve communication and interpersonal skills

↑Top

Plant Physiology

Photosynthesis, respiration, water relations, mineral nutrition, growth of flowering plants.

PWS 440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	GE Biological Science requirement; college chemistry
Recommended	Chem 285; or 351, 352.
Taught	Winter
Programs	Containing PWS 440

Course Outcomes

Plant function

Students will be fluent in understanding plant function at the molecular, biochemical and whole plant levels

Links between plant and ecosystem function

Students will understand the connections between plant function and ecosystem processes

Critical analysis and independent thinking

Student will practice applying the scientific method in order to develop critical thinking and problem solving skills

Communication

Student will engage in learning activities that increase there writing and speaking proficiency

Top

(PWS-Bio) Ornithology

Avian systematics, evolution, distribution, identification, and natural history.

PWS 446

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Bio 100 or Bio 130 or PDBio 120 or PWS 100 or equivalent or instructor's consent.
Note	One three-day field trip required.
Taught	Winter
Programs	Containing PWS 446

Course Outcomes

Ornithology

Define ornithology and what it encompasses.

Global Diversity

Discuss the global diversity of birds in both form and function

Bird Evolution

Articulate the current thinking regarding the evolution of birds.

North American Birds

Identify 200 birds common to western North America.

Top

(PWS-Bio-MMBio) Genomics

Current analysis of genes and genomes; computational approaches for interpreting genomic data, including genome sequencing and annotation, gene expression and the transcriptome, functional genomics, metagenomics, and genetic variation and SNPs.

PWS
468

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MMBIO 240 & PWS 340
Recommended	PWS 470.
Taught	Fall, Winter
Programs	Containing PWS 468

Course Outcomes

Genomic Experiments

Students will complete a series of exercises with data representing genomic experiments (analysis and interpret).

Genome Sequences

Students will describe how genomes are sequenced.

Genomic Features

Students will understand techniques and concepts to assess genomic features such as methylation, gene expression, etc.

Top

Analysis of Genetic and Genomic Data

The purpose of this course is to provide practical training in computational analysis of genetics and genomic data to accompany the theoretical training in Bio/MMBio/PWS 468. The course is designed for non-bioinformatics students and is divided into 2 parts: an introduction to coding, statistics, and graphics analysis in R; and applied training in genomics techniques. Because of the central importance of communicating primary findings in any scientific field students will create several short “mini-manuscripts” (600-1000 words each) that center around a central analysis, including an introduction, methods, results, graphical figure or table, and discussion sections. Also, students will submit their writing twice during the semester for peer review by their classmates and instructor. To support students in accomplishing all tasks, the course is designed around weekly homework assignments that require the students to perform the required analyses on small, sample datasets provided by the instructor, and then to work in their own time or with the TA support to analyze different datasets independently. PWS 470 is meant to be taken concurrently with Bio/MMBio/PWS 468.

PWS 470

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	BIO 165 & MMBIO 240 & PWS 340; Bio/MMBio/PWS 468 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing PWS 470

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Case Studies, Landscape Management Systems

Understanding and demonstrating competency with business systems used in landscape contracting companies.

PWS 481

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing PWS 481

Course Outcomes

Please contact the individual department for outcome information.

Top

Readings in Biotechnology

Capstone course for the genetics and biotechnology major focusing on scientific literature relating to the biotechnological improvement of plants, animals, and microbes.

PWS 488

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 340 & PDBIO 360
Recommended	PWS 440 or PDBio 362.
Note	Course should be taken the last year before graduation.
Taught	Winter
Programs	Containing PWS 488

Course Outcomes

Experimental Approaches

1. Students can describe a variety of techniques and experimental approaches used by biotechnologists to improve plants, animals, microbes and human health.

Oral Presentation

1. Students can deliver an oral presentation summarizing a scientific paper related to the field of biotechnology.

Written Review

1. Students can produce a written review synthesizing scientific findings related to recent biotechnological advances.

Top

Case Studies

Contemporary agricultural and environmental problems using decision case studies dealing with environmental technology issues and analysis.

PWS 490

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	PWS 282
Taught	Contact Department
Programs	Containing PWS 490

Course Outcomes

Please contact the individual department for outcome information.

Top

Undergraduate Seminar

Current information in the plant and wildlife sciences.

PWS 491R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing PWS 491R

Course Outcomes

Research and the Gospel

Explain the importance of cross-discipline research for comprehensive scholarship and the importance of Gospel-centered stewardship and sustainability.

Vocabulary and Techniques

Display fluency in the vocabulary and current research techniques in the four focal areas of the PWS Department: environmental science; genetics and biotechnology; landscape management; and wildlife and wildlands conservation

↑Top

Wildlife and Wildlands Conservation Senior Seminar

Capstone course bringing together portfolios, student experiences, exams, and exercises necessary for completing and assessing wildlife and wildlands program learning outcomes.

PWS 492

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing PWS 492

Course Outcomes

Career Preparation

Students will understand how to take the next step toward permanent employment or post-graduate training.

Competency Exams

Students will pass plant, mammal, and bird ID competency exams as well as a comprehensive discipline exam.

Portfolio

Students will build a professional portfolio that will demonstrate their specific training, experience, skills and abilities relative to Wildlife and Wildlands Conservation.

Top

Analytical Techniques in Plant Biology

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Analytical Techniques in Soil Science

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Animal Cytogenetics Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Animal Genetics and Breeding Techniques

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Animal Reproductive Research Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Biotechnology Laboratory

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Environmental Science Computation Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Environmental Science Field Techniques

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Environmental Science Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Field Techniques in Environmental Soil Research

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Mentored Learning Experience

Mentored learning for undergraduates in the fields of Environmental Sciences; Genetics, Genomics, and Biotechnology; Landscape Management; Wildlife and Wildlands Conservation.

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Registration required for mentored experiences.
Taught	Fall, Winter, Spring, Summer
Programs	Containing PWS 494R

Course Outcomes

Mentoring

- Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Molecular Genetics and Gene Mapping Laboratory

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Plant and Animal Genomics Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Plant and Soil Science Field Techniques

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Plant Breeding Field Techniques

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Plant Cell Biology Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Plant Cytogenetics Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Plant ID / URME Team

Topics vary.

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Registration required for mentored experiences.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Basic Experiments

Design and/or participate in basic experiments attempting to answer questions in biochemistry, biotechnology, genetics, molecular biology, and soil science

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Plant Physiology Laboratory

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Plant Tissue Culture and Transformation Techniques

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Soil and Water Chemistry Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Soil Microbiology Laboratory

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Soil Physical Properties Laboratory

PWS 494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

↑Top

Soil, Plant, and Water Science Laboratory

PWS
494R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Mentoring

Learn how to be an effective and efficient mentor

Experimental Results

Generate and analyze experimental results for publications or presentations at professional meetings

Top

Aquatic and Terrestrial Biogeochemistry

An in-depth treatment of global biogeochemical cycles, focusing on cycles of carbon, oxygen, nitrogen, phosphorus, and sulfur in the atmosphere, hydrosphere, and lithosphere. Special attention will be given to the microbial mediated transformations and the impact of human disturbances in terrestrial and aquatic environments.

PWS 505

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing PWS 505

Course Outcomes

Biogeochemical cycling

Understand the fundamentals of biogeochemical cycling in soils, air, and water

Microbial ecology

Understand the importance of microorganisms, microbial-mediated processes, and ecology (i.e., bacteria and fungi) in dictating and altering cycling

Critical thinking, experimental design, and statistics

Possess the ability to design and execute a biogeochemical experiment from understanding the problem to the statistics that properly fit the experimental design

Spiritual aspects of cycling

Gain a deeper appreciation of how the natural world works and a desire to promote environmental stewardship to safeguard our or Earth

↑Top

Environmental Biophysics: Soil and Plant Water Relations

Integrating biological, physical, and chemical processes of water and solute movements through the soil-plant-atmosphere continuum.

PWS
511

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	Phscs 105 and PWS 282; or equivalents.
Taught	Fall odd years
Programs	Containing PWS 511

Course Outcomes

Develop Base Understanding of Biophysics

Students will take a pre- and post-semester exam and at least double their score to assess understanding of the importance of physics in biological systems.

↑Top

Rangeland Landscape Ecology and Geographic Information Systems

Applying landscape ecology theory to evaluate, describe, and predict spatial patterns and processes within rangeland ecosystems using geographic information systems (GIS), remote sensing, and global positioning systems (GPS).

PWS 512

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	PWS 215, Geog 212.
Taught	Fall odd years
Programs	Containing PWS 512

Course Outcomes

Landscape Ecology Theory

Students will be able to apply landscape ecology theory to evaluate, describe, and predict spatial patterns and processes in wildlife ecosystems. This will be furthered by synthesis of the literature and current theory.

↑Top

Environmental Field Instrumentation

Hands-on course and lab teaching students how to use instrumentation in the field and in controlled settings to measure key environmental parameters. Learning the physical principles underlying sensors.

PWS
513

Hours	4.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	Phscs 105 and PWS 282; or equivalents.
Taught	Fall

Course Outcomes

Field instrumentation

Gain a deeper understanding of field instrumentation.

Field applications of instrumentation

Students will acquire fluency in their ability to select and use appropriate instrumentation to gather precise data under varying environmental conditions.

Top

Soil Microbiology

Ecology and role of soil microorganisms in biogeochemical cycles, decomposition of organic matter and waste materials, and bioremediation of contaminated soils and water.

PWS
514

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Chem 105 and 106; or equivalents.
Taught	Winter odd years
Programs	Containing PWS 514

Course Outcomes

Soil microbiology fundamentals

Ecology and role of soil microorganisms in nutrient cycling, decomposition of organic matter and waste materials, and degradation of agricultural chemicals in soils

Top

Saline and Sodic Soils

Physical and chemical properties of saline and sodic soils and irrigation waters--their diagnosis, reclamation, and management for sustainable crop production.

PWS
520

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	PWS 305, Chem 105, 106, 107; or equivalents.
Taught	Fall even years

Course Outcomes

Saline and sodic soil fundamentals

Physical and chemical properties of saline and sodic soils and irrigation waters-their diagnosis, reclamation, and management for sustainable crop production

water and soil interaction

Demonstrate a fundamental knowledge in water quality and water resource conservation as influenced by soil water interactions

Critical Thinking Skills

Enhance critically thinking skills as it relates to issues in water quality management and soil conservation

Mathematical and Statistical Skills

Improve mathematical and statistical skills related to salinity, sodicity, and toxicity evaluation and management

Top

Plant Response to the Environment

Advanced plant physiological ecology principles.

PWS 540

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 440 or equivalent; PWS 494R or concurrent enrollment.
Taught	Fall even years
Programs	Containing PWS 540

Course Outcomes

Plant physiology fundamentals

1) Advanced Topics in Plant Metabolism, 2) Developmental Plant Metabolism, and 3) Advance Topics in Crop Physiology.

Scientifc method

Students will learn to apply the scientific method in order to become more proficient and independent learners

Plant-environment interactions

Students will be able to conceptualize the physiological mechanisms by which plants sense and respond to their environment and how that impacts ecological systems.

Communication

Students will participate in learning exercises that teaches them how to gather, interpret and communicate scientific information.

Instrumentation

Students will be exposed to the instrumentation and techniques commonly used to gather data in the field of plant physiological ecology.

Top

Ungulate Conservation and Management

Integrating principles of natural history, population ecology, behavior, and conservation biology of North American ungulates. Special emphasis on management and conservation applications.

PWS 547

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	PWS or Bio 350; and Bio 447; or equivalents.
Taught	Winter even years
Programs	Containing PWS 547

Course Outcomes

Ecology

Will understand and be able to articulate current understanding concerning the role of ungulates in ecosystems

Critical thinking

students will develop the ability to critically think by reviewing and evaluating scientific articles or book chapters that examine ungulate ecology

Presentation skills

Students will develop presentation skills

Top

Quantitative Ecology

Quantitative methods for ecological sampling and data analysis.

PWS 551

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	Bio 350 or equivalent; Stat 121 or 511 or concurrent enrollment.
Taught	Winter even years
Programs	Containing PWS 551

Course Outcomes

Sampling and Analysis

Learn how and when to use appropriate sampling and a data analysis techniques for ecological inquiry.

Research Application

Demonstrate application of the scientific and analytical methods in ecological research.

Research Project

Demonstrate ability to synthesize literature relevant to a research project.

Effective Communication

Demonstrate oral and written scientific communications skills.

Top

Terrestrial Ecosystems

Theory and application of plant and animal distribution in terrestrial environments.

PWS 552

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing PWS 552

Course Outcomes

Terrestrial field instrumentation

Gain a deeper understanding of terrestrial field instrumentation

Terrestrial fundamentals

Improve their ability to solve contremporary environmental problems using fundamental terrestrial ecosystems.

Ecosystem knowledge

Demonstarte knowledge in the form and function of terrestrial ecosystems

Spiritual appreciation of terrestrial ecosystems

Students will acquire increased appreciation for natural expressions of Divine intelligence in the interconnectivity of terrestrial ecosystems.

Top

Restoration Ecology

Nature of ecosystem disturbance and plant succession; developing science and practice of ecological restoration; case studies of applied restoration.

PWS
553

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 282, 416; Bio 350; or equivalents.
Taught	Winter odd years
Programs	Containing PWS 553

Course Outcomes

Ecology Applications

Students will understand the applications of plant population ecology, ecophysiology, and community ecology to restoration ecology.

Plant Succession

Students will understand the processes of plant succession as the foundation for restoration ecology.

Practical Application

Students will be able to apply restoration ecology and techniques to practical problems such mined and other drastically-disturbed lands, disturbed terrestrial and riparian or wetland systems, and invasive species concerns

Top

Wildlife Behavioral Ecology

Integrating principles of ethology, sociobiology, and behavioral ecology using examples from wildlife resources; behavioral sampling methods.

PWS 554

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Bio 100, 350; or equivalents.
Note	Field trips required.
Taught	Winter odd years
Programs	Containing PWS 554

Course Outcomes

Basic Principles

Students will become familiar with the basic principles of animal behavior including:

1. An introduction to the basic principles of animal behavior
2. A review of natural selection and its role in shaping animal behavior
3. A study of proximate factors which influence behavior
4. The role of learning
5. Cooperation
6. Foraging
7. Antipredator behavior
8. Communication
9. Habitat selection, territoriality, and migration
10. Aggression
11. Play
12. Aging and disease
13. Animal personalities

Top

Molecular Plant Breeding

Molecular genetics methods applied to improvement of economically important plants. Theory and methods of plant transformations.

PWS 559

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PWS 265, 340, 485, 586, PDBio 360; or equivalents; PWS 494R or concurrent enrollment.
Taught	Fall odd years
Programs	Containing PWS 559

Course Outcomes

Marker Systems

Discuss with proficiency the pros and cons of a minimum of seven different marker systems. Examples of these systems include RFLPs, RAPDs, AFLPs, SSRs, and SNPs

Genetic Molecular Markers

Outline the history and uses of genetic molecular markers

Lead Discussions

Lead classroom discussions using current scientific literature as the basis for the discussion

Manuscript for Journal

Prepare a manuscript for submission to a refereed scientific journal

Scientific Journals

Explain scientific ethics, etiquette, and the underpinnings as to why it is important to publish scientific journals

Academic & Industry-Based Science

Discuss the differences between academic and industry-based science

Top

Quantitative Environmental Chemistry

Laboratory chemical analysis of soils and plant materials in soil and plant research.

PWS 560

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	Chem 105, 106, 107; or equivalent.
Recommended	Chem 223 and/or PWS 283, 306, 405, 406
Taught	Winter even years
Programs	Containing PWS 560

Course Outcomes

Advanced soil techniques

Laboratory chemical analysis of soils and plant materials in soil and plant research

analytical procedures

Understand processes of analytical procedures used in soil and plant analysis

instrumentation

Understand and operate instrumentation used in common soil and plant analysis

intrepreting data

Intrepret data and provide recommendations based on analysis of soil and plant material.

↑Top

Plant Pathology

Concepts associated with symptoms, development, control, and classification of plant diseases. Identification and classification of plant fungi, bacteria, and viruses.

PWS
575

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	PWS 100 or equivalent.
Taught	Fall odd years
Programs	Containing PWS 575

Course Outcomes

Major Plant Diseases

Identify major diseases that affect plants

Plant Problems

Diagnose and treat plant problems

Fungi & Bacteria

Culture and identify fungi and bacteria

Problem Solving Skills

Employ problem solving skills, including enhanced ability to critically think and reason

Communication & Interpersonal Skills

Display enhanced communication and interpersonal skills, including writing

↑Top

Plant Cell Biology

Molecular aspects of the structural and functional characteristics of plant cells, emphasizing characteristics of plant cells setting them apart from animal cells.

PWS 586

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	PDBio 360, PWS 340, 440; or equivalents.
Taught	Fall even years
Programs	Containing PWS 586

Course Outcomes

Published Research

Read and explicate published research in plant cell biology

Plant Cells

Explain unique aspects of plant cell structure and function

Communicate in Writing

Write coherently on topics related to plant cell biology

Communicate Orally

Deliver an oral presentation of a topic related to plant cell biology

↑Top

Metagenomics

Introduction to comparative and fuctional analysis of genomic and metagenomic datasets, including microbial functions that affect host health. Analyzing existing and novel datasets with field-standard techniques.

PWS 588

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Introductory coding and mommand-line experience (e.g. Bio 664 for grad students or seek instructor's consent); strongly recommend Bio/MMBio/PWS 468 or corresponding graduate sections.
Taught	Winter odd years
Programs	Containing PWS 588

Course Outcomes

Application of a broad knowledge base in genome biology

Students can apply basic concepts in genetics, molecular biology, and bioinformatics in solving metagenomics problems.

Deep knowledge skills in metagenomics

Students will demonstrate expanded understanding of metagenomic and comparative genomic theories and techniques.

Laboratory skills in metagenomics

Students can predict metagenomic content from samples, and compare genomic and metagenomic content across samples.

Computational research management skills

Students can assemble and annotate genomes, including targeted shotgun metagenomes.

Literature analysis and writing skills

Students can analyze, interpret, and present methodology and results of their own creation in the format of primary literature.

↑Top

Advanced Topics in the Plant and Wildlife Sciences

PWS 598R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Research

Give students a specific topic to increase their understanding of the scientific method as it relates to focused research objectives.

Top

Language Study: Quechua

Survival-level conversation, reading, listening, and culture skills in the target language.

QUECH 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Quechua

Beginning speaking, listening, reading, and writing skills.

QUECH 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Quechua

Second-semester speaking, listening, reading, and writing skills.

QUECH 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	QUECH 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Quechua

Intermediate speaking, listening, reading, and writing skills.

QUECH 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	QUECH 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Quechua

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

QUECH 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	QUECH 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing QUECH 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Quechua

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

QUECH 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Quechua

Systematic review of grammar and syntax of target language.

QUECH 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	QUECH 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Quechua

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

QUECH 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Quech 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing QUECH 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Quechua

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

QUECH
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	QUECH 330
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Quechua

Concentration on target-language and target-culture issues for specific careers.

QUECH 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	QUECH 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Rarotongan

Survival-level conversation, reading, listening, and culture skills in the target language.

RAROT 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Rarotongan

Beginning speaking, listening, reading, and writing skills.

RAROT
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Rarotongan

Second-semester speaking, listening, reading, and writing skills.

RAROT 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	RAROT 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Rarotongan

Intermediate speaking, listening, reading, and writing skills.

RAROT 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	RAROT 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Rarotongan

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

RAROT 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	RAROT 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing RAROT 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Lang Skills Dev: Rarotongan

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

RAROT 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Rarotongan

Systematic review of grammar and syntax of target language.

RAROT
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RAROT 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Rarotongan

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

RAROT
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Rarot 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing RAROT 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Rarotongan

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

RAROT 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RAROT 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Rarotongan

Concentration on target-language and target-culture issues for specific careers.

RAROT 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RAROT 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Introduction to Outdoor Recreation Activities

Participation in a variety of outdoor activities.

RECM 123

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing RECM 123

Course Outcomes

Leave No Trace

Know and practice Leave No Trace principles during the class and beyond.

Skill Acquisition

Demonstrate a working knowledge and basic skills for a variety of outdoor activities.

Teach Skills

Demonstrate the ability to proficiently teach an outdoor activity or skill.

Outdoor Safety

Review fundamental safety skills related to common practices in outdoor recreation.

Outdoor Appreciation

Reflect on the impact of God's creations in your life and your feelings about this beautiful world He has given us.

↑Top

Academic Internship: Practicum

Internship or cooperative education experience evaluated by supervisor and posted on student's transcript

RECM 199R

Hours	0.5 - 3.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing RECM 199R

Course Outcomes

RecM 199R

Students will make a significant contribution (at least 50 hours) working with a nonprofit organization

Top

Basic Backpacking

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Demonstrate Proficiency

Demonstrate proficiency in basic backpacking skills.

Demonstrate Environmental Ethics

Demonstrate awareness of environmental ethics applicable to recreation.

Understand Mechanics

Show knowledge and understanding of recreation mechanics.

Demonstrate Knowledge

Demonstrate knowledge of appropriate recreation safety and rescue protocols.

Develop Love of Recreation

Develop skills and experiences that promote a love of recreation resulting in a lifetime of enjoyment, wellness, and an appreciation of God's creation.

Practice Skills

Practice recreation skills essential to safe and enjoyable outdoor activity.

↑Top

Camping Skills

RECM
223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Understand Camp Cooking Principles

Be proficient in camp cooking equipment, supplies, cooking with charcoal, cleaning Dutch Ovens, and the logistics of cooking for large camp groups.

Camp Cooking Skills

Be proficient at camp cooking and prepare 8 different Dutch Oven and backpacking dishes.

Camp Cooking Expertise

Find and collaborate on new recipes and be proficient in Dutch oven cooking

Top

Family Outdoor Recreation

RECM
223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Appreciation of Family Outdoor Recreation

Appreciate Family Outdoor Recreation for the sake of enjoyment, wellness, and love of God's creation.

Family Outdoor Recreation Skills

Practice family outdoor recreation skills essential to safe and enjoyable outdoor activity.

Safety

Practice recreation skills essential to safe and enjoyable outdoor activity.

Family Recreation Mechanics

Understand family recreation mechanics.

Environmental Ethic

Be aware of environmental ethics applicable to family outdoor recreation.

Top

Fly Fishing

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Demonstrate Proficiency

Demonstrate proficiency in fly fishing skills.

Demonstrate Environmental Ethic

Demonstrate awareness of an environmental ethic applicable to recreation.

Understand Mechanics

Show knowledge and understanding of recreation mechanics.

Demonstrate Knowledge

Demonstrate knowledge of appropriate recreation safety and rescue protocols.

Develop Love of Recreation

Develop skills and experiences that promote a love of recreation resulting in a lifetime of enjoyment, wellness, and an appreciation of God's creation.

Practice Skills

Practice recreation skills essential to safe and enjoyable outdoor activity.

Top

Hiking and Survival

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Appreciation for Hiking & Survival

Appreciate hiking & survival for the sake of enjoyment, wellness, and love of God's creation.

Hiking & Survival Skills

Practice hiking & survival skills essential to safe and enjoyable outdoor activity.

Hiking & Survival Mechanics

Understand hiking & survival mechanics.

Safety and Rescue

Have knowledge of appropriate hiking & survival safety and rescue protocols.

Environmental Ethics

Be aware of environmental ethics applicable to hiking & survival.

Top

Mountain Biking

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Appreciation for Mountain Biking

Appreciate mountain biking for the sake of enjoyment, wellness, and love of God's creation.

Mountain Biking Skills

Practice mountain biking skills essential to safe and enjoyable outdoor activity.

Mountain Biking Mechanics

Understand the mechanics of mountain biking.

Safety and Rescue

Have knowledge of appropriate mountain biking safety and rescue protocols.

Environmental Ethics

Be aware of environmental ethics applicable to mountain biking.

Top

Outdoor Skills Leadership

In-depth approach to leadership skills in selected outdoor specialty areas, including camping, hiking and survival, basic backpacking, winter camping, mountain biking, fly-fishing, sailing, river recreation, rock climbing, family outdoor recreation, and outdoor therapeutic recreation skills.

RECM
223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Demonstrate Proficiency

Demonstrate proficiency in outdoor skills leadership.

Demonstrate Environmental Ethic

Demonstrate awareness of an environmental ethic applicable to recreation.

Understand Mechanics

Show knowledge and understanding of recreation mechanics.

Demonstrate Knowledge

Demonstrate knowledge of appropriate recreation safety and rescue protocols.

Develop Love of Recreation

Develop skills and experiences that promote a love of recreation resulting in a lifetime of enjoyment, wellness, and an appreciation of God's creation.

Practice Skills

Practice recreation skills essential to safe and enjoyable outdoor activity.

Top

River Recreation

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Appreciation for River Recreation

Appreciate river recreation for the sake of enjoyment, wellness, and love of God's creation.

River Recreation Skills

Practice river recreation skills essential to safe and enjoyable outdoor activity.

Safety and Rescue

Have knowledge of appropriate river recreation safety and rescue protocols.

River Mechanics

Understand river recreation mechanics.

Environmental Ethic

Be aware of environmental ethics applicable to river recreation.

↑Top

Rock Climbing

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Demonstrate Proficiency

Demonstrate proficiency in rock climbing skills.

Demonstrate Environmental Ethic

Demonstrate awareness of an environmental ethic applicable to recreation.

Understand Mechanics

Show knowledge and understanding of recreation mechanics.

Demonstrate Knowledge

Demonstrate knowledge of appropriate recreation safety and rescue protocols.

Develop Love of Recreation

Develop skills and experiences that promote a love of recreation resulting in a lifetime of enjoyment, wellness, and an appreciation of God's creation.

Practice Skills

Practice recreation skills essential to safe and enjoyable outdoor activity.

Top

Sailing

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Appreciation for Sailing

Appreciate sailing for the sake of enjoyment, wellness, and love of God's creation.

Sailing Skills

Practice sailing skills essential to safe and enjoyable outdoor activity.

Sailing Mechanics

Understand the mechanics of sailing.

Safety and Rescue

Have knowledge of appropriate sailing safety and rescue protocols.

Environmental Ethics

Be aware of environmental ethics applicable to sailing.

Top

Ski Instructor

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Winter, Summer

Course Outcomes

Demonstrate Proficiency

Demonstrate proficiency in ski instruction skills.

Demonstrate Environmental Ethics

Demonstrate awareness of environmental ethics applicable to recreation.

Understand Mechanics

Show knowledge and understanding of recreation mechanics.

Demonstrate Knowledge

Demonstrate knowledge of appropriate recreation safety and rescue protocols.

Develop Love of Recreation

Develop skills and experiences that promote a love of recreation resulting in a lifetime of enjoyment, wellness, and an appreciation of God's creation.

Practice Skills

Practice recreation skills essential to safe and enjoyable outdoor activity.

Top

Wilderness Trek

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Appreciation for Wilderness Trek

Appreciate wilderness trekking for the sake of enjoyment, wellness, and love of God's creation.

Wilderness Trek Skills

Practice wilderness trek skills essential to safe and enjoyable outdoor activity.

Wilderness Trek Mechanics

Understand the mechanics of a wilderness trek.

Safety and Rescue

Have knowledge of appropriate wilderness trek safety and rescue protocols.

Environmental Ethics

Be aware of environmental ethics applicable to wilderness trekking.

Top

Winter Camping

RECM 223R

Hours	2.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Appreciation for Winter Camping

Appreciate winter camping for the sake of enjoyment, wellness, and love of God's creation.

Winter Camping Skills

Practice winter camping skills essential to safe and enjoyable outdoor activity.

Winter Camping Mechanics

Understand the mechanics of winter camping.

Safety and Rescue

Have knowledge of appropriate winter camping safety and rescue protocols.

Environmental Ethics

Be aware of environmental ethics applicable to winter camping.

↑Top

Creating a Good Life through Experience Design

Considering foundational recreation and experience-based concepts and contemporary issues. Exploring life design opportunities from a recreation and experiential perspective.

RECM
300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing RECM 300

Course Outcomes

Apply Foundational Principles

Understand and apply foundational principles of recreation and experience design for self, family, community, and diverse populations.

Value Improving Quality of Life

Value the importance of improving the quality of lives for individuals, families, and society

Exploring Life Design

Explore life design opportunities by completing a comprehensive design of your life project.

Global and Cultural Awareness

Acquire informed awareness of good life perspectives among other regions, countries, cultures, races, ethnicities, and genders outside of your own; experience thoughtful reflections through an in-depth academic comparison paper, and thereby develop greater empathy and charity for other's points of view.

Deep BYU Aims Experience

Design, live, and reflect on a deep, inspiring BYU experience that contributes to the AIMs of a BYU education.

↑Top

Family Recreation

Exploring the role of family recreation in building successful families.

RECM 301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing RECM 301

Course Outcomes

Bless and Strengthen

Have a spiritual conviction that family recreation will bless and strengthen family life.

Family Strength and Unity

Understand, evaluate, and explain the theories, principles, and concepts of family recreation and their role in building family strength and unity.

Integrate Theory

Integrate family recreation theory and generate it into a personal philosophy of family leisure that includes family recreation leadership proficiencies and applies family recreation principles.

Apply Principles

Apply family recreation principles to current and future family life and share those principles with family, friends and the community.

Portfolio

Maintain a professional, theory based, family recreation portfolio.

Personal Values

Transform personal values of family time and family ritualization.

↑Top

Introduction to Nonprofit Organizations

Leading in nonprofit organizations using effective administrative practices; financial issues; history and development of nonprofits; organizational structure; membership requirements, fund raising, and marketing.

RECM 306

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter, Spring
Programs	Containing RECM 306

Course Outcomes

Methods used by nonprofit organizations

Evaluate the methodology and delivery systems of nonprofit organizations Title

The structure of non-profit organization

Understand the organizational structure of nonprofit organizations

Communicate effectively with current technology

Apply excellence in oral and written communication using current technology

↑Top

Experience Facilitation

Understand and use theories and experiential models to design and facilitate activities for youth, community, corporate, and non-profit audiences in order to obtain behavioral outcomes.

RECM
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RECM 321

Course Outcomes

Theories of experiential education

Accurately and effectively describe and assess the major theories applied to experiential education.

Reflective learning

Draft a document describing and analyzing your personal teaching, including personal insights.

Planning and leading experiential projects

Demonstrate the ability to design and lead an effective experiential project.

Experiential project portfolio

Develop and design an experiential education porfolio, that effectively integrates theories, activities, processing methods, etc.

↑Top

Nonprofit Resource Development

Understanding philanthropy and applying fundraising principles and techniques in a nonprofit organization.

RECM 326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RECM 326

Course Outcomes

Nonprofit Resource Development

Understand basic financial principles and skills used in modern nonprofit organizations.

Nonprofit tax forms

Understand and interpret the 990 and 1023 nonprofit tax forms.

Fundraising

Apply fundraising principles and techniques in a nonprofit organization.

Emerging trends and innovation in financial resource development

Recognize emerging trends and innovations in financial resources development in nonprofit organizations.

↑Top

Hospitality Management

Introducing hospitality management; integrating with venue and experience management; considering foundational principles, best professional practices; exploring professional opportunities.

RECM 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing RECM 330

Course Outcomes

Understanding foundational principles in hospitality management

Demonstrate an understanding of core principles and concepts in hospitality management

Best practices in hospitality management

Demonstrate a working knowledge of best practices in the field--including hotel, resort, and food and beverage management.

Professional opportunities in hospitality management

Understand the current professional landscape in this industry--career paths, essential skills, social networks, etc.

↑Top

Introduction to Sports and Entertainment Industries

A general overview of the sport and entertainment industry; understanding of the skills required for a successful career managing within the sport and entertainment industry; and real-world insights by leading sports and entertainment industry executives.

RECM
332

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing RECM 332

Course Outcomes

Identify Trends and Industry Issues of Today

Identify present trends and issues facing the sports and experience industries today.

Communicate Effectively

Communicate effectively and knowledgeably with others concerning the sports industry.

Skills to Succeed

Demonstrate the necessary business skills to have a successful career in the sports and experience industries

Positive and Ethical Leadership

Operate within the sports industry with a commitment to live and uphold high moral and ethical standards, and encourage others to do the same.

Top

Sport and Entertainment Venue Management

Understanding and application of experience management principles including opportunities to deliver community based events.

RECM 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RECM 335

Course Outcomes

Please contact the individual department for outcome information.

Top

Nonprofit Management

Management practices in nonprofit setting; analyzing and evaluating personnel; measuring performance evaluations; articulating and appreciating volunteer motivations.

RECM 336

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing RECM 336

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Youth Development

Basic youth development and leadership theories applied to understanding adolescents' behavior, programming healthy developmental activities, and providing meaningful learning experiences through recreation.

RECM 344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RECM 344

Course Outcomes

Understanding youth motivations

Understand why youth do what they do.

Needs of adolescents

Appreciate the needs of adolescents and demonstrate ways to meet their needs.

Theory building

Develop a theory based logic model that addresses specific targeted outcomes.

↑Top

Community Festivals and Special Events

Equipping students with relevant knowledge and skills to design and implement community festivals and other special events.

RECM 385

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RECM 385

Course Outcomes

Applying recreation management principles to non-profit orgs

Demonstrate and ability to apply to apply recreation management principles to public and non-profit community agencies.

Problem solving in the field

Demonstrate an ability to propose feasible solutions to problems encountered in non-profit recreation settings.

↑Top

Theories and Frameworks of Experience Design and Management

Historical overview of experience design and management and its role in contemporary society; introduction to theories and methods used to explain leisure-time behavior; and an investigation of professional life in the experience-based industries.

RECM
404

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Be admitted to program.
Note	Students taking this course to satisfy the Nonprofit Management minor requirement do not need to complete the prerequisites.
Taught	Fall
Programs	Containing RECM 404

Course Outcomes

Professions and their associated industries

Know entry-level nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.

Techniques and processes

Demonstrate entry-level knowledge of techniques and processes used by professionals and workers in these industries.

Foundation of the profession

Demonstrate entry-level knowledge of the foundation of the profession in history, science and philosophy

Top

Experience Design

Equipping students with relevant experience design knowledge and skills including design thinking and project management.

RECM 415

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 201 & BUS M 241 & RECM 300; or FIN 201 & BUS M 241 & RECM 300
Taught	Fall
Programs	Containing RECM 415

Course Outcomes

Understanding of Experience Design

Students will demonstrate an understanding of key theories, principles, and skills related to experience design.

Application of Experience Design

Students will apply experience design theories, principles, and skills to design, implement and evaluate experiences.

Top

Event and Experience Management

Advanced understanding and application of event and experience management principles; designing, planning, implementing and evaluating special events.

RECM 425

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	RECM 404 & RECM 415 & RECM 430
Taught	Winter
Programs	Containing RECM 425

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Managing within the Experience Economy

Develop knowledge and understanding of how to apply experience economy frameworks to the management functions of planning, organizing, and leading as face-to-face experience providers and managers.

RECM 430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Be admitted to the program.
Taught	Fall
Programs	Containing RECM 430

Course Outcomes

Management Principles

Have a basic understanding of management principles: planning, organizing, controlling and leading.

Topics in the Experience Economy

Understand situational leadership, service quality and six sigma, developing an outward mindset, soft skills, and division of responsibilities.

History of Management

Basic knowledge and understanding of the history of management.

Management

Operate in customer experience management and managing teams.

Top

Grant Writing

Understanding the grant seeking process and necessary steps to find fund sources; identifying specific requirements, and preparing and submitting the proposal. Learning knowledge and skills to write competitive grant proposals.

RECM 453

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RECM 453

Course Outcomes

Understanding the grant-seeking process

Understand the grant-seeking process and necessary steps to find fund sources, identify specific requirements and prepare and submit the proposal.

Crafting competitive proposals

Learn knowledge and skills required to write competitive grant proposals.

↑Top

Inclusion and Disabilities in Therapeutic Recreation

Making recreation / leisure services available to all populations. Analyzing implications of the Americans with Disabilities Act in recreational settings. Preparing recreation providers with knowledge and practical experience to enable them to include people from populations that have historically been underserved.

RECM 460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	BUS M 201 & BUS M 241 & RECM 300; or FIN 201 & BUS M 241 & RECM 300
Taught	Fall
Programs	Containing RECM 460

Course Outcomes

Inclusive Recreation Services

Have entry-level knowledge related to providing inclusive recreation services for individuals with disabilities in therapeutic recreation settings.

Americans with Disabilities Act (ADA)

Have a basic understanding of the Americans with Disabilities Act (ADA) and how it relates to Therapeutic Recreation and inclusive recreation services.

History of Individuals with Disabilities

Have a basic knowledge and understanding of the history of individuals with disabilities, how they have been treated, and what services they have received over time.

Process

Use the Therapeutic Recreation process (assessment, planning, implementation, evaluation, and documentation) in an inclusive recreation environment.

Models

Apply Therapeutic Recreation models in an inclusive recreation environment.

Practice Settings

Use Therapeutic Recreation practice settings to provide inclusive recreation services for people with disabilities.

Top

Introduction to Therapeutic Recreation

Introduction to therapeutic recreation definitions, philosophies, practice models, history, processes, professional organizations, healthcare; and therapeutic recreation delivery systems, medical terminology, credentialing requirements, disability/diagnostic groups, and settings.

RECM 470

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	BUS M 201 & BUS M 241 & RECM 300; or FIN 201 & BUS M 241 & RECM 300
Taught	Fall
Programs	Containing RECM 470

Course Outcomes

Topics in TR

Define and explain TR, TR practice models, TR history, healthcare and TR delivery systems, credentialing requirements, and the TR process.

Skills and Abilities

Use skills and abilities needed to practice TR and develop therapeutic relationships.

Populations Served by TR

Demonstrate basic knowledge of characteristics of populations served by TR professionals including:

1. specific illnesses, disabilities, and diagnostic groups
2. social attitudes towards illness & disability
3. effects on quality of life a leisure functioning
4. legislation
5. related TR services & benefits
6. related terminology

↑Top

Assessment and the Therapeutic Recreation Process

Gaining knowledge and ability in client assessment, theory-based and evidence-based treatment/program planning, and program/outcome evaluation.

RECM
471

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	RECM 460 & RECM 470
Taught	Winter
Programs	Containing RECM 471

Course Outcomes

Processes and Techniques

Demonstrate a basic understanding of key TR processes and techniques.

Assessment, Treatment Plans and Evaluation

Demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

↑Top

Programming and Interventions in Therapeutic Recreation

Hands-on and traditional educational experiences designed to facilitate the acquisition of skills in planning and implementing therapeutic recreation interventions and programs for a variety of clientele, including the appropriate use of intervention strategies and facilitation techniques.

RECM
472

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	RECM 471
Taught	Fall
Programs	Containing RECM 472

Course Outcomes

Models of service delivery and best practices

Demonstrate entry-level knowledge of the scope and practice of therapeutic recreation models of service delivery and best practices in the profession.

Techniques and processes

Demonstrate entry-level knowledge of the techniques and processes of the therapeutic recreation profession in decision-making through the use of best professional practices based on theoretical, philosophical, and scientific foundations of the field

Planning of services

Demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy and use culturally relevant evidence-based interventions, strategies, facilitation techniques, modalities, activities, and adaptations.

Interventions and services for diverse clientele

Demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts including:

- Individual and group leadership skills
- Helping relationship skills
- A variety of common therapeutic recreation interventions, facilitation techniques, activities, and modalities
- Activity/task analysis, adaptation, and assistive technologies
- Team and family participation
- Advocacy

- Contextualization to the service delivery system (e.g., health care, human services, recreation, education)

Top

Issues in Administration of Therapeutic Recreation

Hands-on and traditional educational experiences designed to facilitate the acquisition of skills in personnel/clinical supervision, standards of practice, ethical behavior, program evaluation, quality management and accreditation, financing, organization and service administration, written plan of operations, documentation, safety policies, and credentialing in therapeutic recreation.

RECM
473

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RECM 471
Taught	Fall
Programs	Containing RECM 473

Course Outcomes

Healthcare or community based setting

Demonstrate entry-level knowledge related to developing and managing a complete Therapeutic Recreation program/department in a healthcare or community based setting.

Philosophy, mission statement etc.. for services.

Demonstrate ability to develop & present a TR dept. philosophy, mission statement etc.. upon which to base all TR services.

Processes

Develop and structure all assessment, treatment planning, programming (including protocols), documentation, quality management/accreditation, and staff/personnel management processes.

Standards of practice

Ability to apply current standards of practice, codes of ethics/ethical behavior, and develop and defend a Written Plan of Operations to an external accrediting body.

↑Top

Leadership and Facilitation Techniques in Therapeutic Recreation

Experiential and traditional educational experiences designed to facilitate acquisition of theoretical and practical knowledge and abilities in the therapeutic use of recreation and experiential interventions from both a client and therapist perspective. Focuses include leadership/facilitation skills, group dynamics and development, sequencing, processing skills, activity adaptation, etc.

RECM
474

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RECM 471
Taught	Fall

Course Outcomes

Students will demonstrate theoretical knowledge and practical ability to:

a- Use different leadership styles and faciliataion techniques based on population and situational characteristics.
b- Plan and facillitate therapeutic recreation and experiential activites considering different group dynamics (stages of group development) and sequencing needs.
c- Effectively adapt activities and use adaptive equipment for different populations and abilities.
d- Effectivelly use a variety of therapeutic processing skills.

Applying different leadership styles

Use different leadership styles and facilitation techniques based on population and situational characteristics.

Designing TR and experiential activities

Plan and facilitate therapeutic recreation and experiential activities considering different group dynamics (stages of group development) and sequencing needs.

Applying therapeutic processing skills

Effectively use a variety of therapeutic processing skills.

↑Top

Experience Industry Marketing

Understanding the marketing differences between experience industries and consumer product good industries. Developing a marketing plan, applying strategic marketing principles, using social media, and conducting market research.

RECM 482

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RECM 430
Taught	Winter
Programs	Containing RECM 482

Course Outcomes

Marketing for the leisure and experience industry

Understand the unique aspects of marketing within the leisure and experience industry.

Applying marketing tools and principles

Apply marketing principles to experiences; Implement factors involved in creating a social media marketing campaign for the experience industry.

Developing a marketing plan

Use research to develop a marketing plan specifically targeted toward the experience industry market.

Top

Risk Management in Experience Industries

Overview of the legal process, legal issues, and risk management considerations regarding the jurisprudence to U.S. civil law as they relate to recreation experience industries.

RECM 486

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RECM 404 & RECM 415 & RECM 430
Recommended	BusM 316; BusM 390; M Com 320; Org B 321.
Taught	Winter
Programs	Containing RECM 486

Course Outcomes

Legal Research

Perform legal research by finding relevant law cases from different resources, including the Howard W. Hunter Law Library at BYU.

Law Case Summaries

Review and interpret law case summaries.

Law Case Briefs

Compose law case briefs.

Tort Liability

Know basic rules of law concerning tort liability including:

1. Intentional torts
2. Negligence
3. Constitutional rights

Risk Management

Know issues involving risk management and create a risk management plan.

Court System

Explain the fundamentals of the legal court system.

↑Top

Experience Evaluation

Acquiring and applying evaluation principles and skills including journey mapping and qualitative and quantitative methods to facilitate continuous improvement of experiences.

RECM 487

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RECM 425
Taught	Fall
Programs	Containing RECM 487

Course Outcomes

Journey Mapping

Students will apply the journey mapping process to assess and analyze experiences

Data Collection

Students will design and implement appropriate qualitative and quantitative data collection procedures

Data Analysis

Students will organize and analyze qualitative and quantitative data

Communicate Findings

Students will communicate and explain qualitative and quantitative findings in order to make data based recommendations

Top

Careers in Recreation

Networking visits to explore careers available in experience design and management including events, venues, sports, hospitality, tourism, recreation, and non-profit enterprises.

RECM 489

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	RECM 404 & RECM 415 & RECM 430
Note	Fee.
Taught	Winter, Spring Contact Department
Programs	Containing RECM 489

Course Outcomes

Scope, career opportunities and professional practices

Understand the scope, career opportunities and professional practices of the leisure services industry and nonprofit sector.

Personal Integrity

Have personal integrity through written work & honesty.

Moral Character

Show moral character through Christ-like actions towards others.

Professionalism

Demonstrate and promote the concept of "professionalism."

Professional Organizations

Recognize the role and function of professional organizations.

Applying for Jobs

Demonstrate the techniques of applying for jobs via the fieldwork/internship experience.

Agencies

Analyse agencies through a written report.

Top

Experience Design and Management Capstone

Synthesizing experience design with business concepts by analyzing cases in the experience industry; participating in an innovation tournament to explore the feasibility of launching a new experience offering; exploring how to lead with an outward mindset.

RECM 490

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RECM 425
Taught	Fall
Programs	Containing RECM 490

Course Outcomes

Techniques and Processes

- Apply quantitative evaluation to the design thinking process within the experience management industry
- Use the experience economy tools to create and enhance customer experiences within business or leisure settings

Foundations

- Use established frameworks to gain insights into the voice of the customer in order to improve the customer experience
- Understand the role customer experiences play in an organization

Management/Administration

- Understand and interpret data to give an organization direction to be an experience provider leader in its industry
- Create a marketing plan that rebrands an organization to include being an experience provider
- Understand how to apply an outward mindset to working with superiors, colleagues, and reports.

↑Top

Experience Design Lab

Direct practical on-campus (not in the field) professional experience consulting with companies and organizations in the experience industries. Students work in teams on specific projects.

RECM
494R

Hours	3.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	RECM 415
Taught	Fall
Programs	Containing RECM 494R

Course Outcomes

Applying experience design principles and concepts

Effectively apply experience design concepts, principles, and theories as well as general management skills to analyze and recommend solutions to real world situations.

Problem solving in experience management

Demonstrate proficiency in solving experience design and experience industry management problems as assigned by the sponsoring organization.

Top

Senior Internship

Full-time work experience in a recreation or therapeutic recreation agency under the supervision of a recreation or venue management professional or a certified therapeutic recreation specialist. Applying academic skills and knowledge to solve problems and stimulate innovation.

RECM
496R

Hours	0.5 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	RECM 425
Taught	Fall, Winter, Spring, Summer
Programs	Containing RECM 496R

Course Outcomes

Skills Application

Apply the skills of assessment, individual program planning, and documentation of patient/client/resident/participant progress. Design, implement, and evaluate meaningful leisure experiences.

Human Relations

Develop a friendly and professional relationship with the people you work with at the agency, learn to take the initiative and be proactive in communicating openly with your agency supervisor, colleagues, and clients.

Management

Be competent working in a variety of functions including finances, marketing, event planning, facilities management, public relations, and other areas of concern to entry-level professionals in the recreation, park, and tourism management field.

Certification

Take the NCTRC certification exam upon graduation.

Top

Special Topics and Research

Special topics, mentored research, and learning experiences, including attending professional conferences, Study Abroad participation, and other learning experiences.

RECM 497R

Hours	0.5 - 4.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing RECM 497R

Course Outcomes

*

This is our research and special topics class. These outcomes change depending on what the student and faculty member are doing.

↑Top

Honors Thesis

Thesis project representing independent work and reflecting highest standards of undergraduate achievement.

RECM 499R

Hours	3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Departmental approval.
Note	Must receive both departmental and Honors Program approval.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Significant Scholarly Contribution

Students will make a significant contribution to the advancement of theory, research, and/or practice through the successful development, implementation, and evaluation of an evaluation, measurement, research, or experience design project.

Research Project

Students will demonstrate an ability to design and implement a research project in the recreation management field.

Paper or Presentation Submission

Students will submit a paper for publication or presentation to a regional or national journal or conference.

Top

Academic Internship

Professional leadership practicum.

RECM 599R

Hours	0.5 - 8.0 Credit, 1.0 Lecture, 40.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Practical Application

Apply theory, principles, and skills in an agency, organization, or business setting.

Professional Network Development

Strengthen professional networks as they interact with professionals in an internship setting and participate in agency, organization, and business events and activities.

Top

The Book of Mormon

Narrative, doctrines, and precepts of the Book of Mormon. Covers 1 Nephi through Alma 29.

REL A 121

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Narrative

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of --the Book of Mormon narrative or story.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the Book of Mormon's fundamental doctrines and principles.

Witness of Christ

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how the Book of Mormon bears witness of Jesus Christ.

Application

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how selected Book of Mormon passages can be applied to daily living.

↑Top

The Book of Mormon

Narrative, doctrines, and precepts of the Book of Mormon. Covers Alma 30 through Moroni 10.

REL A 122

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Narrative

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the Book of Mormon narrative or story.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the Book of Mormon's fundamental doctrines and principles.

Witness of Christ

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how the Book of Mormon bears witness of Jesus Christ.

Application

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how selected Book of Mormon passages can be applied to daily living.

↑Top

The New Testament

Historical background, narrative, and doctrines of the New Testament. Covers the life and teachings of Jesus Christ set forth in the four Gospels.

REL A 211

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL A 211

Course Outcomes

Historical and Cultural Context

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the New Testament narrative in its historical and cultural context.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the New Testament's fundamental doctrines and principles.

Witness of Jesus Christ

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how the New Testament bears witness of the mission and message of Jesus Christ.

Application to Daily Living

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how selected New Testament passages can be applied to daily living.

↑Top

The New Testament

Historical background, narrative, and doctrines of the New Testament. Covers the Acts of the Apostles through the Revelation of John.

REL A 212

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL A 212

Course Outcomes

Historical Context

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the New Testament narrative in its historical and cultural context.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the New Testament's fundamental doctrines and principles.

Witness of Christ

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how the New Testament bears witness of the mission and message of Jesus Christ.

Application

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how selected New Testament passages can be applied to daily living.

Top

Jesus Christ and the Everlasting Gospel

A survey course which teaches of the Savior's roles throughout eternity with emphasis on His fulfillment of Heavenly Father's covenant with His children and the blessings of the Atonement and eternal life.

REL A 250

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Nurture students' faith

Nurture students' faith in Jesus Christ and deepen commitment to enduring Christian discipleship

Improve Knowledge

Improve students' knowledge of the pre-mortal, mortal, and post-mortal ministries of Jesus and His gospel, through biblical and restoration texts.

Increase scriptural literacy

Increase scriptural literacy and develop skills of lifelong scripture study based on principles of sound exegesis, including considerations of historical context and original intent.

Personal application

Build a foundation for inspired and responsible personal application.

↑Top

Teachings and Doctrine of the Book of Mormon

A study of the teachings and doctrine of the Book of Mormon with emphasis on the Savior's ministry.

REL A 275

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Nurture students' faith

Nurture students' faith in Jesus Christ and deepen their commitment to enduring Christian discipleship.

Improve knowledge

Improve students' knowledge and understanding of the Book of Mormon doctrines in their contexts and apply those doctrines to their own lives in meaningful and appropriate ways.

Increase scriptural literacy

Increase scriptural literacy and develop skills of lifelong scripture study, including considerations of context and intent, and principles of sound exegesis.

Personal Application

Build a foundation for inspired and responsible personal application.

Top

The Old Testament

Historical background, narrative, and doctrines of the Old Testament. Covers Genesis through 2 Samuel.

REL A 301

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing REL A 301

Course Outcomes

Historical and Cultural Context

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the Old Testament narrative in its historical and cultural context.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the Old Testament's fundamental doctrines and principles.

Witness of Jehovah

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how the Old Testament bears witness of the work of Jehovah.

Application to Daily Living

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of-how selected Old Testament passages can be applied to daily living.

↑Top

The Old Testament

Historical background, narrative, and doctrines of the Old Testament. Covers 1 Kings through Malachi.

REL A 302

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing REL A 302

Course Outcomes

Historical and Cultural Context

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the Old Testament narrative in its historical and cultural context.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the Old Testament's fundamental doctrines and principles.

Witness of Jehovah

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how the Old Testament bears witness of the work of Jehovah.

Application to Daily Living

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how selected Old Testament passages can be applied to daily living.

↑Top

Old Testament Studies

Study of the Old Testament integrated with extensive field experiences in the biblical world; leads to an understanding, appreciation, and application of scriptural teachings today.

REL A 303R

Hours	1.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Offered only at the BYU Jerusalem Center for Near Eastern Studies.

Course Outcomes

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the Old Testament's fundamental doctrines and principles.

Witness of Jehovah

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how the Old Testament bears witness of the work of Jehovah.

Top

Writings of Isaiah

Teachings and prophecies of Isaiah in light of their historical context and relevance to latter-day people.

REL A 304

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing REL A 304

Course Outcomes

Historical and Cultural Context

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of-the Isaiah text in its historical and cultural context.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—fundamental doctrines and principles found in Isaiah's writings.

Witness of Jehovah

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how Isaiah's writings bear witness of the life and work of Jehovah.

Application to Daily Living

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of- how selected Isaiah passages can be applied to daily living.

↑Top

New Testament Studies of the Gospels

Study of the New Testament Gospels integrated with extensive field experiences in the biblical world; leads to an understanding, appreciation, and application of scriptural teachings today.

REL A 311R

Hours	1.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Offered only at the BYU Jerusalem Center for Near Eastern Studies.

Course Outcomes

Context

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the New Testament narrative in its historical and cultural context.

Witness of Christ

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of how the New Testament bears witness of the mission and message of Jesus Christ.

↑Top

The Joseph Smith Translation of the Bible

Historical significance of Joseph Smith's translation of the Bible, its relationship to the other standard works, and its doctrinal contributions.

REL A
320

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Historical Background

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the historical background of the JST.

Doctrinal Contribution

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the doctrinal contribution of the JST.

Product vs. Process Development

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of the relationship between product and process in development of the JST.

Top

The Pearl of Great Price

Historical background and doctrines of the Pearl of Great Price.

REL A 327

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Context

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the Pearl of Great Price in the historical and cultural context of its various components.

Doctrines and Principles

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—the fundamental doctrines and principles found in the Pearl of Great Price.

Witness of Christ

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how the Pearl of Great Price bears witness of Jesus Christ.

Application

Students who successfully complete the requirements for this course will be able to demonstrate that they have acquired an understanding of—how selected passages in the Pearl of Great Price can be applied to daily living.

Top

Special Studies in Religion: Ancient Scripture

Topical studies in religion based on student interest and teacher expertise.

REL A 392R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing REL A 392R

Course Outcomes

Specificity

Students will demonstrably learn relevant doctrine, principles and/or history of a specific aspect

↑Top

Special Topics in the Book of Mormon

In-depth study of the Book of Mormon's origins and major teachings.

REL A 392R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	REL A 121; Rel A 122.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Writings of John

REL A 392R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Ancient Scripture

Subjects and questions typically addressed by Church Educational System instructors

REL A 510R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Graduate standing and instructor's consent.
Note	No more than 3 hours may apply toward a graduate degree.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Introduction to the LDS Church

Introduction to the doctrines, history, and practices of The Church of Jesus Christ of Latter-day Saints for students who are not members of the church.

REL C 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	It is strongly recommended that this course be taken the first semester at BYU.
Taught	Fall, Winter

Course Outcomes

Factual

Students will gain understanding and know the key doctrines and revelations, people and history, culture and practices of The Church of Jesus Christ of Latter-day Saints.

Conceptual

Students will be able to analyze, evaluate, and write about the key doctrines, history, culture, and practices of the LDS Church.

Spiritual

Students will learn how Mormons "by study and also by faith" come to know of the truthfulness of the Restoration and the reality of the risen Lord.

Application

Students will be able to explain the foundational doctrines and historical events of the Restoration and their relevance in the modern Church. In addition, students will attend and become familiar with the meetings and programs of the LDS Church.

↑Top

Missionary Preparation

Focuses upon the purpose, skills, and doctrines of missionary work and prepares prospective missionaries for a more meaningful MTC and mission experience.

REL C
130

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Recommended for all prospective missionaries. This class may not be taken or retaken by returned missionaries or non-LDS students.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Conceptual Learning

Students will create custom lesson outlines which will be used to more effectively understand and teach the gospel of Jesus Christ to others. This will require students to be able to understand key doctrines and principles as well as learn how to effectively share these with other people.

Application Learning

- Students will be able to meet and get to know new people as will be required for effective missionary work
- Students will be able to teach the missionary discussions effectively to other people both inside and outside the classroom

Factual Learning

- Students will be able to identify and understand the doctrines and principles related to missionary work which God has revealed through prophets, seers and revelators.

- Students will be able to understand revealed doctrine and principles in a way which enables them to teach and apply those doctrines and principles in their lives.

Top

The Eternal Family

Devoted to teachings on the Plan of Redemption and the central role of the family in that plan. The doctrine of the family is explored as it is taught throughout the standard works and in "The Family: A Proclamation to the World," as well as through the temple and saving ordinances and covenants.

REL C
200

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Factual

Students will be enabled and inspired to understand, explain, promote, and defend the doctrine of the family.

Conceptual

Students will be prepared to evaluate questions and sources of information regarding the family in the light of scriptural and prophetic teachings.

Spiritual

Students will increase their understanding and testimony of the central role of the family in the plan of salvation as taught in the scriptures and the words of modern prophets-particularly "The Family: A Proclamation to the World."

Application

Students will be enabled to follow the Holy Spirit as they apply the truths learned in this course to their own marriage preparation and eternal families.

↑Top

Foundations of the Restoration

The calling and doctrinal contributions of Joseph Smith as well as the significance of modern scripture including key sections of the Doctrine and Covenants. Also includes the establishment, organization, doctrine, and practices of the Church today.

REL C
225

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Factual

Students will know key people, places, events, contexts, revelations, and doctrine related to the restoration of the gospel.

Conceptual

Students will be able to analyze and evaluate the validity and reliability of historical and doctrinal source material.

Spiritual

Students will learn "by study and also by faith" how to develop greater faith in Jesus Christ, and a testimony of the prophetic calling of Joseph Smith, the restoration of the gospel, and the succession and continuation of prophetic authority.

Application

Students will be able to explain foundational doctrinal developments and historical events of the restoration and their relevance.

Top

LDS Marriage and Family

LDS doctrines and principles of marriage and family.

REL C 234

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Identify Principles

Students will learn and identify specific LDS doctrines and principles of successful marriage and family relationships.

Express Doctrines and Principles

Students will accurately express LDS doctrines and principles of successful marriage and family relationships.

Prophetic Teachings

Students will find and act on prophetic teachings regarding LDS expectations for marriage and family relationships.

Application

Students will discover and apply doctrines, instruction, and counsel given to Latter-Day Saints concerning marriage and family relationships.

Discussion

Students will remember and discuss LDS doctrines and teachings concerning the family.

Discernment

Students will discern between LDS principles of marriage and family and other views.

Top

Introduction to Family History (Genealogy)

Introduction to the doctrinal significance, necessary skills, and available resources dealing with family history and genealogy.

REL C 261

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL C 261

Course Outcomes

Factual: Family History Research

Be able to identify family history research problems and frame appropriate research questions.
Know the best methods for tackling a family history research problem.
Learn how to properly document your research.
Know how to use a personal family history database program.
Be familiar with the major genealogical web sites.

Conceptual: Doctrine of Family History

Learn and be able to explain the scriptural and doctrinal basis for family history work.
Learn the different ways that you can contribute to family history and genealogical work.

Application: Preparing Family Names for the Temple

Learn how toenter genealogical data, photos, and stories into *FamilySearch*.
Learn how to determine which persons need temple ordinances.
Learn how to submit names for temple ordinances.

Top

British Family History

Using documents from the British Isles to identify ancestors and submit their names for temple ordinances.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

French and Italian Family History

Family history for students of French and/or Italian descent.

REL C
293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Germanic Family History

Family history for students of Germanic descent.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Latin American, Spanish, and Portuguese Family History

Family history for students of Latin American, Spanish, and/or Portuguese descent.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Research Skills

Students will demonstrate basic skills needed to analyze a family history scenario and set goals for efficient, productive family history research.

Top

LDS Family History

Using documents created by the LDS Church to identify ancestors and submit their names for temple ordinances.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Documents for Compiling Data

Students will identify, locate, and use public and private documents in the United States to analyze and compile geneological data.

↑Top

Native American Family History

Family history for students of Native American descent.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing REL C 293R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Scandinavian Family History

Using documents from the countries of Scandinavia to identify ancestors and submit their names for temple ordinances.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Slavic Family History

Family history for students of Slavic descent.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Specialized Studies in Family History (Genealogy)

Using documents from specific regional and organizational sources to identify ancestors and submit their names for temple ordinances.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing REL C 293R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

United States and Canada Family History

Family history sources for the United States and Canada.

REL C 293R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

The Doctrine and Covenants

Origin, content, and teachings of the Doctrine and Covenants. Covers Sections 1 through 76.

REL C
324

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Factual

Students will know key people, places, events, contexts, revelations, and doctrine related to Doctrine and Covenants 1-76.

Conceptual

Students will be able to analyze and evaluate the validity and reliability of historical and doctrinal source material in Doctrine and Covenants 1-76.

Spiritual

Students will learn "by study and also by faith" how to develop greater faith in Jesus Christ, and a testimony of the prophetic calling of Joseph Smith and the restoration of the gospel.

Application

Students will develop the capacity to study D&C 1-76 in historical context, identify gospel truths, and explain their application.

Top

The Doctrine and Covenants

Origin, content, and teachings of the Doctrine and Covenants. Covers Sections 77 through Official Declaration 2.

REL C 325

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Factual

Students will know key people, places, events, contexts, revelations, and doctrine related to Doctrine & Covenants 77 through Official Declaration 2.

Conceptual

Students will be able to analyze and evaluate the validity and reliability of historical and doctrinal source material.

Spiritual

Students will learn "by study and also by faith" how to develop greater faith in Jesus Christ, and a testimony of the prophetic calling of Joseph Smith and the restoration of the gospel.

Application

Students will develop the capacity to study D&C 77 through Official Declaration 2 in historical context, identify gospel truths, and explain their application.

Top

The Living Prophets

Doctrines, administration, backgrounds, and current teachings of the living prophets, seers, and revelators.

REL C 333

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Identification

Students will accurately identify specific LDS doctrines, organization, government, and perspectives related to current members of the First Presidency and Quorum of Twelve Apostles

Articulating Current Leadership Doctrines

Students will accurately articulate LDS doctrines and perspectives as articulated by current or recent members of the First Presidency and Quorum of Twelve Apostles.

Identify Current Leadership

Students will demonstrably identify, gather, and analyze biographical information of current members of the First Presidency and Quorum of Twelve Apostles

Report on Current Leadership

Students will find and report on teachings of current members of the First Presidency and Quorum of Twelve Apostles

Discern between teachings of Current Leadership

Students will demonstrably discern the doctrines, instruction, and counsel of current members of the First Presidency and Quorum of Twelve Apostles

↑Top

Joseph Smith and the Restoration, 1805-1845

Life and ministry of the Prophet Joseph Smith, coming forth of the Book of Mormon, organization of the church, foundational revelations, building the Kirtland Temple, Missouri persecutions, establishment of Nauvoo, and events leading to the Martyrdom.

REL C
341

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL C 341

Course Outcomes

Overview

Students will learn the history of the Church of Jesus Christ of Latter-day Saints, with emphasis on the restoration of knowledge, power, and doctrine, during the lifetime of Joseph Smith (1805-1844)

Events and Movements

Students will demonstrably remember and analyze events and movements of LDS history between 1805-1844 in New England, New York, Pennsylvania, Ohio, Missouri, Illinois, Great Britain, Palestine, and the Pacific Isles.

Participants

Students will demonstrably remember participants in early LDS history and analyze their contributions.

Geography

Students will demonstrably remember the geography of early LDS history

Historical Record

Students will gain experience with the historical record of early LDS history

Historical Relationships

Students will relate early LDS history to larger historical contexts and patterns

Cause and Effect

Students will examine and explain change over time and causes and effects as they relate to early LDS history

Top

Pioneers and Persecution, 1846-1899

Exodus from Nauvoo, the experience of Mormon Pioneers crossing the plains, establishing Zion in the Great Basin, plural marriage and government persecution, the Manifesto, and events leading to Utah statehood.

REL C 342

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL C 342

Course Outcomes

Factual

Students will know key people, places, events, and contexts relating to LDS church history between the years 1844 and 1901.

Conceptual

Students will be able to analyze and evaluate the validity and reliability of historical source material relating to this period of LDS church history.

Spiritual

Students will better appreciate "by study and also by faith" the sacrifices, dedication, and testimonies of the Utah pioneers, and the succession and continuation of prophetic authority.

Application

Students will be able to explain foundational historical events of the church during the pioneer era of church history and their relevance to church members today.

Top

The Global Church, 1900 to the Present

The Church in the twentieth and twenty-first centuries, international expansion, significant developments of Church programs and structure, the Church during wartime, the world-wide spread of temples.

REL C 343

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL C 343

Course Outcomes

Overview

Students will learn the history of the Church of Jesus Christ of Latter-day Saints from 1901 to the present day, with emphasis on international expansion, significant developments of Church programs and structure, the Church during wartime, and the global expansion. Modern-day prophets, beginning with Pres. Lorenzo Snow and ending with Pres. Russell M. Nelson, lives and administrations will be highlighted throughout the course.

Factual

Students will recognize, identify, discuss, and analyze events, movements, participants, in worldwide LDS history between 1900 and the present.

Conceptual

Students will recall and interpret sources of modern LDS history, connecting modern LDS history to larger historical contexts and patterns.

Spiritual

Students will better appreciate "by study and also by faith" the sacrifices, dedication, and testimonies of Modern Prophets, and the succession and continuation of prophetic authority. Students will acknowledge the Lord's hand in the twentieth century history of the Church of Jesus Christ of Latter-day Saints.

Application

Students will examine and explain change over time, and causes and effects as they relate to modern LDS history. Students will also examine the prophetic teachings of the Brethren comparing them with contemporary issues facing young people today and apply those teachings to their personal lives and challenges.

Top

Latter-day Saint History: The International Church

Church history and doctrine from 1830 to the present in Britain, Europe, the Pacific, Asia, Latin America, Africa, the Near East, and other areas.

REL C 344

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Global Expansion

Students will learn the history of how the Church of Jesus Christ of Latter-day Saints, has expanded globally and been influenced by global developments

Events and Developments

Students will demonstrably remember and analyze events and developments of the global aspects of LDS history

Participants

Students will demonstrably remember participants in global LDS history and analyze their contributions.

Geography

Students will demonstrably remember the geography of global LDS history

Historical Record

Students will gain experience with the historical record of global LDS history

Relationships with other Historical Contexts

Students will relate global LDS history to larger historical contexts and patterns

Causes and Effects

Students will examine and explain change over time and causes and effects as they relate to global LDS history

Top

Religious Studies in a World Setting

Religious studies related to Latter-day Saint foundations and doctrines as relevant to specific geographical regions (International Study Programs).

REL C 350R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Learn History

Students will learn the LDS Church history of a particular region.

Key Sites

Students will visit key LDS Church history sites in a particular region.

Challenges

Students will become acquainted with the challenges church members face in a particular region.

Interview about History

Students interview Church members in a particular region relative to their history.

↑Top

Survey of World Religions

Explores the origins, theological doctrines, scriptural works, and religious practices of several internationally religious traditions, including Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism, Taoism, Confucianism, and Shinto. Comparisions are offered between these religions, and Latter-day Saints belief and practice.

REL C
351

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL C 351

Course Outcomes

Factual

Students will know founders, places of significance, important events, central texts, core beliefs and practices of the world's major religious traditions.

Conceptual

Students will be able to recognize and articulate key historical, theological and liturgical differences between various religious traditions.

Spiritual

Students will be able to recognize elements of truth in traditions other than their own, and will develop a greater sense of God's loving guidance and work among all who seek Him.

Application

Students will be able to offer more informed explanations of their own religious beliefs and commitments, and engage in mutually beneficial dialogue with believers in other traditions.

↑Top

Survey of Christianity

An examination of the history, doctrines, and liturgical practices of the three major branches of Christianity: Roman Catholicism, Eastern Orthodoxy, and Protestantism. Comparisons are offered between these religions, and Latter-day Saint belief and practice.

REL C 352

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Factual

Students will know the key individuals, places, practices, events, and doctrinal tenets of traditional Christianity.

Conceptual

Students will be able to analyze and articulate the questions and reflections that led to the development of the various creeds and doctrines of Christianity. They will also explain the key theological differences that distinguish one major Christian group from another.

Spiritual

Students will recognize truth in the various Christian traditions, connect their Christian identity and faith with the wider world of Christianity, and see evidence of God's loving guidance and work among all who seek Him.

Application

Students will be able to offer more informed explanations of their own religious beliefs and commitments, and engage in mutually beneficial dialogue with believers in other Christian traditions.

↑Top

American Christianity and the Restored Gospel

History, doctrine, and practices of the major Christian faiths of America in light of the restored gospel.

REL C 353

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL C 353

Course Outcomes

Factual

Students will be able to identify the historical origins and beliefs of major Christian groups in the United States.

Conceptual

Students will understand what it means to think historically, and will be able to read, discuss, and analyze primary and secondary source material. They will also come to provide informed explanations of major trends, transformations, themes, and events in the history of American Christianity.

Spiritual

Students will learn to consider the importance of "lived religion"-how religious beliefs have motivated and shaped daily living-across various denominations over time.

Application

Students will learn to situate Latter-day Saint beliefs and practices within the wider Christian tradition. They will also learnemploy best comparative practices, always leaving room for **"holy envy."**

↑Top

Survey of Judaism and Islam

Explores the origins, doctrines, scriptural works, history and religious practices of Judaism and Islam. Comparisons are offered between the two, and Latter-day Saint Christianity.

REL C 357

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Factual

Students will be familiar with the origins, historical narrative, and central religious doctrines and practices of Judaism and Islam, as well as key historical figures and religious teachers, including, in the case of Islam, its founder Muhammad.

Conceptual

Students will be able to discuss in detail basic differences between Orthodox, Reform, and Conservative traditions within Judaism, and between Sunni and Shi'ite traditions within Islam. Students will develop the ability to read, with understanding, sacred texts (in English translation) to understand their basic structure, theology, doctrine, and interpretations.

Spiritual

Students will be able to recognize key elements of eternal truth, as well as significant doctrinal and practice parallels, within Judaism and Islam, and identify faith-affirming elements within the traditions studied, with the goal of developing a greater sense of God love for and guidance of all who seek Him.

Application

Students will learn understanding of and appreciation for Jews and Muslims, the people of the religious traditions studied, and develop abilities to exchange and converse with Jews and Muslims regarding their religion in ways that are informed, respectful and mutually beneficial.

↑Top

Survey of Eastern Religions

Introduces the history, beliefs, practices, and sacred texts of Hinduism, Janism, Buddhism, Sikhism, Confucianism, Daoism, and Shinto. Comparisons are offered between these religions, and Latter-day Saint belief and practice.

REL C
358

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing REL C 358

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Book of Mormon Witnesses

REL C 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Doctrine and Teachings of Joseph Smith

REL C 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Overview

Students will demonstrably learn relevant doctrine, principles and/or history of a specific aspect of the restored gospel topics based on student interest and instructor expertise

Top

Family History in Great Britain

On-site studies dealing with British Family History and related Church history in Great Britain.

REL C 393R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

↑Top

History of the English Bible

Survey of the history of the English Bible from the 8th to the 21st century in the light of the Restored Gospel.

REL C 393R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Latter-Day Saints in Wartime

REL C 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

LDS Temples

REL C 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Lectures on Faith

REL C 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Men and Women of Mormonism

REL C 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Presidents of the Church

REL C
393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Studies in Religion: Church History and Doctrine

Topical studies in religion based on student interest and teacher expertise.

REL C 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Doctrines of the Gospel

Doctrines of The Church of Jesus Christ of Latter-day Saints as taught in the scriptures and by latter-day prophets. Intended as a capstone experience to integrate doctrines and principles of the plan of salvation.

REL C 431

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Core Doctrines

Students will identify, understand, clarify, and explain core doctrines contained in the Standard Works of the Church of Jesus Christ of Latter-day Saints and taught by LDS prophets.

Life Choices vs. Doctrines

Students will discern whether their life choices are in harmony with the doctrines they understand

Plan of Salvation

Students will explain how various aspects and principles of the plan of salvation work to bring to pass the immortality and eternal life of God's children

↑Top

Teaching Seminary

An introduction to effective seminary teaching, includes discussion related to professional seminary expectations, teaching techniques, classroom management and direct experience in teaching seminary.

REL C
471

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	It is recommended this course be taken 3 semesters prior to the student's graduation date to accommodate a year for student teaching.
Taught	Fall, Winter

Course Outcomes

Teaching Skills

Acquire understanding and skills that will assist the student as they teach the scriptures in a religious education setting.

Lesson Design

Become effective in designing, preparing, and teaching relevant lessons that will help learners be edified as they study the scriptures.

Practicum

Demonstrate in a practicum experience proficiency of teaching principles and skills taught in the class.

Career Orientation

Understand the requirements for a possible career with Seminaries and Institutes

Top

Teaching the Developmentally Disabled

Training prospective Church Educational System teachers to effectively teach religious education to youth who are developmentally disabled.

REL C 472

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Understanding and Response

Students will identify, understand, and respond to developmentally disabled seminary students

Demonstration

Students will demonstrate in a classroom environment strategies for teaching the developmentally disabled.

Top

Seminary Teaching Seminar

Topics pertinent to success of newly appointed seminary teachers preparatory to fall teaching.

REL C 475

Hours	0.5 - 2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Requires permission-to-add code from instructor.
Taught	Fall, Winter

Course Outcomes

Teaching Competence

Students will demonstrate teaching competence through a student teaching experience in a seminary classroom

Teaching Strategies

Students will demonstrate an ability to employ basic seminary teaching strategies in classroom presentations.

Top

Special Topics in Church History and Doctrine

Subjects and questions typically addressed by Church Educational System instructors.

REL C 510R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	LDS Church Seminaries and Institutes personnel only.
Note	No more than 3 hours may apply toward a graduate degree.
Taught	

Course Outcomes

The meaning and determination of "doctrine"

Be able to articulate various meanings of the word *doctrine* and explain how Latter-day Saint doctrine is determined;

Linking doctrines to Church History

Be able to identify and link foundational doctrines with key figures (Church leaders) and periods in the history of the LDS Church.

↑Top

Special Topics in Church History and Doctrine

REL C
540R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Graduate Readings

These are assigned graduate-level readings on special topics in Church History, often leading to the writing of a final paper or thesis. Papers are also often assigned, requiring students to master their particular topic and to write a publishable paper.

🡅Top

Educational Philosophy and Values in Religious Education

Philosophical basis and underlying values in religious education.

REL E 500

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Foundations of weekday religious education

Students will be able to examine and evaluate key doctrinal, historical, and philosophical foundations of weekday religious education as taught by the ancient and latter-day prophets and by current and former Seminary & Institute and Church leaders.

Establishing professional relationships

Students will be able to establish professional and collaborative relationships with current and former Seminary & Institute leaders through receiving in-class instruction from guest instructors and conducting out-of-class leadership interviews

Professional Development

Studtents will understand and be able to assume their roles and responsibilities in the world-wide effort of religious education.

Top

Scripture Teaching

Theory, methodology, and issues of scripture-based teaching in religious education.

REL E 501

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Teaching effectively

Develop the capability to teach comfortably and effectively from the Four Standard Works of the Church

Teaching by the Spirit

Show competence in teaching the scriptures from the Spirit and in such a way as to affect positive change in high school students

Working with the difficult student - in love

Develop the human relationship skills so as to know how to love and relate with difficult students.

Top

Research Methods in Religious Education

Methodology in and resources for research in the four areas of focus: Church History and Doctrine, Old Testament, New Testament, and Book of Mormon.

REL E 595

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Scholarly and Critical Thinking Skills

Students will be able to think and discuss critically and scholarly about church history and doctrine, yet do so in a "household of faith."

Research and Writing Skills

Students will be able to demonstrate the skills of essential note-taking, footnote citations, and clarity of writing requisite for writing graduate-level research papers

Document Analysis Skills

Students will be able to write a graduate level document analysis paper.

Bibliographic Essay Skills

Students will be able to write a graduate level bibliographical essay.

↑Top

Language Study: Romanian

Survival-level conversation, reading, listening, and culture skills in the target language.

ROM
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Romanian, Part 1

Basic language skills.

ROM 101

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Romanian, Part 2

Basic language skills.

ROM 102

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Romanian

Conversation vocabulary building; reading and writing skills, emphasizing writing.

ROM 201

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	Rom 102 or equivalent experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Romanian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

ROM 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	ROM 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing ROM 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Second-Year Romanian Conversation

Intermediate listening comprehension and speaking skills.

ROM 211R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Rom 102 or equivalent experience.
Taught	

Course Outcomes

Conversations

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

Top

Language Skills Development: Romanian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

ROM 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Third-Year Romanian Conversation

Advanced conversational skills.

ROM 311R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Rom 211R or equivalent experience.
Taught	

Course Outcomes

Conversations

Speak comfortably about predictable, familiar topics related to daily activities and current events; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions

Organized Speech

Begin to speak in "oral paragraphs."

Strategies

Apply appropriate strategies to deal with unpredictable language situations.

Pronunciation and Accuracy

Be understood by native speakers unaccustomed to dealing with non-native speakers.

Top

Advanced Grammar: Romanian

Systematic review of grammar and syntax of target language.

ROM 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ROM 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Romanian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

ROM
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Rom 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing ROM 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Romanian Literature and Culture

For returned missionaries or others with extensive Romanian language experience.

ROM 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Foreign residence experience in Romania.
Note	Required course for obtaining language credit by examination. Culminating course for GE Foreign Language requirement.
Taught	Contact Department
Programs	Containing ROM 340

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Romanian

Concentration on target-language and target-culture issues for specific careers.

ROM 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	ROM 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

First-Year Russian, Part 1

Listening, speaking, reading, writing, grammar, and culture.

RUSS 101

Hours	5.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing RUSS 101

Course Outcomes

Novice High Proficiency

Speak, read, listen, and write at a level equivalent to Novice High or higher on the American Council of Teachers of Foreign Languages (ACTFL) proficiency scale.v

Basic aspects of Grammar

Demonstrate control over basic aspects of Russian grammar, such as case usage and verb conjugation in controlled settings.

Russian Cultural Norms

Demonstrate an emerging awareness of Russian cultural norms in a limited number of contexts within the scope of learning experiences.

↑Top

First-Year Russian, Part 2

Listening, speaking, reading, writing, grammar, and culture.

RUSS 102

Hours	5.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Winter, Summer
Programs	Containing RUSS 102

Course Outcomes

Novice High Proficiency

Speak, read, listen, and write at a level equivalent to Novice High or higher on the American Council of Teachers of Foreign Languages (ACTFL) proficiency scale.

Basic Aspects of Grammar

Demonstrate control over basic aspects of Russian grammar, such as case usage and verb conjugation in controlled settings.

Awareness fo Russian Cultural Norms

Demonstrate an emerging awareness of Russian cultural norms in a limited number of contexts within the scope of learninig experiences.

Top

Academic Internship

On-the-job experience evaluated by supervisor and posted on student's transcript. Report required

RUSS 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department chair's and internship coordinator's consent.
Note	Not applicable to major or minor.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Internship

Student combines knowledge gained from the Russian curriculum with an internship experience in a related field, preferably connected to the second major or minor.

Top

Second-Year Russian, Part 1

Grammar review and conversation.

RUSS 201

Hours	5.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Russ 102 or instructor's consent, based on prior Russian language experience.
Taught	Fall
Programs	Containing RUSS 201

Course Outcomes

Short Essays

Students will write short essays incorporating materials introduced in the texts.

Intermediate Low Proficiency

Russian 201-202 are focused on developing learners' proficiency in speaking, reading, listening, and writing. These courses also focus on developing learners' cultural sensitivity. By the end of each course, students will:
1. speak, read, listen, and write at a level equivalent to Intermediate Low or higher on the American Council of Teachers of Foreign Languages (ACTFL) proficiency scale.

Basic Aspects of Russian Grammar

2. Demonstrate increasing control over basic aspects of Russian grammar, such as case usage, verbal conjugation, tense and aspect in controlled settings. This growing accuracy will allow them to begin narrating personal experiences.

Awareness of Russian Cultural Norms

3. Demonstrate a developing awareness of Russian cultural norms in a growing number of contexts within the scope of the learning experience.

Top

Second-Year Russian, Part 2

Grammar review and discussion in Russian of both expository and literary readings.

RUSS 202

Hours	5.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Russ 201 or instructor's consent.
Note	Culminating course for Languages of Learning requirement.
Taught	Winter
Programs	Containing RUSS 202

Course Outcomes

Intermediate Low Proficiency

Russian 201-202 are focused on developing learners' proficiency in speaking, reading, listening, and writing. These courses also focus on developing learners' cultural sensitivity. By the end of each course, students will:
1. speak, read, listen, and write at a level equivalent to Intermediate Low or higher on the American Council of Teachers of Foreign Languages (ACTFL) proficiency scale.

Basic Aspects of Russian Grammar

2. Demonstrate increasing control over basic aspects of Russian grammar, such as case usage, verbal conjugation, tense and aspect in controlled settings. This growing accuracy will allow them to begin narrating personal experiences.

Awareness of Russian Cultural Norms

3. Demonstrate a developing awareness of Russian cultural norms in a growing number of contexts within the scope of the learning experience.

↑Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

RUSS 211

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Russ 201 or foreign residence experience.
Note	Offered only as credit by examination upon completion of Russ 330 (maximum 1 hour) or through Study Abroad experience in Russian (1-5 hours).
Taught	Spring Contact Department, Summer Contact Department
Programs	Containing RUSS 211

Course Outcomes

Conversation

Student increases oral proficiency through directed conversation practice and vocabulary building.

↑Top

Intermediate Russian on Study Abroad

Grammar and composition, case government, listening and speaking skills.

RUSS 301

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	RUSS 202
Taught	Spring Contact Department, Summer Contact Department
Offered	Russian Study Abroad only.
Programs	Containing RUSS 301

Course Outcomes

Intrmed Russian Study Abroad

This course is offered only on study abroad. It focuses primarily on the formal elements of the Russian language and aims to help homegrown students bridge the gap between themselves and Russian RMs.
1. Study the fundamentals of Russian grammar
2. Write descriptive and narrative compositions aimed at improving command of Russian
3. Read short texts designed to supply content for writing composition and class discussion (Russian Section Learning Outcomes 1, 3 and 4) http://germslav.byu.edu/russian/learning-outcomes/

Top

Advanced Conversation

Building vocabulary and developing skills needed to exceed assessed proficiency rating.

RUSS 311R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Russ 211R or equivalent experience.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Conversation

Students will demonstrate an advanced level conversation.

↑Top

Third-Year Russian Part 1

Grammar and composition, case government, listening and speaking skills.

RUSS
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Russ 202 or equivalent.
Taught	Fall, Spring Contact Department
Programs	Containing RUSS 321

Course Outcomes

Grammar

This two-course series focuses primarily on the formal elements of the Russian language and aims to improve students' command of it in the following three ways:
1. grammar, considerable focus on the structure of Russian and fundamentals of grammar

Writing

2. writing, descriptive and narrative writing compositions aimed at improving command of one's language

Reading

3. reading, short texts designed to supply content for writing composition and class discussion

Top

Third-Year Russian Part 2

Grammar and composition, case government, listening and speaking skills.

RUSS 322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Russ 202 or equivalent.
Taught	Winter, Summer Contact Department
Programs	Containing RUSS 322

Course Outcomes

Grammar

This two-course series focuses primarily on the formal elements of the Russian language and aims to improve students' command of it in the following three ways:
1. grammar, considerable focus on the structure of Russian and fundamentals of grammar

Writing

2. writing, descriptive and narrative writing compositions aimed at improving command of one's language

Reading

3. reading, short texts designed to supply content for writing composition and class discussion

Top

Russian Phonology and Morphology

Perfecting speaking and listening skills through phonetics and applied speaking and listening techniques. Better understanding and using the structures of Russian through studying morphology and historical phonology.

RUSS 323

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RUSS 321
Taught	Winter
Programs	Containing RUSS 323

Course Outcomes

Phonetics and Phonology

1. Learn the basics of the Russian sound system (phonetics and phonology).

Inflectional and Derivational Morphology and Historical Phonology

2. Learn the basics of Russian inflectional and derivational morphology and historical phonology in order to better understand the way the Russian language functions as a system.

Improving Pronunciation and Listening Comprehension

3. Use new knowledge of the way the sounds of the Russian language are produced and the way they interact to improve pronunciation and listening comprehension.

Improve Language Use

4. Use knowledge of the structures of Russian to help students master the details of conjugation, declension and derivation. (Improve language use)

↑Top

Cultural History of Russia

Culture, with listening, speaking, reading, writing, and grammar as secondary emphases.

RUSS
330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Russ 202 or foreign residence experience.
Note	Required course for obtaining language credit by examination (Russ 101, 102, 201, 211R). Culminating course for Languages of Learning requirement. Includes International Cinema.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing RUSS 330

Course Outcomes

Cultural History

1. Identify the main periods, figures, and achievements of Russian cultural history.

Cultural Sensitivity

2. Demonstrate sensitivity to cultural difference generally and, more specifically, to differences between their own culture and that of Russian.

Essays

3. Write essays characterized by good organization, coherent development.

↑Top

Masterpieces of the Russian Novel in English

Survey of Russian novels by such authors as Pushkin, Tolstoy, Dostoevsky, and Pasternak.

RUSS 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing RUSS 340

Course Outcomes

Reading

The design of this course is to introduce students to some of the most important works of Russian literature. Our aim is for the student to be able to explain the trends and characteristics of the Classic Russian Novel and illustrate them with examples from the assigned readings. To help the student realize this objective, we focus our attention on three areas:
1. Reading:Those responsible for course instruction choose the assigned readings (mutually agreed upon by members of the section). Students that complete the assigned readings will demonstrate a critical understanding of and appreciation for literature.

Writing

2. Writing: Writing both in and outside of the classroom will enable the student to develop a reasonable interpretation of a literary text and to support that interpretation with evidence.

Student Interaction

3. Significant Student Interaction: Class discussions are led by both the instructor and the student. Active participation in class discussions will increase the student's ability to identify and articulate the concerns raised in the assigned readings.

Top

Dostoevsky's Major Works in Translation

Survey of Dostoevsky's major works in English translation.

RUSS 341

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RUSS 341

Course Outcomes

Reading

The design of this course is to introduce students to the important works of Fyodor Dostoevsky. Our aim is for the student to be able to explain the key issues Dostoevsky explores in his work and illustrate them with examples from the author's novels and short stories. To help the student realize this objective, we focus our attention on three areas:
1. Reading: Those responsible for course instruction choose the assigned readings (mutually agreed upon by members of the section). Students that complete the assigned readings will demonstrate a critical understanding of and appreciation for Dostoevsky's work.

Writing

2. Writing:Writing both in and outside of the classroom will enable the student to develop a reasonable interpretation of a literary text and to support that interpretation with evidence. Students will be able to write a research paper in the appropriate citation style.

Student Interaction

3. Significant Student Interaction:Class discussions are led by both the instructor and the student. Active participation in class discussions will increase the student's ability to identify and articulate the questions Dostoevsky raises in his work.

Top

Tolstoy's Major Works in Translation

Survey of Tolstoy's major works in English translation.

RUSS 342

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter
Programs	Containing RUSS 342

Course Outcomes

Reading

The design of this course is to introduce students to the important works of Lev Tolstoy. Our aim is for the student to be able to explain the key issues Tolstoy explores in his work and illustrate them with examples from the author's novels and short stories. To help the student realize this objective, we focus our attention on three areas:
1. Reading:Those responsible for course instruction choose the assigned readings (mutually agreed upon by members of the section). Students that complete the assigned readings will demonstrate a critical understanding of and appreciation for Tolstoy's work.

Writing

2. Writing both in and out of the classroom will enable the student to develop a reasonable interpretation of a literary text and to support that interpretation with evidence. Students will be able to write a research paper in the appropriate citation style.

Student Interaction

3. Significant Student Interaction:Class discussions are led by both the instructor and the student. Active participation in class discussions will increase the student's ability to identify and articulate the questions Tolstoy raises in his work.

↑Top

Masterpieces of Russian Film

Developing listening comprehension and speaking skills through discussing Russian films. Includes International Cinema.

RUSS
343

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	RUSS 330
Taught	Winter
Programs	Containing RUSS 343

Course Outcomes

Watching Soviet/Russian Films

1. Watch Soviet/Russian films. Due to the rich heritage of Soviet/Russian cinema this course does not claim to be an exhaustive treatment of all the great Soviet/Russian films, but rather aims to concentrate on the most nationally acclaimed Soviet/Russian films, American Academy Award nominated films, and internationally acclaimed Soviet/Russian films.

Critical Analysis

2. Critically analyze cultural and aesthetic aspects of Russian films orally and in writing.

Top

Historical Survey of Russian Arts and Letters

A historical survey of Russian arts and letters, specifically visual arts, dance, music, theater, and film.

RUSS
344

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing RUSS 344

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship

On-the-job experience in Russian-related areas. Report required.

RUSS 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	RUSS 202; department's consent.
Note	Not applicable to any Russian major or minor.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Internship

Student combines knowledge gained from the Russian curriculum with an internship experience in a related field, preferably connected to the second major or minor.

Top

Fourth-Year Russian, Part 1

Contemporary language and culture.

RUSS 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RUSS 321 & RUSS 322 & RUSS 330
Taught	Fall
Programs	Containing RUSS 421

Course Outcomes

Vocabulary

1. Increase vocabulary and use of synonyms.

Opinions and Arguments

2. Improve ability to state and support opinions and organize arguments.

Hypothesizing

3. Foster ability to hypothesize in Russian.

Daily Reading

4. Use daily reading as a method for learning vocabulary and improving language.

Top

Fourth-Year Russian, Part 2

The structure of Russian.

RUSS
422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RUSS 321 & RUSS 322 & RUSS 330
Taught	Winter
Programs	Containing RUSS 422

Course Outcomes

Morphology and Phonology

1. Learn the basics of Russian inflectional and derivational morphology and historical phonology in order to better understand the way the Russian language functions as a system.

Improving Language Use

2. Use knowledge of the structures of Russian to help students master the details of conjugation, declension and derivation. (Improve language use)

Top

Masterpieces of Russian Literature 1

Survey of shorter masterpieces in Russian.

RUSS 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RUSS 321 & RUSS 322 & RUSS 340
Taught	Fall, Spring Contact Department, Summer Contact Department
Programs	Containing RUSS 441

Course Outcomes

Reading

1. To read in Russian mutually agreed upon poems, short stories, and plays of nineteenth-century Russian literature and understand their literary, social, historical, and religious contexts.

Writing

2. To write essays in Russian in which students are able to formulate insightful arguments and support their ideas with detailed textual references. This written work should be characterized by good organization and a logical development of ideas.

Analysis and Discussion

3. To analyze and discuss the literary works and the authors in Russian as the course will be taught predominantly in Russian.

Top

Masterpieces of Russian Literature 2

Survey of shorter masterpieces in Russian.

RUSS 442

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	RUSS 321 & RUSS 322 & RUSS 340
Taught	Winter, Spring Contact Department, Summer Contact Department
Programs	Containing RUSS 442

Course Outcomes

Reading

1. To read in Russian mutually agreed upon poems, short stories, and plays of nineteenth-century Russian literature and understand their literary, social, historical, and religious contexts.

Writing

2. To write essays in Russian in which students are able to formulate insightful arguments and support their ideas with detailed textual references. This written work should be characterized by good organization and a logical development of ideas.

Analysis and Discussion

3. To analyze and discuss the literary works and the authors in Russian as the course will be taught predominantly in Russian.

⬆Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

RUSS 477R

🕘 **Hours**	4.0 Credit, Arr Lecture, Arr Lab
☑ **Prerequisites**	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
📅 **Taught**	Fall Contact Department, Winter Contact Department, Spring Contact Department
🎓 **Programs**	Containing RUSS 477R

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Studies in Russian

Variable credit for individual or group study as approved for special circumstances.

RUSS 490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter
Programs	Containing RUSS 490R

Course Outcomes

Special Studies

Student increases Russian language proficiency and cultural knowledge through directed independent study with a faculty member.

↑Top

Senior Seminar: Passages and Conclusions

In-depth study of a limited area of literature or language. Content varies; requires research and writing.

RUSS
492R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	RUSS 441; or RUSS 442
Taught	Fall, Winter
Programs	Containing RUSS 492R

Course Outcomes

Critical Thinking

This course provides a culminating undergraduate experience for students in the following three ways:
1. critical thinking, course content affords significant intellectual development and growth

Russian Language

2. target language, the Russian language plays an integral role in the course curriculum

Writing

3. writing, compositions that demonstrate students' critical thinking and Russian language skills

↑Top

Honors Thesis

Preparation of honors thesis with thesis director.

RUSS
499R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Honors Thesis

Student is mentored toward completion of an honors thesis.

Top

Language Study: Samoan

Survival-level conversation, reading, listening, and culture skills in the target language.

SAMOA 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Samoan

Beginning speaking, listening, reading, and writing skills.

SAMOA 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Samoan

Second-semester speaking, listening, reading, and writing skills.

SAMOA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SAMOA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Samoan

Intermediate speaking, listening, reading, and writing skills.

SAMOA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SAMOA 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Samoan

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

SAMOA 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SAMOA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing SAMOA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Samoan

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

SAMOA
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Samoan

Systematic review of grammar and syntax of target language.

SAMOA 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SAMOA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Samoan

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

SAMOA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Samoa 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing SAMOA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Samoan

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

SAMOA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SAMOA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Samoan

Concentration on target-language and target-culture issues for specific careers.

SAMOA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SAMOA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Literacy and Learning for the Disciplines

An investigation of the literacies needed to participate in the various disciplines and the support needed to learn those literacies.

SC ED 250

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Know Theories of the Disciplines

Demonstrate an understanding of the theories related to disciplinary literacy (including texts, reading, writing, communicating, reasoning) and the implications of these theories for participation in disciplinary practices. (GE letters #2)

Identify Disciplinary Texts & Literacies

Identify the range of texts and literacies used to communicate, reason, and participate within a specific discipline. (GE letters #1 & #2)

Contrast Literacy Across Disciplines

Contrast the literacies necessary to participate in a discipline with those needed in different disciplines. (GE letters #1 & #2)

Describe Support for Acquiring Literacies

Describe supports needed for individuals to gain the literacies necessary to read and write disciplinary texts. (GE letters #3)

↑Top

Exploration of Teaching

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will explore the issues of schooling and the career choices in education.

↑Top

Exploration of Teaching: Art

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED
276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	30 semester hours or sophomore status; FBI fingerprint and background clearance.
Taught	

Course Outcomes

Application

Each student will gain practical teaching experience.

Issues in Education

Students will have a basic understanding of current issues in public education.

Top

Exploration of Teaching: Biological Sciences

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED
276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

Application

Each student will gain practical teaching experience.

Professionalism

Students will explore the issues of schooling and the career choices in education.

↑Top

Exploration of Teaching: Dance

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

Application

Each student will gain practical teaching experience.

Instruction

Students will explore the issues of schooling and the career choices in education.

Top

Exploration of Teaching: English

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

Application

Each student will gain practical teaching experience.

Issues in Education

Students will have a basic understanding of current issues in public education.

↑Top

Exploration of Teaching: Exercise Sciences

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

Application

Each student will gain practical teaching experience.

↑Top

Exploration of Teaching: Foreign Language

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	
Programs	Containing SC ED 276R

Course Outcomes

Evaluate a variety of learning styles.

Create an instructional resource file.

Participate in a visit to a charter school, a school for children with physical and mental challenges, and an alternative school.

Participate in visits to schools (elementary specialist, middle level, high school, and 2 schools of the studentâ??s choice), prepare observations in each setting, teach an art lesson at assigned settings, conduct peer evaluations, and complete journal entries with reflective entries.

Video record one lesson to view and analyze and review with peers.

Create a presentation on an art education method and create a guide sheet.

Create school newsletter, bulletin board display and an instructional resource aid.

Conduct an interview with a child regarding their perceptions of art and create an summary analysis of the data collected.

Complete admission requirements to be admitted into the secondary education program.

Analyze case study incidences regarding the moral dimensions of teaching.

Generate lesson plans in relation to observations, school cultures, district and state mandates, and contemporary educational theory.

Top

Exploration of Teaching: Health

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

Application

Each student will gain practical teaching experience.

Instruction

Students will explore the issues of schooling and the career choices in education.

Top

Exploration of Teaching: Mathematics

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

instruction

Students will be able to identify and demonstrate effective teaching practices.

professionalism

Students will explore the issues of schooling and the career choices in education.

Top

Exploration of Teaching: Music

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

In this course students will each perform for each other and receive feedback on your performance. Students will also improve as performers by providing feedback for your peers

In this course students will engage in several improvisation and composing opportunities during demonstrations of teaching strategies.

Lectures and Activities

The perspectives lectures and activities in this course are designed to create foundational questions
and a propensity for deep thinking about music through philosophical and theoretical discussions particularly
as part of the re-visioning of music literacy.

Students will conduct 12 observations of successful practitioners in local public schools where they
have the opportunity to gather many strategies and materials along with insights regarding philosophies
underlying them. Practical approaches/techniques are also presented during the â??processâ? discussions in class
and by the rhythm teaching exercises as the beginning of each seminar

The term project for this course and the related â??processâ? discussions represent a carefully guided
incursion into grounded pedagogical practice.

Each student has at least 2 mentored formal teaching experiences involving junior high music students
the interaction between 276 students and the junior high students is carefully reviewed both by the University
supervisor and the 276 student him/herself.

Top

Exploration of Teaching: Physical Science

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

instruction

Students will be able to identify and demonstrate effective teaching practices.

professionalism

Students will understand the career choices in education.

Top

Exploration of Teaching: Technology Teacher Education

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

SFL 276: Introduction to Secondary Education for Family and Consumer Science Majors

This course is a field-based course taken during the initial teaching experience. It is directed at helping prospective teachers experience the demands and opportunities associated with teaching Family and Consumer Sciences in secondary education classrooms.

A) Students will observe, experience, and analyze firsthand the responsibilities and environment of teaching Family and Consumer Sciences in a secondary public school setting.

- Students observe, teach, demonstrate, and complete a bulletin board out in schools 6 -7 days during the block.
- An hours form and evaluation form is filled out with public teacher signature.

B) Students will identify and discuss the characteristics of an effective teacher

- The First Days of School textbook discussion question assignments are written, turned in and discussed in class.

C) Students will demonstrate ability to research and understand current issues facing public schools by collecting scholarly articles and presenting an opinion.

Students complete a research project by reading and responding to 4 or more current education articles.

Students will reflect and build on the goals of the BYU Educator Preparation Program.

Students increase understanding of personal strengths and weaknesses that will aid in progression toward excellence in teacher preparation by keeping a field journal of their experiences.

Top

Exploration of Teaching: Theatre and Media Arts

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SC ED 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	

Course Outcomes

Each student will understand the theoretical and practical nature of education.

Each student will evaluate a variety of learning styles.

Each student will objectively begin to understand their personal teaching style.

appllication

Each student will gain practical teaching experience.

Each student will acquire confidence in their teaching talents.

Each student will learn to develop specific lesson plans and educational units.

Each student will create a professional education portfolio.

Each student will learn about teaching resources and information.

Issues in Education

Students will have a basic understanding of current issues in public education.

↑Top

Adolescent Development in an Education Context

Adolescent development in the context of education. Focus is on the implications for integrated school culture, curriculum design, instructional practices, and assessment.

SC ED 350

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 276R or major area equivalent.
Note	Class is restricted to secondary education majors in biology, physical education teacher education, music, dance, and arts.
Taught	Fall, Winter, Spring
Programs	Containing SC ED 350

Course Outcomes

Demonstrate Impact on Instructional Processes

Students will be able to recognize and identify the implications of adolescent development on their own teaching and be able to integrate future lessons with the knowledge they have of development.

Developmental Stages

The students will understand the social, physical, and cognitive developmental stages of adolescence in relation to the tasks of automony, identity and intimacy development.

Demonstrate Impact on Classroom Environments

The students will demonstrate understanding of how the stages of development impact classroom environments and management.

Top

Multicultural Education for Secondary Education

Examining and understanding cultural identities, effects of culture on learning and teaching, culturally relevant and responsive teaching, policy impact on current practices, inclusive civic engagement, privilege and inequity, and theoretical frameworks.

SC ED 353

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 276R or major area equivalent.
Recommended	Concurrent enrollment in Sc Ed 350 or Sc Ed 375.
Taught	Fall, Winter, Spring
Programs	Containing SC ED 353

Course Outcomes

Cultural Identities

Examine and understand the various dimensions of cultural identity, including one's own, and apply this knowledge to through a process of reflection.

Effects of Culture on Learning and Teaching

Acknowledge the dynamics of culture and diversity in school success and teachers' teaching. This includes recognizing and overcoming deficit thinking.

Critical Dispositions

Recognize and use a personal moral spiritual framework. Demonstrate a willingness to engage in self-critique and exploration, developing meekness, comittment to advocacy, and lifelong habits of reflection about self, others and institutions. Exploring frames of reference, ways of knowing, culture, gender, sexuality, race and ethnicity, language abilities, immigration, social class, poverty, potential bias in theses frames and

Inclusive Civic Engagement

Learn to appreciate and value differences. Recognize how diversity enriches opportunities for learning and engagement in the various communities they participate.

Recognize Privilege and Inequity

Recognize and acknowledge racism, discrimination and other forms of inequity and privilege in themselves, in others, and within institutions.

Theoretical Frameworks

Recognize and use a personal moral spiritual framework along with principles and concepts of social science to guide educational accomplishments for diverse learners.

↑Top

Adolescent Development and Classroom Management

Analysis of education practice and the relationship between theories and research on development, classroom management, education and the practice of teaching. Focus on adolescent development and an introduction to classroom management.

SC ED 375

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Sc Ed 276R or major area equivalent.
Taught	Fall, Winter, Spring
Programs	Containing SC ED 375

Course Outcomes

Developmental Stages

Students will understand the social, physical and cognitive developmental stages of adolescence in relation to the tasks of autonomy, identity and intimacy development.

Demonstrate Impact on Instructional Processes

Students will be able to recognize and identify the implications of adolescent development on their own teaching and be able to integrate future lessons with the knowledge they have of development.

Demonstrate Impace on Classroom Environments

Students will be able to demonstrate an understanding of how adolescent development impacts classroom environments. They will be able to integrate theories of classroom management with their knowledge of adolescent development in order to plan future lessons and management practices based on student developmental needs.

↑Top

Teaching Methods and Instruction

Developing meaningful and engaging instruction for secondary students; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

SC ED
377R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Major-specific program requirements.
Taught	
Programs	Containing SC ED 377R

Course Outcomes

Instructional Strategies

The students will understand and implement a variety of teaching strategies in teaching content in secondary classrooms.

Assessment

The students will link assessment to learning goals and strategies in teaching content in secondary classrooms.

planning

Students will create learning objectives to meet content and instructional goals.

↑Top

Classroom Management

Current theory, research, and application in classroom management; creating positive teacher-student and peer relationships; developing optimal learning environments.

SC ED 379

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Sc Ed 377R and 378, or equivalent major courses; Sc Ed 276R or Phy S 276 or Engl 276R or Bio 276 or SFL 276R or Hlth 276R or MthEd 276 or PETE 276R or TEE 276A or TEE 276B.
Taught	Contact Department
Programs	Containing SC ED 379

Course Outcomes

Instruction

The student will plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Learning Environment

The student will create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Reflection and Evaluation for Growth

The student will be a reflective practitioner who continually evaluates the effects of his or her choices, and who actively seeks out opportunities to grow professionally.

Top

Content-Area Literacy

Current theory and related practices in literacy assessment and instruction for content-area classrooms.

SC ED
380

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Concurrent enrollment in Sc Ed 377 or equivalent course.
Taught	Contact Department

Course Outcomes

Knowledge

Teacher candidates will gain an understanding of theories related to literacy, reading, writing, texts, and literacy instruction.

Practices

Teacher candidates will use instructional strategies and design curriculum materials to support students’ creation, negotiation, and use of texts.

Dispositions

Teacher candidates will develop an understanding of the place of literacy instruction in content-area classrooms to support students’ access to knowledge and participation in a social and political democracy.

↑Top

Secondary Student Teaching - Foreign Language

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 476R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter

Course Outcomes

Exhibitions

Plan and execute an exhibition of student work.

↑Top

Secondary Student Teaching - Mathematics

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED
476R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter

Course Outcomes

Exhibitions

Plan and execute an exhibition of student work.

Top

Secondary Student Teaching - Physical Science

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 476R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter

Course Outcomes

Performance Evaluation

Students will demonstrate that they can teach, manage, and assess content area knowledge and skills in the 7-12 classroom.

Top

Secondary Student Teaching - Spanish

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 476R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter

Course Outcomes

Outcome 2

The students will observe, plan, teach, assess, and reflect throughout the course as they participate in a public school setting.

↑Top

Secondary Student-Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED
476R

Hours	1.0 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall, Winter
Programs	Containing SC ED 476R

Course Outcomes

Application of content knowledge and pedagogy

Students will put into practice the theories they have learned in content and pedagogy courses including planning lessons, assessing students of all abilities and cultural backgrounds, using a variety of instructional strategies, and collaborating with other teachers and with the community.

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

SC ED 477R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring

Course Outcomes

Sc Ed 477R Course Outcomes

Students will put into practice the theories they have learned in content and pedagogy courses including planning lessons, assessing students of all abilities and cultural backgrounds, using a variety of instructional strategies, collaborating with other teachers, and demonstrating high levels of professionalism.

Top

Senior Seminar

SC ED 490R

Hours	0.5 - 2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Senior Seminar

This is an inactive course. Course outcomes will be created when and if this class is scheduled.

Top

Readings

Students meet with the instructor to assemble an individualized reading program in the field and agree upon the topic and organization of the course.

SC ED 493R

Hours	0.5 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Independent Readings

Students will explore specific topics under the direction of a faculty member.

↑Top

Academic Internship: Biological Sciences

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	

Course Outcomes

Performance Evaluation

- Students will demonstrate that they can teach, manage, and assess content area knowledge and skills in the 7-12 classroom.

Top

Academic Internship: English

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	

Course Outcomes

Performance Evaluation

- Students will demonstrate that they can teach, manage, and assess content area knowledge and skills in the 7-12 classroom.

Top

Academic Internship: Mathematics

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	

Course Outcomes

Performance Evaluation

- Students will demonstrate that they can teach, manage, and assess content area knowledge and skills in the 7-12 classroom.

Top

Academic Internship: Physical Sciences

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	

Course Outcomes

Performance Evaluation

- Students will demonstrate that they can teach, manage, and assess content area knowledge and skills in the 7-12 classroom.

↑Top

Academic Internship: Secondary Education

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SC ED 496R

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a total GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Taught	Fall
Programs	Containing SC ED 496R

Course Outcomes

Academic Internship - Secondary Education

Students will demonstrate that they can teach, manage, and assess content area knowledge and skills in the 7-12 classroom.

Complete Certification Requirements

- Complete the requirements established by BYU's Department of Visual Arts, the Department of Teacher Education, and the Utah State Office of Education including the PRAXIS Test for Art.
- Complete the Teacher Work Sample (TWS) in a professional manner with exemplary content and design. Submit TWS to LiveText.
- Complete a Professional & Interpersonal Behavior Scale (PIBS), a Candidate Disposition Scale (CDS), and Field Experience Demographics (FED) forms and submit to LiveText.
- Allow university supervisor and cooperating teachers to evaluate teaching performance with Clinical Practice Assessment Scale (CPAS) and sign Final Evaluation forms on LiveText.

Complete Course Requirements

- Tape at least one lesson for self and peer evaluation.
- Design a Professional Portfolio for job interviews. Receive timely guidance on job interviewing and placement procedures.
- Record and review valuable student teaching experiences in a Reflective Journal.
- Plan and execute an exhibition of student artwork in at least one school.

Top

Classroom Management

Topics vary.

SC ED
589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

↑Top

Comprehension Instruction

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Content-Area Literacy

Topics vary.

SC ED
589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Effective Teaching

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Foundations of Literacy

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Literacy Assessment and Intervention

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

🡅Top

Literacy Development and Instruction

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Literacy Specialist Practicum

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

↑Top

Literature for Young People

Topics vary.

SC ED
589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

↑Top

Organization and Administration of Reading Programs

Topics vary.

SC ED
589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Sciences

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

↑Top

Special Topics in Education

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Supervision of Literacy Programs

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

Writing Instruction

Topics vary.

SC ED 589R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For recertification only. Must have prior approval of department to count toward graduate degrees.
Taught	Contact Department

Course Outcomes

Content Knowledge

Candidates will explore special topics in secondary education under the direction of a specific instructor.

Top

(Scand-Germ) German and Scandinavian Cinema

Background for understanding and appreciating the best of motion picture art in Germany and Scandinavia.

SCAND 217

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Recommended	A first-year writing course.
Note	Language of instruction is English; no knowledge of German or Scandinavian languages is required.
Taught	Fall
Programs	Containing SCAND 217

Course Outcomes

Analysis and Writing

Students will develop skills to allow them to view, analyze, critically interpret, and write about films that come from a wide variety of cinematic genres.

Analytic Vocabulary and Critical Skills

Students will develop an analytic vocabulary and critical skills that will allow them to participate in scholarly discussions of key cinematic texts from Nordic and German history.

Reading, Critiquing and Writing Formal Sequence Analyses

Students will be able to read, critique and write formal sequence analyses of key scenes from German and Scandinavian films.

Developing Intellectually Sound Interpretations

Students will be able to develop their own well-informed, critically provocative, and intellectually sound interpretations of different cinematic texts and be able to defend and expand these interpretations in classroom discussions and in writing assignments. A list of these specific skills can be found in the grading rubric for each of these assignments.

Increasing Cultural Literacy

Because the course is structured around a variety of historical, theoretical, and cultural questions, students will develop and demonstrate an increased cultural literacy as they grapple with questions of ideology, identity, class, race, gender and memory in the context of the German and Scandinavian cultures and film history.

Becoming more Aware of Student habits of Seeing and Thinking

As students are confronted with the startling and strange and intriguing ways that Germans and Scandinavians represent the world, they will become more aware of their own habits of seeing and thinking. In several of their written assignments and class discussions, students will demonstrate their ability to thoughtfully reflect upon these different visual practices and to engage these different ideas into meaningful dialogue.

↑Top

Cultural History of the Vikings

History of art, literature, mythology, culture, and society in medieval Scandinavia.

SCAND 332

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter even years
Programs	Containing SCAND 332

Course Outcomes

Medieval Nordic Culture

Students will learn to recognize and critically reflect upon key dimensions of literature, art, society, culture, and history of Scandinavia in the medieval era, with an emphasis on appreciating the culture's literature, mythology, and visual art.

Analytic Skills and Writing

Students will develop analytic skills through class discussion, oral presentations, and/or writing that demonstrate mature thinking, clarity of expression, the orderly development of ideas, and vigorous argument regarding the art, history, and historical reception of Viking culture.

Life-Long Learning

Students will develop attitudes and habits of thought, expression, and study that will supplement other humanities and non-humanities degrees and also encourage life-long learning and continued contact with the informed study of art, literature, and Nordic culture.

Top

Works of Hans Christian Andersen

Study of the life, works, and times of Danish author Hans Christian Andersen.

SCAND 337

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall even years
Programs	Containing SCAND 337

Course Outcomes

Historical and Cultural Context

Students will know and understand the general historical context that informs the authorship of Hans Christian Andersen as well as the various theoretical contexts that have been instrumental in the reception of his work.

Work of H.C. Andersen

Students will know and understand basic dimensions of H.C. Andersen's authorship, not only his fairytale production, but also his poetry, novelistic production, and his autobiographical work.

Critical Thinking and Writing

Students will develop and implement critical thinking skills through close readings and interpretations of H.C. Andersen's literary production. This will be accomplished through various assignments and learning measures.

Top

Topics in Scandinavian Studies

Topic varies. Typical topics might be folklore, culture, music, film, emigration, art and design, political and economic problems, literature in translation, etc. Includes International Cinema.

SCAND 344R

Hours	3.0 Credit, 3.0 Lecture, 0.5 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing SCAND 344R

Course Outcomes

Intellectual History

Students will learn to recognize and critically reflect upon key dimensions of Nordic literature, art, society, culture, and history, with an emphasis on appreciating these cultures' artistic production and intellectual histories.

Analytic Skills and Expression

Students will develop analytic skills through class discussion, oral presentations, and/or writing assignments that demonstrate mature thinking, clarity of expression, the orderly development of ideas, and vigorous argument.

Habits of Thought

Students will develop attitudes and habits of thought, expression, and study that will supplement other humanities and non-humanities degrees and also encourage life-long learning and continued contact with the informed study of Nordic culture.

Top

Methods in Teaching Nordic Languages

Prior or concurrent enrollment in this course required for student instructors of Nordic languages. Focuses on teaching skills specific to foreign language instruction in beginning and intermediate language courses.

SCAND 377

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	Must have an assignment teaching a Nordic language class or instructor's consent.
Taught	Contact Department
Programs	Containing SCAND 377

Course Outcomes

Language Teaching Skills

Students in this class will develop the skills to effectively teach listening comprehension, reading proficiency, oral proficiency, writing proficiency, and cultural proficiency in beginning language classes.

General Teaching skills

Students will learn effective communication and teaching skills that are not specific only to language instruction but applicable to a wide range of teaching environments in formal and informal settings.

Top

Old Norse

Grammar and exercises. Readings in Old Norse literature.

SCAND 429

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Knowledge of a modern Scandinavian language.
Note	Returned missionaries from Iceland or those with equivalent experience should enroll in Iclnd 429.
Taught	Winter odd years
Programs	Containing SCAND 429

Course Outcomes

Cultural-Linguistic context

Students will develop an understanding of the linguistic and literary features of Old Norse-Icelandic.

Linguistic Skills

Students will develop a sound understanding of Old Norse-Icelandic grammar (morphology, phonology, syntax), in part with reference to that of modern continental Scandinavian languages. They will also learn a substantial vocabulary of Old Norse-Icelandic, again with attention to cognates in modern Scandinavian and Germanic languages. They will develop a capacity to recognize the various morphological and phonological manifestations of the same word.

Reading and Analytical Skills

Students will develop the capacity to read and understand Old Norse-Icelandic texts with reasonable facility and develop an appreciation for the richness and variety of Old Norse-Icelandic literature through close readings from a variety of sagas and poetry.

Top

Cultural History of Scandinavia

Scandinavian culture from the Vikings to the present.

SCAND 430

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Works may be read in English translation.
Taught	Fall
Programs	Containing SCAND 430

Course Outcomes

Analysis

Students will be able to read, critique and write formal analyses of key works (literary, cinematic, and artistic) from Scandinavian cultural history.

Nordic Cultural History

Students will develop a familiarity with some of the major works and movements from Scandinavian cultural history as well as a basic introduction to the scholarly discussions surrounding them. They will develop and demonstrate research skills as they complete a series of written assignments and presentations.

Analytic Skills

Students will be able to develop their own well-informed, critically provocative, and intellectually sound interpretations of different texts and be able to defend and expand these interpretations in classroom discussions and in writing assignments.

Cultural Literacy

Because the course is structured around a variety of historical, theoretical, and cultural questions, students will develop and demonstrate an increased cultural literacy as they grapple with questions of ideology, identity, class, race, gender and memory in the context of the Scandinavian cultural history.

Lifelong Learning

As students are confronted with the startling and strange and intriguing ways that Scandinavians represent the world, they will become more aware of their own habits of seeing and thinking. In several of their written assignments and class discussions, students will demonstrate their ability to thoughtfully reflect upon these different literary and visual practices and engage these different ideas in meaningful dialogue.

Top

Seminar in Scandinavian Studies

Topics vary. Includes International Cinema.

SCAND
490R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.5 Lab
Prerequisites	Reading knowledge of at least one Scandinavian language.
Taught	Contact Department
Programs	Containing SCAND 490R

Course Outcomes

Specialization

Students will learn to recognize and critically reflect upon a significant dimension of Nordic culture.

Research Arguments and Methodologies

Students will be able to produce original arguments based on sound research methodology.

Subject-Specific Outcomes

Each iteration of this course has more specific outcomes based on the subject matter at hand; those additional objectives are articulated in each instructor's customized syllabus.

Critical Thinking, Analysis, and Writing

Students will demonstrate the ability to analyze cultural artifacts, think critically, and write clearly and persuasively.

Life-Long Learning

Develop a life-long appreciation of Nordic cultures and develop attitudes and habits of thought and study that encourage life-long learning and continued contact with the informed study of culture.

Top

Directed Readings in Scandinavian

Directed individual study.

SCAND 491R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Recommended	Written plan of study approved by both instructor and program coordinator.
Taught	
Programs	Containing SCAND 491R

Course Outcomes

Subject-Specific Outcomes

Each iteration of this course has more specific outcomes based on the subject matter at hand and related to a specific dimension of Nordic culture; those additional objectives are articulated in the contract developed between instructor and student.

Specialization

Students will learn to recognize and critically reflect upon a significant dimension of Nordic culture.

Critical Thinking and Analysis

Students will demonstrate the ability to analyze cultural artifacts and think critically.

↑Top

Strengthening Marriage and Family: Proclamation Principles and Scholarship

Understanding, applying, and sharing principles of successful marriage and family life from the LDS proclamation on the family, using sacred and scholarly perspectives.

SFL 100

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing SFL 100

Course Outcomes

Effective Writing and Analysis

- Demonstrate improvement in writing skills, speaking, and critical thinking skills to be more effective advocates for marriage, home, and family in a variety of settings.

Content and Theory

- Critically understand your testimony of the principles of the Restored Gospel pertaining to marriage, home and family.
- Synthesize and be able to apply principles from revealed truth and supportive scholarship to strengthen marriage, home, and family life.
- Be able to confidently share and defend principles of successful marriage, home and family life using support from sacred and scholarly sources.

↑Top

Introduction to School of Family Life

Required seminar for all students entering the major. Overview of curriculum and major requirements, faculty research programs and specialties, campus resources, future opportunities, and career possibilities.

SFL
101

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing SFL 101

Course Outcomes

Content and Theory

- Create a realistic major or minor plan in the School of Family Life.
- Identify possible post-graduation pathways with a major in the School of Family Life.
- Participate in and develop a sense of community that includes both faculty and students.
- Be able to utilize important resources to become an effective learner during college and after.

Top

Introduction to Interiors

Interior design, emphasizing the design and development of the American home.

SFL 102

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing SFL 102

Course Outcomes

Content and Learning

- Become life-long observers of design and the designed environment.
- Develop a basic vocabulary of design through reading, class discussion, class demonstration and memorization.
- Increase awareness and synthesize good and poor design on well being and aesthetic response by experiencing design first-hand on campus and in the community and by responding in learning journals.
- Develop an understanding of design as a problem-solving process through discussion, first-hand experience, and by responding in learning journals.
- Develop a basic vocabulary of architectural stylistic elements and an appreciation for the historic development of the American home through reading, discussion, visual presentation, site visits, and by responding in learning journals.

Top

Food Preparation in the Home

Principles of cooking and skill development in food preparation techniques. Lab required.

SFL
110

Hours	2.0 Credit, 1.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SFL 110

Course Outcomes

Content and Learning

Understand food preparation principles and techniques and apply them while mixing, cooking, and baking food products for home use.
Identify and prevent food borne illness and safety hazards with appropriate food handling and preparation techniques.
Understand and apply knowledge of nutrition to food preparation.
Develop confidence in selecting and following recipes.
Demonstrate proper use of equipment for baking and cooking.

↑Top

Honors: Introduction to Family Processes

Ways of strengthening family life by understanding such family processes as generations, emotions, communication, and rituals.

SFL
160

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing SFL 160

Course Outcomes

Content and Theory

- Critically examine the main theoretical frameworks used in the family sciences.
- Demonstrate understanding of basic terms, concepts, and ideas used to describe family systems.
- Apply family systems ideas and concepts to your own family (past and future) in order to learn how they might improve your own family well-being.

Research and Evaluation Methodology

- Identify and discuss how researchers uniquely study families and family systems.

↑Top

Introduction to Family Processes

Ways of strengthening family life by understanding such family processes as generations, emotions, communication, and rituals.

SFL
160

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Offered	Honors also; Independent Study also.
Programs	Containing SFL 160

Course Outcomes

Content and Theory

- Critically examine the main theoretical frameworks used in the family sciences.
- Demonstrate understanding of basic terms, concepts, and ideas used to describe family systems.
- Apply family systems ideas and concepts to your own family (past and future) in order to learn how they might improve your own family well-being.

Research and Evaluation Methodology

- Identify and discuss how researchers uniquely study families and family systems.

↑Top

Beginning Clothing Construction

Basics of using a sewing machine for making apparel.

SFL
185R

Hours	3.0 Credit, 3.0 Lecture, 5.0 Lab
Prerequisites	None
Note	Student-supplied materials required.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Content and Learning

- Develop confidence and skill in using a sewing machine and other related items of equipment.
- Learn and use correct terminology of course content.
- Practice following instructions, both oral and written.
- Learn to enjoy sewing and feel satisfaction in creating articles of clothing.
- Recognize good and poor quality workmanship.
- Produce garments that are highly/appropriately wearable.
- Complete a set of samples prior to executing the technique in a project.

↑Top

The Eternal Family

The doctrine of the family and the central role families play in Heavenly Father's plan of salvation. Teachings from The Family: A Proclamation to the World, other teachings of latter-day prophets, the scriptures, and other inspired writings. Factors from relationship science shown to contribute to the formation of healthy marriages and families; as well as resea

SFL 200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Only 2 credit hours of SFL 200 will count toward total BYU religion credit hours.
Taught	Fall, Winter, Spring
Programs	Containing SFL 200

Course Outcomes

Please contact the individual department for outcome information.

Top

Design in the Home

Intermediate application of elements and principles of design in the home.

SFL 202

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	SFL 102
Taught	Fall, Winter, Spring
Programs	Containing SFL 202

Course Outcomes

Content and Learning

- Develop or reinforce basic vocabulary of design.
- Increase awareness of design possibilities and the aesthetic and spiritual effect of different designs.
- Develop an understanding of design as a problem-solving process.
- Become a life-long observer of design and the designed environment.

Top

Human Development

Growth and development of the child from conception through adolescence; influences of family, peers, and schools.

SFL 210

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Offered	Independent Study also.
Programs	Containing SFL 210

Course Outcomes

Content and Theory

- Comprehend the dynamic and complex interaction among the domains of human development (e.g., biological, cognitive, emotional, social, etc.)
- Critically apply information learned in class to your own life.
- Provide knowledge and skills that will benefit the lives of the children for whom you will have stewardship in this life.
- Acquire a broad base of knowledge of human development.
- Be conversant with the major human development theories as well as their strengths and weaknesses.

Effective Writing and Analysis

Improve your writing and critical thinking skills.

Research and Evaluation Methodologies

Understand the research methodology utilized in the study of human development.

↑Top

Advanced Food Preparation

Lecture, readings, and intense practicum in food preparation, food preservation and storage, presentation, consumerism, equipment usage, and social/familial aspects of food. Lab required.

SFL 215

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	SFL 110
Note	Fee.
Taught	Contact Department
Programs	Containing SFL 215

Course Outcomes

Content and Learning

- Understand advanced food preparation principles and techniques and apply them while mixing, cooking, and baking food products for home and commercial use.
- Identify and prevent food borne illness and safety hazards with appropriate food handling and preparation techniques.
- Apply knowledge of nutrition to food preparation.
- Develop confidence in selecting, presenting, and following recipes.
- Learn proper use of equipment for baking and cooking.
- Identify and discuss cultural influences in the use of foods throughout the world.

↑Top

Foundations of Developmentally Appropriate Practices in Programs for Young Children

Historical, philosophical, organizational, and curricular issues related to developmentally appropriate practices in programs for young children.The purpose of the course is to link the theoretical to the practical experience gained in SFL 222.

SFL
221

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	SFL 210 & SFL 240; SFL 222 must be taken concurrently with SFL 221.
Note	Due to enrollment constraints, SFL 221 may not be retaken to improve a grade unless approved by the Child and Family Studies Laboratory Steering Committee.
Taught	Fall, Winter, Summer
Programs	Containing SFL 221

Course Outcomes

Content and Theory

Obtain an historical perspective of early childhood and a philosophical foundation in developmentally appropriate practices.
Become conversant with the developmentally appropriate practice standards published by NAEYC (National Association for the Education of Young Children) and understand how they apply to making effective educational decisions that will benefit children and enhance their growth and development.
Communicate the principles of developmentally appropriate practices to parents and colleagues.
Understand how to create classrooms that incorporate the five guidelines or points of the "Mariner's Star":

1. creating a caring community of learners
2. teaching to enhance development and learning
3. constructing an appropriate curriculum
4. assessing children's learning and development
5. establishing reciprocal relationships with families.

Gain a functional understanding of how teachers within a developmental model implement appropriate guidance and classroom management strategies, function in "lead" and "support" teacher roles, create and modify effective learning environments, facilitate and scaffold learning and, develop strategies to meet the diversity of needs in the children and families they serve.

Research and Evaluation Methodologies

- Utilize observational opportunities to assess teaching roles, learning environments, and young children’s individual and/or group learning.

Top

Practicum in Developmentally Appropriate Practices

Initial practicum with young children to increase understanding of socialization and learning processes, to create meaningful learning opportunities, and to implement developmentally appropriate practices. The purpose of the course is to link the theoretical concepts gained in SFL 221 to the practical experience.

SFL
222

Hours	3.0 Credit, 0.0 Lecture, 9.0 Lab
Prerequisites	SFL 210 & SFL 240; SFL 221 must be taken concurrently with SFL 222.
Note	Due to enrollment constraints, SFL 222 may not be retaken to improve a grade unless approved by the Child and Family Studies Laboratory Steering Committee.
Taught	Fall, Winter, Summer
Programs	Containing SFL 222

Course Outcomes

Research and Evaluation Methodologies

Demonstrate understanding of how children develop and learn by assisting in and developing learning opportunities that support social, intellectual and personal growth.
Develop instructional strategies for teaching children in small group and large group classroom settings.
Evaluate and record student learning to assess instructional goals and objectives to drive continuing classroom instruction
Use understanding of individual and group behavior to establish a learning environment that encourages active engagement, positive interactions and self motivation.
Reflectively evaluate daily and weekly goals, assignment objectives and program expectations to refine personal development in teaching.
Demonstrate professional habits that will guide interpersonal and caree choices.

Top

Preparation for Marriage

Factors related to quality relationships, mate selection, and the transition into marriage.

SFL
223

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing SFL 223

Course Outcomes

Content and Learning

Understand the Lord's "divine design" (Proc. ¶ 7) for marriage relationships (e.g., the nature of the marriage covenant, equal partnership, stewardships of husbands & wives, etc).
Increase awareness of marriage as a social institution.
Become sensitized to the modern threats to marriage.
Increase understanding of the LDS doctrines of marriage, including prophetic counsel on dating, courtship, intimacy, weddings, finances, divorce, and other aspects of the marital stewardship.
Increase awareness of the factors that social science research has shown to contribute to the formation and maintenance of healthy and stable marriages.
Enhance spiritual awareness and academic skills in order to help them weigh scholarly and contemporary ideas about marriage relationships and use both faith and scholarship.
Critically explicate your awareness of marriage as a social institution.
Identify and be sensitive to modern cultural threats to marriage.
Be able to grasp and understand the LDS doctrines of marriage, including prophetic counsel on dating, courtship, intimacy, weddings, finances, divorce, and other aspects of the marital stewardship.
Increase your awareness of the factors that social science research has shown to contribute to the formation and maintenance of healthy and stable marriages.
Enhance your spiritual awareness and academic skills in order to help you critically weigh scholarly and contemporary ideas about marriage relationships and use both faith and scholarship to "hold fast to that which is good" (1Thess. 5:21).

Top

Marriage Enhancement

Enhancing marital communication skills, conflict resolution styles, intimacy, stress management, and developing a shared relationship vision using social science theories and research findings.

SFL
224

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Married, engaged, and couples seriously dating are encouraged to enroll together.
Taught	
Programs	Containing SFL 224

Course Outcomes

Student Learning Outcomes

SFL 224: At the end of this course students will be able to:

1. Define what a gospel principle is and is not.
2. Define what a social science principle is and is not
3. Gain a greater understanding and appreciation of your own marriage strengths and weaknesses.
4. Understand and be able to apply four different styles of resolving conflict in marriage.
5. Recognize examples of the different styles of resolving conflict.
6. Provide informed advise for each marital style reviewed in the class.
7. Understand principles that help strengthen and hold marriages together.
8. Identify behaviors and attitudes that create stumbling blocks in marriage relationships.
9. Demonstrate your ability to integrate and synthesize social science principles of conduct with those taught by the leaders of the Church of Jesus Christ of Latter-day Saints in a manner that helps you to succeed in marriage.
10. Understand the nature of the threats to the traditional family today and the consequences that will come if these changes happen.
11. Demonstrate through reading the Olson text and your writing skills that you have an in-depth understanding your own marriage.
12. Demonstrate your ability to effectively teach the principles you learn from the Olson text to others.

Top

Housing the Family

Social-psychological, economic, and political aspects of housing families; making selections that will enhance the quality of housing, increase productivity, and protect the health, safety, and well-being of the family across the life cycle.

SFL 230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SFL 230

Course Outcomes

Content and Learning

- Become versed in selecting and purchasing homes, including home quality, location and floor plans, building and functional and support systems, evaluation, purchase financing options, responsibilities and obligations of home ownership. This includes online research and in-person examination of model homes to learn about features, benefits and limitations of home layout and quality.
- Understand theory and application of interior design concepts and the ways these relate to creating a home that meets the physical, emotional and psychological needs of the family.
- Critically compare features, benefits and pricing and selecting large home expenditures such as appliances, furnishings, lighting, textile products, flooring, window coverings and accessories through book learning, class lectures, on-line comparisons and field trip experiences.
- Become competent in e-design floor plan software programs in the selection, costing and placement of interior furnishing components, including cross-referencing and sourcing skills.
- Evaluate equally elements of living the gospel in all housing and family living decisions through preparation of assigned gospel living at home topics presented in class.
- Demonstrate competency in learning from each other through in class participation, field trips, in-class presentations, and through interactive teacher presentations.

↑Top

Parenting and Child Guidance

Theories and skills related to quality parent-child relationships.

SFL
240

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing SFL 240

Course Outcomes

Content and Theory

Critically examine theories of overall parenting styles and the impact of these styles upon optimal parenting.
Critically examine parenting practices within the overall parenting styles and the impact of these practices upon optimal parenting.
Identify effective parenting practices in the context of various life stages.
Understand parenting principles that may heighten professional and/or parental potential.

Effective Writing and Analysis

Synthesize in writing an analysis of parenting styles and practices of your family of origin and how you may modify those styles and practices with the principles obtained in this class.
Examine and write in depth a specific area of interest related to parenting styles and practices.

Top

Family Finance

Introduction to time value of money, budgeting, saving, credit, taxes, housing, insurance, and investing emphasizing practical application in the home.

SFL 260

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SFL 260

Course Outcomes

Content and Learning

Students who successfully complete this course will be able to:
- understand and internalize doctrinally-base principles of wise financial stewardship.
- develop, track, and modify a budget for their current situation and develop appropriate budgets for future life stages.
- use quantitative tools (e.g., time value of money) to evaluate real-life financial options and make optimal decisions related to debt, insurance, taxes, auto and home purchases, and investments.
- articulate financial goals and develop specific plans to achieve them.
- avoid common financial pitfalls (e.g., excessive debt, get-rich-quick schemes, inadequate insurance, etc.).
- interact and negotiate intelligently with financial professionals (e.g., bankers, insurance agents, realtors, financial planners, etc.).
- communicate effectively about finances with family members (e.g., joint financial planning with spouse, teaching children to be financially responsible, etc.).

Top

Consumerism and the Marketplace for Secondary Teachers

A pre-service preparation course designed to prepare FACSED classroom teachers to teach content regarding dynamics of consumerism and the marketplace and develop skills for implementing a discipline-based approach for teaching consumerism in secondary schools.

SFL
261

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SFL 261

Course Outcomes

Consumer Rights

Identify consumer rights, responsibilities, and remedies and identify effective practices for purchasing consumer goods and services.

Legal and ethical considerations

Synthesize legal and ethical considerations of being an informed consumer in today's market.

Knowledge of private and government agencies

Identify and explain the purposes and features of private and government agencies providing assistance, information, and published materials that are consumer resources for decision making.

Understanding roles of labels and warranties

Distinguish the roles of labels, warranties, guarantees, and advocate groups in wise consumer behavior.

Interaction of how consumer agencies interact

Determine how government, business, and the consumer interact for the mutual benefit of each other in the marketplace.

How to make prudent selection of services

Analyze prudent steps in the selection of healthcare, childcare, elder care, repair services, household materials, automobiles, toys, and equipment.

Ways to avoid identity theft and fraud

Describe ways to avoid identity theft, fraud, deceptions, and rip-offs.

Understanding financial contracts

Explain the importance of understanding financial contracts (disclosure information, grace period, payment penalties, method of interest calculation).

Perform market analysis

Perform a market analysis exercise and exercise better shopping practices.

Top

Exploration of Teaching: Family and Consumer Sciences

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

SFL 276R

Hours	3.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Major-area preadmission requirements; FBI fingerprint and background clearance.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Dynamics of Clothing

Introduction to the influences, meanings, and dimensions of individual clothing selection processes and its effect on families, communities, and cultures.

SFL 280

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter, Spring
Programs	Containing SFL 280

Course Outcomes

Clothing and Meaning

Develop critical judgment about the effects of clothing upon the physical, social, psychological, and economic well-being of individuals, families, and social groups.
Understand the terminology, concepts, and theories in clothing, fashion, and consumer behavior.
Identify and understand the interrelationships among areas in the fashion industry and become aware of related careers.
Learn the history of fashion through the 20th century and influential fashion designers and capitals.
Become acquainted with types of research conducted in the field.
Develop critical thinking skills, and use these skills to communicate ideas related to clothing in the family.

↑Top

Intermediate Clothing Construction

Assessing and executing various construction methods, including construction of several full-scale garments.

SFL
287

Hours	3.0 Credit, 3.0 Lecture, 5.0 Lab
Prerequisites	SFL 185R or equivalent sewing skills.
Note	Student-supplied materials required. Fee.
Taught	Fall, Winter, Spring
Programs	Containing SFL 287

Course Outcomes

Content and Learning

- Increase your ability in making appropriate choices among various construction methods given various fabric and style variables
- Strengthen and broaden your experience in apparel construction techniques.
- Learn and use correct/appropriate construction terminology
- Recognize and describe quality characteristics of various construction techniques, understand and apply processes necessary to produce them, and accurately evaluate resulting quality.
- Create examples of construction techniques which illustrate personal skill improvement over the course of the semester.
- Assemble a sample portfolio with materials prepared, mounted, and presented professionally.
- Continue to feel a sense of accomplishment and personal satisfaction in sewing.
- Understand and apply garment assembly sequencing as it relates to fabric and style variables.
- Demonstrate the “sample making” teaching approach and the “garment making” teaching approach in order to evaluate and have both in the professional repertoire.

↑Top

Critical Inquiry and Research Methods

Philosophies of critical inquiry. Principles of designing, conducting, and reporting social science investigations.

SFL 290

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing SFL 290

Course Outcomes

Evaluate Research Designs

Evaluate the strengths and weaknesses of different methods of inquiry used in investigating the human contexts of human development, home, and family.

Conduct a Research Study

Conduct a research study and write up the results.

Practical Experience with Research

Gain practical experience in using research methods.

Top

Forming Marital Relationships

Critical analysis of literature regarding dating, spouse selection, and transition to marriage processes leading to successful marriage. Preparation for research and teaching in the field.

SFL
325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing SFL 325

Course Outcomes

Content and Theory

Critically explore and consider ideas and theories about why people form romantic relationships. Critically examine current cultural trends in relationship formation, duration, and dissolution. Synthesize and explore scientific findings about why marriages may succeed or fail. Understand principles that will allow you to integrate the information from class into your personal belief system so that it is useful for you in your professional and personal endeavors while strengthening your beliefs in the gospel.

↑Top

History of Interior Design and Architecture 1

History of interior design, architecture, and furnishings from ancient Egypt to beaux arts movement. French, English, and American design.

SFL
328

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing SFL 328

Course Outcomes

Content and Learning

Identify important motifs, interior, and exterior architectural styles from each of the historical periods covered in class.
Identify furniture, designers, and minor/decorative arts from each of the historical periods covered in class.
Understand the relationship of the design periods to history and culture.

Top

History of Interior Design and Architecture 2

Furniture, interior design, and architecture from Industrial Revolution to present.

SFL
329

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing SFL 329

Course Outcomes

Housing Styles

Students will identify the popular types of housing styles of 1900-2011. Students will explain how each style was influenced by political and economic factors

Architects

Students will identify the architects that had an impact on the various periods of architecture.

Influence on Culture

Students will analyze how the various styles of architecture were influenced by society and culture.

Top

Preprofessional Preparation for Marriage and Family Therapy

Overview of profession, licensing, and application to graduate study.

SFL 330

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Content and Theory

Review and evaluate at least two accredited Marriage and Family Therapy programs.
Write a letter of application to an accredited Marriage and Family Therapy program of your choice
Have letter of application to an accredited Marriage and Family Therapy program reviewed by at least one Marriage and Family Therapy faculty member.
Become familiar with career options in Marriage and Family Therapy and begin to formulate career choices.

Top

Infant Development in the Family

Conception, prenatal development, pregnancy. Physical, cognitive, and social development of the first twenty-four months. Implications for guidance and care in the family.

SFL 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 210 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing SFL 331

Course Outcomes

Human Development Content and Theory

Critically examine the needs, development, and important variation in development during the first 2-3 years of life.

Research and Evaluation Methodologies

Develop skills for critical evaluation of research and theory in the area of infant development.

Human Development Content and Theory

Understand the underlying developmental processes associated with dramatic changes that occur during infancy with the family as an important backdrop.

Effective Writing and Analysis

Critically synthesize and write in depth a specific area of interest related to infant development.

↑Top

(SFL-Soc 318) Adolescent Development in the Family and Other Social Contexts

Examining the developmental and social contexts of adolescents with emphasis on the importance of the family. Other contexts include peers, religion, community, schools, and cross-cultural issues.

SFL
333

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 210 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing SFL 333

Course Outcomes

Content and Theory

Critically examine and discuss selected topics in adolescent development, as well as being able to apply the information and skills learned in this class to your own life.
Identify and discuss the major theories of adolescent development, as well as the various research methods used in the study of adolescent development.
Understand the important developmental changes that young people experience during this period and during their transition to adulthood.
Discuss why at-risk issues are so pronounced during this period and understand prevention and intervention measures that can be taken by families to help them cope with this transition.

Effective Writing and Analysis

Synthesize (both in thought and writing) information on adolescent development, and apply this information to "real" adolescents with whom you come into contact.

Top

Adult Development and Aging in the Family

Adjustments to physical, emotional, social, and economic changes. Needs arising from changes in family relationships, living arrangements, and employment; retirement planning.

SFL
334

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 160
Taught	Fall, Winter
Programs	Containing SFL 334

Course Outcomes

Content and Learning

Interact with older adults (parents, grandparents, neighbors, ward members, research participants, clients, etc.) in an informed (accurate knowledge of relevant issues) and sensitive (aware of "life course" perspective) manner.
Apply complex interactions of gerontology concepts to real-life situations, including current issues in local, national, and world communities.
Understand and articulate basic age-related biological, psychological, and sociological processes and learn how to access and evaluate information about those age-related experiences.
Synthesize course concepts through observing, serving, and interacting with older adults in the community.

Top

Family Adaptation and Resiliency

Understanding family resiliency and building family strengths in normative transitions (birth, death, job) and nonnormative transitions (divorce, disability, remarriage, poverty, violence). Developing familial, social, religious, and instrumental resources to adapt positively to these transitions.

SFL 335

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing SFL 335

Course Outcomes

Content and Theory

- Articulate the main conceptual frameworks which help us understand how families cope with stress.
- Demonstrate how a wide range of life events influence families both positively and negatively.
- Demonstrate what factors contribute to whether families respond positively or negatively to life events and transitions.
- Understand and apply how gospel principles regarding the family, charity, faith and trials interconnect with scholarly research on family stress.

Effective Writing and Analysis

- Demonstrate improvement in course content writing skills.

Top

Theories in Family Perspective

Introduction of major theoretical perspectives and of philosophical issues. Readings include representative papers applying theoretical and philosophic tenets.

SFL
336

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing SFL 336

Course Outcomes

Content and Theory

Recognize important philosophical foundations of social research methods and theory.
Identify and understand the basic components of eight family theories.
Compare and contrast the philosophical underpinnings (assumptions and implications) of theories.

Research and Evaluation Methodologies

- Apply theory to family focused research.

Effective Writing and Analysis

- Represent your own ideas about family life using theoretical language.
- Write more clearly about your ideas and the ideas of other family social scientists.

↑Top

Family Meal Management

Organizing and managing time, energy, finance, and nutrition in planning, preparing, and serving family meals; ethnic and cultural diversity in etiquette and meal planning. Lab required.

SFL 340

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	SFL 110 or instructor's consent.
Note	Fee.
Taught	Fall, Winter, Spring
Programs	Containing SFL 340

Course Outcomes

Content and Learning

- Develop a philosophy of why meal preparation and consumption at the family table is an important component in development and stability of families.
- Plan attractive meals with consideration for nutritional adequacy, income level, social, cultural, psychological, palatability, and aesthetic factors.
- Employ sanitation standards and safety procedures in food handling and in the use and care of kitchen utensils, equipment, and food storage.
- Demonstrate an understanding of factors affecting food habits, meal consumption patterns, and trends in food cost.
- Utilize managerial skills and available resources in food purchasing, and meal planning, preparation, and service

Top

Family Life in World Religions

How families of various faiths live their religion in their homes, with emphasis on practical, day-to-day home and family life rather than on abstract theology.

SFL
345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Winter
Programs	Containing SFL 345

Course Outcomes

Content and Theory

Critically evaluate how families of other faiths live their faith in their homes.
Synthesize and give thoughtful consideration on how to best to live LDS beliefs and practices in day-to-day home life.
Evaluate and synthesize how to learn optimal characteristics from people of other faiths.
Demonstrate critical thinking skills on practical living.

Top

Social Development

Processes and sequences of social development across childhood and adolescence in areas such as attachment, the self, emotions, achievement, gender, aggression, and pro-social behavior as socialized by parents, siblings, peers, the media, and schools.

SFL
351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 210 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing SFL 351

Course Outcomes

Content and Theory

Acquire a base of knowledge of how family, peer, and media socialization affects the social development of children and adolescents.
Critically examine principles that are useful in caring for the children under your stewardship.

Effective Writing and Analysis

Develop professional writing skills by working with writing fellows and your instructor to produce a high-quality review of research in a particular domain of social development and/or socialization research.
Develop the ability to translate empirical knowledge for a lay-audience by working with writing fellows and your instructor to produce a high-quality lay-audience brochure/article.

Research and Evaluation Methodologies

Develop academic reading skills via frequent exposure to professional research articles.
Critically evaluate several central debates that are currently being debated in child psychology (particularly regarding child socialization).

Top

Cognitive Development

Development of mental abilities; effects of maturation and learning on memory, perception, attention processes, intelligence, social cognition.

SFL 352

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 210 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing SFL 352

Course Outcomes

Content and Theory

- Critically examine and discuss selected topics in cognitive development.
- Identify and discuss selected theories and theoretical models of cognitive development, as well as the various research methods used in the study of cognitive develop. Understand how cognitive development changes throughout life span.

Research and Evaluation Methodologies

Evaluate in empirical research studies a specific topic in cognitive development and synthesize in each study the research questions, methodology, findings, and discussions of the findings.

Effective Writing and Analysis

- Succinctly summarize in writing a collection of empirical studies on a topic in cognitive development of your interest.

Top

Cross-Cultural Family and Human Development

Comparative study of familial, social, and other factors in development.

SFL 354

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & SFL 290; SFL 160 or SFL 210 or concurrent enrollment.
Taught	Fall, Winter, Spring
Programs	Containing SFL 354

Course Outcomes

Content and Theory

Critically evaluate the importance of considering gender as an important contextual factor for understanding human development and relationships.
Develop awareness of one's own cultural and gender-based values and beliefs.
Recognize and explicate biases inherent in the perspective of the dominant U.S. culture.
Engage in class (and out-of-class) discussions about class topics
Be better positioned as a citizen of the world, in terms of valuing diversity and being able to analyze world cultures for how they might benefit (or cost) individual and family development.

Top

Language Development

Philosophical, social, intellectual, and emotional contexts of language acquisition and usage.

SFL
355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SFL 355

Course Outcomes

Content and Theory

Critically evaluate the development of language and communication in children.
Be able to analyze basic theoretical and empirical issues and concepts associated with language acquisition.
Understand and discuss communicative development in infancy, semantic and syntactic development, language and literacy in the school years.

🡅Top

Media, Family, and Human Development

Aspects of media and their potential effects on family interactions and human development across the lifespan.

SFL 358

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SFL 358

Course Outcomes

Content and Theory

Discuss the frequency of use of forms of media.
Describe the major theories and associated research that are used to describe media research.
Critically examine media theory and research in the field and apply course material to your own experiences.
Understand how media may influence human development.
Discuss how media can shape the family.

Research and Evaluation Methodologies

- Demonstrate research skills by researching a topic area relevant to the media.

↑Top

Child Life in Healthcare Settings

Roles of child life specialists in preparing children and families for healthcare experiences. Content includes psychosocial and developmental needs of children, adolescents, and families in healthcare settings and impact of illness, injury, and hospitalization on the child and family.

SFL
359

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 210
Recommended	SFL 331, 333, 351.
Taught	Fall, Winter
Programs	Containing SFL 359

Course Outcomes

Human Development Content and Theory

Describe the contents of the official documents of the Child Life Council (CLC), including the Code of Ethical Responsibility, Child Life Competencies, and Standards of Clinical Practice, the Child Life Mission, Values and Vision Statements, and the Code of Professional Practice.

Human Development Content and Theory

Describe the contents of the official documents of the Child Life Council (CLC), including the Code of Ethical Responsibility, Child Life Competencies, and Standards of Clinical Practice, the Child Life Mission, Values and Vision Statements, and the Code of Professional Practice.
Identify the elements of child life practice in direct and non-direct services in pediatric health care including a historical review of the profession and its development in the evolution of children's healthcare.
Use developmental theory to assess the impact of illness, injury and health care on patients and families, identifying the stressors and developmental and psychosocial treatment issues that affect the healthcare experience of a child and family including siblings.
Be able to apply the key principles of patient- and family-centered care, including principles of respect and dignity, information sharing, supporting participation in care, and collaboration in relationship to child life practice.
Compare both historical and current perspectives on the rationale for, and techniques and outcomes of preparation, as well as accepted preparation methods for healthcare encounters and life-changing events.

Human Development Content and Theory

Identify the elements of child life practice in direct and non-direct services in pediatric health care including a historical review of the profession and its development in the evolution of children’s healthcare.

Human Development Content and Theory

Use developmental theory to assess the impact of illness, injury and health care on patients and families, identifying the stressors and developmental and psychosocial treatment issues that affect the healthcare experience of a child and family including siblings.

Human Development Content and Theory

Be able to apply the key principles of patient- and family-centered care, including principles of respect and dignity, information sharing, supporting participation in care, and collaboration in relationship to child life practice.

Human Development Content and Theory

Compare both historical and current perspectives on the rationale for, and techniques and outcomes of preparation, as well as accepted preparation methods for healthcare encounters and life-changing events.

↑Top

Advanced Family Finance

Time value of money principles applied to family finance.

SFL
360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 260
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing SFL 360

Course Outcomes

Content and Learning

- Develop advanced critical analytical skills, financial knowledge, and planning capabilities applied to money in the family.
- Demonstrate knowledge of “best principles and practices” that simplify financial life, and builds wealth in ways that strengthen one’s family, community, and financial future.

Research and Methodologies

Critically evaluate theories and methods used in family and personal finance research as reported in scientific and popular literature.

↑Top

Work, Family, and Community: Exploring Interconnections

How family life and employment interact with each other and with other community contexts (school, church, government, recreation, media, the economy, and health care, etc.) in patterns of mutual influence.

SFL
370

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall Contact Department, Winter Contact Department

Course Outcomes

Content and Theory

Critically examine the reciprocal interactions of the course content concerning marriages, homes, and families.
Analyze how current events, trends, and changes in these contexts affect marriages, homes, and families.
Demonstrate writing, critical thinking, problem-solving, and presentation skills to be better prepared to personally make a difference in the contexts discussed in class.
Understand how to better manage your own marriage, home, and family as they interface with the contexts discussed in class.
Analyze how to be an effective advocate for shaping the contexts covered in class to be more supportive of strong marriages, homes, and families.

Top

Healthy Sexuality in Marriage

Understanding how healthy sexuality can be developed in marriage by surveying the relevant theories and research that are consistent with principles of the gospel. Students will be better able to facilitate health and growth in the families they work with as professionals and will be better prepared to navigate their own sexual feelings, thoughts, and behaviors in a way that is consistent with healthy relationship functioning and the doctrines of the gospel.

SFL
376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing SFL 376

Course Outcomes

Please contact the individual department for outcome information.

Top

Teaching Methods and Instruction in Family and Consumer Sciences Education

Developing meaningful and engaging instruction for secondary students; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

SFL
377

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	SFL 276R
Taught	Fall, Winter
Programs	Containing SFL 377

Course Outcomes

Standard #1: Learner Development

- The candidate understands cognitive, linguistic, social, emotional and physical areas of student development.

Standard #2: Learning Differences

- The candidate understands individual learner differences and cultural and linguistic diversity.

Standard #3: Learning Environments

- The candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

- The candidate understands the central concepts, tools of inquiry, and structures of the discipline.

Standard #5: Assessment

- The candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard #6: Instructional Planning

- The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community content.

Standard #7: Instructional Strategies

- The candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Standard #8: Reflection and Continuous Growth

- The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard #9: Leadership and Collaboration

- The candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success

Standard #10: Professional and Ethical Behavior

- The candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Top

Practicum in Secondary Education

Field-based teaching experience directed at helping prospective teachers learn to give demonstrations, prepare for lab experiences, and execute the experience using meaningful and engaging instruction for students in the Family and Consumer Sciences content.

SFL 378

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	SFL 276R
Recommended	SFL 110, 185, and 276R.
Taught	Fall, Winter, Spring
Programs	Containing SFL 378

Course Outcomes

Management

Manage a food or clothing preparation lab by purchasing, maintaining, and caring for equipment and supplies.

Organization

Organize the labs so that they operate in the utmost efficiency through scheduling division of labor.

Teach and Assist

Assist and teach in lectures and labs demonstrating knowledge of food and clothing content through proper care and use of equipment, preparation principles and techniques.

Assessment

The student will teach a lesson using best practice strategies and be assessed on that lesson based on the BYU CPAS Standards.

Top

History of Apparel

Costume, clothing, and textiles as mediums for understanding the stages and states of individuals, families, and societies; apparel diversity and cultural identity.

SFL 380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing SFL 380

Course Outcomes

Content and Learning

- Critically analyze how western cultural heritage is evidenced in the evolution of clothing through time periods.
- Be able to distinguish clothing from various points in time by their characteristics and details.
- Be able to recognize the importance of catalytic events, people and technological developments and how they influenced fashion.
- Demonstrate how to use vocabulary and terminology specific to particular periods of time in order that we may more accurately express ourselves and communicate clearly.
- Understand how the value systems and beliefs of societies are reflected in their clothing.
- Be able to conduct personal research of interest and share those findings in a professional manner with the class.

↑Top

Textiles

Natural and synthetic textile fibers, yarns, fabric construction, dyes, and finishes. Care and performance of textile fabrics for clothing and household use.

SFL 382

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SFL 382

Course Outcomes

Content and Learning

Distinguish between fibers, yarns and fabrics.
Predict behavior of fabric based on fiber content, as much as possible without having studied finishes and dying. That is, they will be able to use fiber and yarn and weave or knit properties to predict behavior.
Choose among alternatives in the creation of simple yarns for specific purposes.
Distinguish a woven fabric from a knitted one.
Identify the basic weaves used in woven fabrics, and the 2 basic classes of knits, with several of the subclasses of common knits.
Utilize correct terminology for the many items and processes used in the textile industry.
Make choices among the many variables to create a particular fabric for a particular use.
Identify forty-six common fabrics on sight.

Top

Advanced Clothing Studies: Patternmaking

Flat pattern design, basic drafting, and basic draping for women's apparel.

SFL 387

Hours	3.0 Credit, 3.0 Lecture, 5.0 Lab
Prerequisites	SFL 287
Note	Student-supplied materials required.
Taught	Fall, Winter
Programs	Containing SFL 387

Course Outcomes

Content and Learning

- Understand and apply flat pattern principles and methods to create patterns for women's apparel.
- Demonstrate how to manipulate fabrics through draping to create basic styles for women's apparel.
- Demonstrate how to apply basic pattern drafting techniques to create basic patterns from measurements for women.
- Create a record of work done with accompanying examples of styles made in class.
- Demonstrate the use of correct terminology.
- Apply pattern making principles in fabric test items.

Top

Special Projects in Advanced Clothing Construction

Special projects in advanced clothing construction.

SFL 393R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall Contact Department, Winter Contact Department, Spring Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Family Life

Specific topics in home and family living, human development, marriage and family studies, or marriage and family therapy.

SFL
395R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SFL 395R

Course Outcomes

Mentored Investigation of Special Topics

Under the direction of a mentoring professor, students will critically examine, investigate, and integrate the literature for a topic of interest in human development and family studies.

Top

Academic Internship

Supervised professional experiences linking academic learning with experience in the field.

SFL 399R

Hours	1.0 - 9.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Internship program coordinator's consent.
Note	Forty-five internship hours required per credit hour.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SFL 399R

Course Outcomes

Internship

Complete a supervised internship in an employment setting or agency related to human development, marriage, family, or home.
Link academic learning and coursework with these professional experiences.
Complete a minimum of 45 hands-on hours per credit.

Top

Addiction, Recovery, Healing in Marriage and Families

Addiction, recovery, and healing are examined in marriage and family context; beginning preparation for relationship-oriented addiction recovery counseling careers.

SFL
400

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & SFL 290 & STAT 121; instructor's consent for students from other departments.
Recommended	SFL 336.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing SFL 400

Course Outcomes

Students Content and Theory

- Students will gain a compassionate as well as academic understanding of the nature and experience of addiction that informs them of how persons can assist in recovery in a helping role--learning both academically and from the firsthand perspectives of individuals, couples, and families struggling with addiction and striving for recovery.
- Students will be aware of clinical diagnostic criteria used by helping professionals to identify the presence of a substance or behavioral addiction or compulsion.
- Students will understand the numerous dimensions and dynamics contributing to powerlessness of addiction and will understand how that knowledge informs recovery work and intervention.
- Students will be able to evaluate couple/family relationships affected by addiction and each couple's/family's needs in recovery.
- Students will learn a model for recovery and healing in relationship context.
- Building on the entire course curriculum and experience students will be able to outline a process for individual recovery and relationship healing from addiction.

Top

Helping Relationships

Practicum in common factors in personal, professional, and volunteer helping relationships. Students explore and enhance their proficiency in therapeutic relationships, motivational interviewing, relationship mediation, and relationship systems conceptualization.

SFL 401

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 160; SFL 336.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing SFL 401

Course Outcomes

Please contact the individual department for outcome information.

Top

Research/Creative Works Practicum

Research/Creative works experience in a project directed by a faculty member.

SFL 403R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SFL 403R

Course Outcomes

Mentored Research

Students will conduct research with a mentoring professor which may include literature reviews, data collection, data coding, data management, data analysis, constructing statistical tables, writing proposals for conferences, and writing manuscripts to be submitted for publication.

Top

Administering Programs for Young Children

Strategies for planning and administering quality programs in settings for young children. Budgeting, staffing, accrediting, selecting equipment, etc.

SFL 420

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	SFL 222
Taught	Contact Department

Course Outcomes

Research and Evaluation Methodologies

Develop strategies for assessing, recording, and reporting children's progress as well as evaluating the overall effectiveness of the program.
Critically evaluate ways to contribute to the profession by addressing the individual needs of the families; influencing public policy; and becoming involved in research.

Content and Theory

Demonstrate how to operationalize appropriate curriculum based on your understanding of development and be able to critically design early childhood programs.
Plan the physical environment including financing and budgeting of an early childhood program.
Obtain information and guidelines on nutrition, health, and safety services for young children.

Top

Biological Foundations of Human Development

Biological, genetic, and neurological foundations of human development and their interactions with family socialization processes.

SFL
449

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 210 or concurrent enrollment.
Taught	Fall Contact Department, Winter
Programs	Containing SFL 449

Course Outcomes

Content and Theory

- Understand how biological process influences human development.
- Understand and synthesize the intersections between biology, psychology, and behavior in a developmental context.

  ### Research and Evaluation Methodologies

  Critically examine and analyze current research in the areas of developmental psychobiology.

  ### Effective Writing and Analysis

  - Demonstrate critical thinking/writing skills.

↑Top

Moral Development

Theories and applications of moral development, including moral reasoning, moral emotions, contextual factors, and socialization influences that influence moral decisions and moral behavior.

SFL
453

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 210 or concurrent enrollment.
Taught	Winter
Programs	Containing SFL 453

Course Outcomes

Content and Theory

Critically examine and discuss selected topics in moral development, as well as being able to apply the information and skills learned in this class to your own life.
Understand the different constructs that contribute to moral development, such as cognition, emotion, identity, context, and culture.
Be able to discuss socialization influences that impact children's moral development, such as parents, peers, teachers, and media.

Research and Evaluation Methodologies

- Identify and discuss the major theories of moral development, as well as the various research methods used in the study of moral and prosocial development.

Effective Writing and Analysis

  - Think and write in a synthesized, analytical fashion, combining information across sources rather than merely summarizing information.

↑Top

Advanced Family Processes

Integrating theory, research, and application of ideas introduced in SFL 160, focusing on key theoretical points, how research is conducted and applied, communication patterns, ritualization, conflict, distance regulation, crises, stress, and building family strengths.

SFL
460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing SFL 460

Course Outcomes

Learning Outcome 1

Develop an understanding of advanced family and relationship processes.

Learning Outcome 2

Gain a practical and scholarly experience in how advanced family and relationship processes can influence them and their relationships.

Learning Outcome 3

Be able to apply advanced family and relationship processes in practical situations.

↑Top

The Family and the Law

Legal environment of the family system, with emphasis on husband-wife and parent-child relationships, rights, and responsibilities.

SFL 461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing SFL 461

Course Outcomes

Content and Theory

Critically analyze the historical and practical application of the law to your family.
Critically analyze the profound implications that family law has on your relationships.
Critically analyze the legitimacy of laws governing unnerving and sometimes painful issues.
Be able to discuss sensitive issues different than your own in order to broaden your understanding as well as hone your ability to judge.
Understand and synthesize issues addressed in class such as marriage, adoption, infertility, divorce, addiction, etc.

Top

Marital and Family Therapy/Enrichment Techniques

Theories and techniques. Professional family enrichment and therapy applied to couples and families.

SFL 465

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall
Programs	Containing SFL 465

Course Outcomes

Content and Theory

Analyze and assess marital and family behavior.Describe ways of modifying marital and family systems using both educational/enrichment approaches and therapy approaches.

Research and Evaluation Methodologies

Interview and evaluate couples and families.Use appropriately self-report measures.Observe marital and family behavior in meaningful ways.Set intervention goals based on observation and assessment.

Research and Evaluation Methodologies

Interview and evaluate couples and families.Use appropriately self-report measures.Observe marital and family behavior in meaningful ways.Set intervention goals based on observation and assessment.

Effective Writing and Analysis

Write reports describing interpersonal dynamics.

Effective Writing and Analysis

Write reports describing interpersonal dynamics.

↑Top

Philosophies of Family Work and Relationships

Changes in household labor across time, current issues around gender and household labor, and philosophical perspectives of family work and family relationships.

SFL
471

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing SFL 471

Course Outcomes

Content and Theory

Understand and synthesize the historical evolution of family work and the roots of home management.
Demonstrate knowledge of the core assumptions of current theoretical and research perspectives on family work.
Analyze gendered perspectives on men's and women's "unique" contributions to family life.
Communicate ideas clearly and engage in critical thinking as you write essays, take quizzes, and take exams.
Critique and think more clearly about your own family work paradigms.

↑Top

Temporal Welfare in Families

Assumptions, philosophy, and theory accounting for resource allocation, use, and meaning in families.

SFL 472

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing SFL 472

Course Outcomes

Content and Learning

- Critically apply knowledge of principles of provident living as methods of economy in the creation of home as a sacred center for family life.
- Critically apply knowledge of principles of provident living as methods of economy in treating practical human needs as opportunity for moral and temporal growth in family members.
- Critically apply knowledge of principles of provident living as methods of economy in helping to establish a vital community.

Top

Secondary Student Teaching - Consumer Science

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SFL
476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Prior application; requires a major GPA of 3.00, at least a C grade in all major and minor courses; FBI fingerprint background clearance.
Recommended	All core and education classes.
Taught	Fall, Winter
Programs	Containing SFL 476

Course Outcomes

SFL 476R - Student Teaching- Family and Consumer Sciences

Upon completion of the Family and Consumer Sciences Program, teacher candidates meet the needs of secondary students through competencies related to Utah Affected Teaching Standards. *Program outcomes* include:
Learner and Learning:
Candidates understand how students learn and develop, recognize individual and cultural diversity, and design learning environments that create positive classroom climates.

Instructional Practice

Candidates utilize content knowledge, assess to inform instruction, plan instruction based upon Core Curriculum standards, and implement instructional strategies that engage students and promote content understanding.

Professional Responsibility

Candidates continually reflect on and evaluate their teaching practices, actively seek opportunities to grow professionally, engage in ethical behavior, and collaborate with stakeholders (students, parents, and other professionals in the learning community).

Utah Effective Teaching Standards

Candidates will demonstrate basic competency in the Utah Effective Teaching Standards as assessed by the *Clinical Practice Assessment System*

↑Top

Advanced Clothing Studies: Construction

Three-dimensional fitting of apparel and advanced garment construction.

SFL 487

Hours	3.0 Credit, 3.0 Lecture, 5.0 Lab
Prerequisites	SFL 287 or equivalent sewing skills.
Note	Fee.
Taught	Fall, Spring
Programs	Containing SFL 487

Course Outcomes

Content and Learning

- Apply the four aspects of fit and apply them to create correct fit in the basic garment.
- Be able to identify a new range of construction and style details and execute them well.
- Become more independent in sewing activities.
- Develop and improve skill levels of sewing techniques.
- Assemble a professional quality planned and organized portfolio of assigned techniques.
- Demonstrate sewing and fitting vocabulary and use terms correctly.

↑Top

Women's Home-Based Entrepreneurs

Exploration of home-based businesses through interaction with practicing professionals.

SFL
488R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Course no longer taught

Course no longer taught.

↑Top

The Family and Public Policy

Investigation of public policy processes related to legislation and laws affecting home economics/home and family life. Funding and grantsmanship.

SFL
489

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 160 or concurrent enrollment.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing SFL 489

Course Outcomes

Family Studies Content and Theory

Demonstrate an understanding of why we are called to be aware and involved as "responsible citizens" (and "officers of government") to "strengthen the family as the fundamental unit of society."

Family Studies Content and Theory

Demonstrate an in depth understanding of how law and public policy strive-and struggle-to help couples form and sustain healthy marriages and reduce divorce.

Family Studies Content and Theory

Demonstrate a broader, general understanding of other family related policy and legislation designed to strengthen family life and children's development.

Family Studies Content and Theory

Utilize experience gained in the class in preparing to influence family policy bypreparing a legislative testimony or similar document on a chosen topic.

Family Studies Content and Theory

Become involved in an effort to promote (or oppose) some legal or public policy initiative in an attempt to "strengthen the family as the fundamental unit of society".

Top

Advanced Issues in Human Development

Evaluation of research on physical, mental, emotional, and social development.

SFL 490

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SFL 101 & STAT 121 & SFL 290; SFL 210 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing SFL 490

Course Outcomes

Content and Theory

Critically evaluate issues related to studying developmental processes as well as study and practice critical thinking skills.
Critically synthesize information learned from previous human development courses by examining how biological (e.g., temperament) and environmental (e.g., parents and peers) processes interact to shape development.
Demonstrate how to examine current issues in human development developmentally.
Critically synthesize the information, skills, and abilities learned in the first three units in an examination of the period of development recently termed "emerging adulthood" (ages 18-27).

↑Top

Family Life Education: Integrating Theory, Research, and Practice

Integrating theory, research, and practice. Developing competencies to design, implement, and evaluate family flife education programs. Preparing to work preventively with couples, parents, and families in areas such as marriage preparation, marriage enhancement, and parenting.

SFL
498

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Senior standing; instructor's consent.
Taught	Fall, Winter
Programs	Containing SFL 498

Course Outcomes

Family Studies Content and Theory

Develop and articulate a personal philosophy of family life education.
Be able to apply a framework for the development of family life education programs.
Learn principles and practices for teaching about family life in a variety of traditional and contemporary venues, including workshop and self-directed approaches.
Practice workshop teaching and receive peer, clientele, and instructor feedback.
Be able to utilize principles and practices for reaching diverse audiences.
Be able to utilize principles and strategies for multiplying their reach through collaborative partnerships and social marketing.

Research and Evaluation Methodologies

Be able to utilize a variety of approaches to evaluating family life education programs.
Critically evaluate the quality of several examples of family life education programs.

Effective Writing and Analysis

Design a family life education program using scholarly literature and best practices.

Top

Language Study: Slovene

Survival-level conversation, reading, listening, and culture skills in the target language.

SLN 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Slovene

Begin development of the four language skills: understanding, speaking, reading, and writing.

SLN 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Credit by examination only.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Slovene

Continue development of the four language skills: understanding, speaking, reading, and writing.

SLN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SLN 101
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Slovene

Intermediate speaking, listening, reading, and writing skills.

SLN
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SLN 102
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Slovene

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

SLN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SLN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing SLN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Second-Year Conversation

Discussing autobiographical and concrete topics.

SLN 211R

Hours	1.0 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	SLN 201
Note	Credit by examination only. Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Language Skills Development: Slovene

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

SLN 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Slovene

Systematic review of grammar and syntax of target language.

SLN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SLN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Slovene

Study of language and culture using interpersonal, presentational, and interpretive language skills.

SLN 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Sln 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing SLN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Slovene

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

SLN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SLN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Slovene

Concentration on target-language and target-culture issues for specific careers.

SLN
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SLN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Slovak

Survival-level conversation, reading, listening, and culture skills in the target language.

SLOVK 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Slovak

Beginning speaking, listening, reading, and writing skills.

SLOVK 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Slovak

Second-semester speaking, listening, reading, and writing skills.

SLOVK 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SLOVK 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Slovak

Intermediate speaking, listening, reading, and writing skills.

SLOVK 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SLOVK 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Slovak

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

SLOVK 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SLOVK 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing SLOVK 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Slovak

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

SLOVK 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Slovak

Systematic review of grammar and syntax of target language.

SLOVK 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SLOVK 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Slovak

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

SLOVK 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Slovk 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing SLOVK 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Slovak

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

SLOVK
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SLOVK 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Slovak

Concentration on target-language and target-culture issues for specific careers.

SLOVK 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SLOVK 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Honors Introductory Sociology

Social group influcence; social interaction, processes, organization, and change; family, religion, government, population, culture, race relations.

SOC
111

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introductory Sociology

Social group influence; social interaction, processes, organization, and change; family, religion, government, population, culture, race relations.

SOC
111

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Honors also.
Programs	Containing SOC 111

Course Outcomes

Please contact the individual department for outcome information.

Top

Current Social Problems

Individual deviance (violence, insanity, drugs, sex, crime, etc.) and social disorganization (poverty, race and sex discrimination, divorce, overpopulation, etc.). Conditions, causes, solutions.

SOC 112

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Summer
Offered	Honors also.
Programs	Containing SOC 112

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Honors Current Social Problems

Individual deviance (violence, insanity, drugs, sex, crime, etc.) and social disorganization (poverty, race and sex discrimination, divorce, overpopulation, etc.). Conditions, causes, solutions.

SOC
112

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Multicultural America

Diverse cultural heritages in the United States. Cultures studied scientifically will include African American, Hispanic, Asian American, and Native American.

SOC
113

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SOC 113

Course Outcomes

Please contact the individual department for outcome information.

↑Top

(Soc-WS) Introduction to Global Women's Studies

An introduction to the most important issues affecting women's lives and to contributions made by women both nationally and internationally. The course will include historical, sociological, psychological, theological, legal, and/or cultural, and other approaches.

SOC
222

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Basic Knowledge of Women's Studies

1. Students will be able to define and use the critical vocabulary basic to the field of women’s studies.

Social Structures and Women's Lives

2. Students will be able to recognize the ways in which social structures and issues (government, family, education, health-care institutions, the media, etc.) have affected and affect women’s lives.

Women's Contributions and History

3. Students will begin to gain an appreciation of the contributions of women throughout history and internationally.

Research and Communication Skills

4. Students will be able to perform and present research related to women’s studies in oral and written formats.

Behavior and Decision-making

5. Students will begin to make informed choices about their own behavior, health, education, and employment decisions based on their understanding of the role gender plays in relationships and society.

↑Top

Methods of Research in Sociology

Tools of social research; survey, experimentation, content analysis, secondary analysis, qualitative research, evaluation research, data processing and analysis, and report writing.

SOC
300

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Soc 111 or 112 or 113.
Taught	Fall, Winter
Programs	Containing SOC 300

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Applied Social Research Methods

Research methods training for conducting research in applied settings using social research methods such as needs assessments, social impact analysis, and program evaluations.

SOC
301

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 121 & SOC 300
Taught	Fall

Course Outcomes

Know and Understand the full range of Methodologies

Graduates know the full range of methodologies, the basic epistemological assumptions associated with each, the criteria for evaluating quality research, and how to select and implement the appropriate method to test a hypothesis or address a research question.

Ability to Estimate and Interpret Statistics

Graduates are able to estimate and interpret univariate and bivariate statistics and generalize their meaning to the appropriate population.

Know How to Code and Interpret Qualitative Data

Graduates know how to code and interpret qualitative data or how to code and prepare quantitative data for statistical analysis.

Analyze Data and Summarize Findings

Graduates have the necessary skills to analyze data and summarize findings including a. basic familiarity with spreadsheet programs and statistical packages, b. the analytic process of comparing across categories, c. how to chart historical trends, and d. how to summarize findings for written or oral presentation.

↑Top

Research Proposal for Evaluation Research

Students will prepare a proposal, including literature review, research questions and research design. The proposal must then be approved by the organization, the professor, and IRB. Students must receive instructor approval to enroll.

SOC 302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 301 & IAS 220; or SOC 301 & SOC 340; Consent of instructor required.
Taught	Winter
Programs	Containing SOC 302

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Data Analysis, Presentation, and Management

Framing research questions, locating available data, using programs and statistical packages for univariate and bivariate analysis, presenting and summarizing findings.

SOC 307

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 300 & STAT 121; Major status.
Taught	Fall, Winter
Programs	Containing SOC 307

Course Outcomes

Please contact the individual department for outcome information.

Top

Social Inquiry

Basic ideas and arguments forming sociological inquiry, including philosophical foundations, philosophy of social science, and development of classical theory and contemporary theory.

SOC 310

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 111; or SOC 112; or SOC 113
Taught	Fall, Winter
Programs	Containing SOC 310

Course Outcomes

Sociological Inquiry

Students will deepen understanding of the basic ideas and arguments that inform contemporary sociological inquiry, especially the philosophical foundations, some basic features of philosophy of social science, and the development of classical theory.

Sociological Theory

Students will become conversant with the conceptual and philosophical foundations of the major theoretical perspetives of sociology.

Critical Assessment

Students will be able to critically assess the strengths and weaknesses of each theoretical perspective.

↑Top

Contemporary Sociological Theory

Ideas, critiques, and arguments that form contemporary sociological inquiry.

SOC 311

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 310
Taught	
Programs	Containing SOC 311

Course Outcomes

Please contact the individual department for outcome information.

↑Top

(Soc-SFL 333) Adolescent Development in the Family and Other Social Contexts

Examining developmental and social contexts of adolescents, emphasizing the importance of the family. Other contexts include peers, religion, community, schools, and cross-cultural issues.

SOC
318

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing SOC 318

Course Outcomes

Content and Theory

Critically examine and discuss selected topics in adolescent development, as well as being able to apply the information and skills learned in this class to your own life.
Identify and discuss the major theories of adolescent development, as well as the various research methods used in the study of adolescent development.
Understand the important developmental changes that young people experience during this period and during their transition to adulthood.
Discuss why at-risk issues are so pronounced during this period and understand prevention and intervention measures that can be taken by families to help them cope with this transition.

Effective Writing and Analysis

Synthesize (both in thought and writing) information on adolescent development, and apply this information to "real" adolescents with whom you come into contact.

↑Top

Sociology of Innovation

Investigates group, network, organizational, and institutional arrangements that foster creativity and innovation, and examines classical and contemporary theories of social change and collective behavior.

SOC
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Theories and Methods

Students will be conversant with the theories and methods associated with social science research on innovation. The major theories include micro-level theories of personality and cognitive processes; meso-level theories of group, network, and organizational innovation; and macro-level theories of diffusion and collective behavior.

Controversies and Debates

Students will understand the major controversies and debates, new developments, emerging issues, and current trends in social sicnec research on innovation.

Critical Assessment

Students will be able to critically assess the strengths and weaknesses of current social science theories and research on innovation. Students will analyze the elements of argument of various theoretical perspectives.

Critical Writing

Students will prepare a research paper in which they formulate a research question, identify and analyze data, and report results, as well as interpret their findings. Students will produce an original research paper that will address a real-world problem related to innovation.

Top

Class Inequality

Causes and consequences of class, status, and power differences.

SOC
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing SOC 322

Course Outcomes

Learning outcomes

Become more aware of the social inequality around us,

Social Inequalities

Become more aware of the social inequality around us,

Social justice

Participate in and evaluate organizations that are attempting to create greater social justice and form your own ideas about what can be done about inequality

Social Structure

Understand how social structure contributes to inequality

Research

Understand how sociologists do research on inequality

Connections

Learn to see the connection between sociological concepts and the inquality you observe in everyday life

↑Top

Sociology of Race and Ethnicity

Social psychological and social structural analysis of racial and ethnic relations; prejudice, discrimination, responses, protests, current issues; immigration and racial formation.

SOC
323

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fulfills the GE Global and Cultural Awareness requirement.
Taught	Fall, Winter
Programs	Containing SOC 323

Course Outcomes

Please contact the individual department for outcome information.

Top

Introduction to the Sociology of Religion

Origin, growth, and organizational development of religious groups; church activity, conversion, secularization, religious change.

SOC 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding Sociology of Religion

Acquire a basic understanding of the major theories, concepts, and perspectives used by sociologists to study religion in the modern world.

Understanding Scientific Study of Religion

Acquire a basic understanding of the issues and debates concerning the scientific study of religion and the use of sociological theories and methods for the study of religion.

Critical Thinking about Religion

Develop the ability to think critically about the study of religion and the place of religion in modern life and society.

Analysis and Writing

Develop the ability to analyze issues related to the study of religion and communicate the analysis in writing (i.e., forming and presenting an argument, using appropriate scholarly language, writing respectfully, etc.).

↑Top

Sociology of Education

Social origins of goals and curricula; theories of change and control; the nature of achievement in education.

SOC
326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing SOC 326

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Sociology of the LDS Church and Its People

The LDS Church from a social science perspective, including the Church as a new religious movement; LDS culture; the institutionalization process.

SOC
327

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing SOC 327

Course Outcomes

Major substantive areas of sociological analysis

Students become "conversant with the substantive areas of sociology and the variety of theories and research methods associated with these substantive areas," as they apply to the sociology of religion in general and the sociology of Latter-day Saint life in particular. They learn several of the "major controversies and debates, new developments, emerging issues, and current trends" as they impact the study and interpretation of Latter-day Saint life in the contemporary academic and intellectual world. Students also are helped "to critically assess the strengths and weaknesses of current sociological theories and research relating to substantive areas," in this case Latter-day Saint life both historically and in the 20th and 21st centuries.

Diversity of social life, inequality, social conflict, and r

Students have direct experience in comparative analysis both at the individual and group level, in interpersonal contexts as well as in vicarious and analytical experience, whereby they learn "the limitations of extrapolating from their own experience" and confront "how the life experience of others may differ from their own," both within social categories (e.g., comparisons with the life experience of other Latter-day Saints) and across social boundaries (e.g., comparisons with members of other faiths or national populations). Students experience "how race, class, and/or gender intersect with other social categories," in this instance, religious membership or national identities, "to create a variety of life experiences." They also learn to "articulate the sources of social conflict and describe the relations of power in modern society" as they consider both the history of the often-hated minority that was the Latter-day Saints and the contemporary setting and participation of Latter-day Saint people in modern and postmodern society.

Theoretical perspectives that inform sociological analysis

Students consider the underlying assumptions and "basic ideas and arguments forming sociological inquiry" as they apply to the sociology of religious life, especially the experience of Mormon people and Mormondom generally. Conflict theory, functionalism, social psychological perspectives, demographic perspectives are all brought into play as they affect the study of Latter-day Saint culture. Special attention is paid to the differences between postmodern and modern theoretical perspectives as they impact definitions of "truth" and "reality" and as they apply to theorizing about and doing research on people's ideas of religion and transcendence.

Diversity of research methodologies

Diversity of research methodologies are illustrated; the "fit" of various approaches to the study of religious life are evaluated. This is not a methods course, but as issues of research methodology affect the confidence one can have in the findings of researchers who study Mormonism, issues of methodology are discussed and we learn to distinguish good from poor research.

Accessing, reviewing, and analyzing current sociological lit

Because our focus is social science literature on Mormonism across more than a century, the emphasis on "current" is limited, but because many of our readings and several of the "classics" students review are current, we contribute in part to awareness of the current state of social science analysis of religion, and Mormonism in particular. Students demonstrate their knowledge of substantive areas as applicable to research on LDS populations in their critiques of "classic" sociological studies of Mormonism, ideally demonstrating both the strong points and weaknesses of high quality and/or high profile studies of Mormon thought, life, and people.

Opportunities for integrating life goals and professional an

Both the advantages and the disadvantages of sociological perspectives (the plural here is important; there are many social science perspectives, and to speak of *the* sociological perspective is a distortion) with respect to interpreting daily life and religious life are emphasized throughout the course. Dilemmas and challenges of trying to live an integrated spiritual and successful temporal existence within contemporary societies are stressed throughout the course. Throughout, we stress the importance to the religious life of systematic, honest, and sophisticated awareness of intellectual fads and foibles, changing trends and worldviews, varying standards and assumptions, patterns of globalization and secularization. More than many sociological courses, this one is devoted to the overall aim of BYU education to integrate spiritual and secular life goals and interest, to combine professional and career interests with a more specialized awareness of how religious organizations, beliefs, and institutions fit within and change along with the wider society, and the challenges associated with the sometime conflict of individual, family, organizational and societal interests.

Top

Sociology of Sport

Analysis of the sociological aspects of sport and their relationship to politics, economics, stratification, education, and family. Focus on concepts, theory, and related research.

SOC 328

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Medical Sociology

Social epidemiology, the sick role, sociocultural definitions of and responses to illness, and the organization of medical-health delivery systems.

SOC
329

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Understanding of social and structural factors

Students will gain awareness of the social and structural factors which influence health, healing, and illness. Particular emphasis is given to: (1) influenc eof the social environment on health and illness; (2) health and illness behavior; (3) health care prasctitioners and their relationships with patients; and (4) the health care system. Students will be introduced to the literature and be conversant regarding the primary social and structural factors influencing health and illness.

Diversity and health factors

Students will gain understanding and awareness of the gender and race and ethnic differences related to health and illness.

oral and written presentation

Students will debate a current topic related to the sociology of medicine which will require them to be conversant with the debate and develop oral presentation skills. In addition, students will research and present in written form a medical phenomenon in sociological terms.

Top

Cultural Sociology

Recent theories and research in sociological approaches to meaning, including cultural systems and institutions, everyday life, symbolism, agency, power, texts, and globalization.

SOC 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Cultural sociology concepts, theories, and research methods

- Students will learn concepts, theories, and research methods associated with cultural sociology, with an emphasis on current issues in the subfield.

Bibliographic Search and Literature Review

- Students will be introduced to doing a bibliographic search and a literature review.

Bibliographic Search and Literature Review

- Students will be introduced to doing a bibliographic search and a literature review.

Analytic and Sytopical reading skills

- Students will be introduced to analytic and syntopical reading skills.

Career options

- Students will learn about educational and career options related to sociology, with an emphasis on those related to cultural sociology.

Career options

- Students will learn about educational and career options related to sociology, with an emphasis on those related to cultural sociology.

↑Top

(Soc-Nurs) End-of-Life Care

End-of-life (EOL) care from spiritual, physical, and psychosocial perspectives. Comparisons from various cultural/ethnic backgrounds. Complexities of EOL care including impact on families, health care system, and society. Personal perspectives about death, dying, and bereavement.

SOC
333

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing SOC 333

Course Outcomes

Attitudes Toward Death

Identify societal attitudes toward death

Guiding Prinicples Of Care

Outline guiding principles of end-of-life care

Palliative Care and Hospice Care

Compare and contrast palliative care versus hospice including historical factors.

Models of Care for the Dying

Distinguish between the medical model & patient-centered approach to dying

End of Life Preferences for Care

Summarize discrepancies in patient and provider end-of-life preferences

Personal Perspectives

Compose personal attitudes toward death and dying

Top

Social Organization and Change

Understanding processes of social organization, change, and development in contemporary society.

SOC 339

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Soc 111 and 310.
Taught	
Programs	Containing SOC 339

Course Outcomes

Please contact the individual department for outcome information.

Top

Sociology of International Development

Paradigms of development and poverty; international, national, and grass roots approaches to promote development and reduce poverty; and application in developing nations.

SOC
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Soc 111 or 112; IAS 220.
Taught	Fall, Winter
Programs	Containing SOC 340

Course Outcomes

Theory

Become familiar with different theories about development.

Social Institutions

Understand the relationship between development and major social insitutions.

Organizations

Learn about what different organizations are doing to promote beneficial development.

Apply

Learn to apply what you have learned to a specific aspect of development.

Integrate

Integrate what you have learned to develop your own approach to development.

↑Top

World Populations

Fertility, mortality, and migration patterns of world populations as they relate to current social, economic, political, and religious issues.

SOC 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing SOC 345

Course Outcomes

Please contact the individual department for outcome information.

↑Top

(Soc-Psych) Introduction to Social Psychology

Conformity and obedience; socialization, norms, roles; attitudes, leadership, group processes.

SOC
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

1. Unique contribution of social psychology

Students will be able to identify the unique contribution of social psychology to social science, situating the discipline within the larger domain of psychology and contrasting it with related disciplines, such as sociology.
Measurement: Multiple choice tests, short essays.

2. Research methods and ethics

Students will be able to understand the use of surveys, laboratory and field experiments in conducting social psychological research, and understand the ethical principles of informed consent, deception and debriefing when conducting research with human participants.
Measurement: Multiple choice tests, short essays.

3. Substantive areas of inquiry

Students will be able to identify substantive areas of social psychological inquiry, including the self, person perception, attitudes and persuasion, group processes, stereotyping and prejudice, interpersonal attraction, helping behavior and aggression.
Measurement: Multiple choice tests, short essays.

4. Contributions of major thinkers and contributors

Students will be able to identify and explain the contributions of major thinkers and contributors of classic and contemporary theory and research in social psychology, such as Leon Festinger and Stanley Milgram.
Measurement: Multiple choice tests, short essays.

5. Applications of social psychology

Students will be able to identify how social psychological theory and research have been applied to domains outside the discipline, such as in health settings and the law.

Measurement: Multiple choice tests, short essays.

Top

Introduction to Family Sociology

Definitions of "family"; surveying the family as a context for sex, marriage, work, social reproduction, and violence in Western societies.

SOC 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing SOC 360

Course Outcomes

Assessing Sociological Theories and Research

Be able to critically assess the strengths and weaknesses of current sociological and demographic theories and research related to family sociology.

Understanding Diversity and Inequality

Recognize how race, class, and gender intersect with family life and be familiar with the current literature on families and inequality.

Accessing, Reviewing, and Analyzing Current Literature

Be able to read current literature, synthesize main points across articles and develop an original thesis or argument in writing that is supported by the literature.

Substantive Knowledge

Know the major controversies and debates, as well as demographic trends related to the family in the United States.

Application to Life

Integrate current literature on family and determine family patterns for your personal future family.

Top

Theoretical Foundations of Marriage and Family

Comparative analysis of basic ideas and arguments for understanding marriage and family found in social science, social and political theory, law, and other forms of cultural discourse.

SOC
361

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Sociology of Aging

Demographic and social factors related to aging: agencies, serving older citizens, and role of community in solving problems of aged.

SOC 365

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required for students in gerontology minor and/or certificate programs.
Taught	Fall, Winter
Programs	Containing SOC 365

Course Outcomes

Please contact the individual department for outcome information.

Top

Sociology of Gender

Gender in social institutions: family, social hierarchies, economics, education, organizations, religion, and science.

SOC 367

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing SOC 367

Course Outcomes

Conversant in Theory of Gender

- Students will become acquainted with the major theoretical perspectives both sociological theories of gender, as well as other disciplinary perspectives.
- Students will be able to evaluate gender through the lens of contrasting theoretical perspectives both in writing and in class discussions.

Gender: Individual, Interactions, Institutions

- Students will recognize how gender operates at the level of the individual, in social interaction, and in social institutions.
- Students will be able to discuss how gender influences individual identity, social interactions, and social institutions.
- This ability will be assessed by exams (breadth) and short paper assignments (depth).

Application of Gendered Perspectives

- Students will be able to apply gendered perspectives to everyday living. This will be developed in a class project to be presented orally.
- Students will be able to apply gendered perpectives to their own lives. This will be assessed in short essay assignments and in small class discussion groups.

Top

Urban Sociology

Norms, social controls, and social processes in urban areas in both historical and contemporary perspectives.

SOC 370

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing SOC 370

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Deviant Behavior and Social Control

Theory and research related to deviance. Specific topics include psychosis, addiction, homosexuality, violence, and rape, among others.

SOC 380

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Juvenile Delinquency

Lawlessness of children and adolescents: causation, treatment, prevention, and outlook.

SOC
383

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Contemporary Sociology

Course content varies from year to year.

SOC 390R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	
Programs	Containing SOC 390R

Course Outcomes

Social structures

Students will be able to recognize the ways in which social structure and issues (government, family, education, health-care institutions, the media, etc.) have affected and affect women's lives.

Contributions

Students will begin to gain an appreciation of the contributions of women throughout history and internationally.

Present

Students will be able to perform and present research related to women's studies in oral, written, and/or multi-media formats.

Informed choices

Students will be able to make informed choices about their own behavior, health, education, and employment decisions based on their understanding of the role gender plays in relationships and society.

Vocabulary

Students will be able to define and use in speech and writing the critical vocabulary basic to the field of women's studies.

↑Top

Academic Internship

Individualized work or volunteer experience in either a research setting or some kind of field placement with an organization.

SOC
399R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Consent of instructor required.
Recommended	Soc 307 and related 300-level courses.
Taught	Fall, Winter, Spring
Programs	Containing SOC 399R

Course Outcomes

Lifelong practice

Establish a lifelong practice of making connections and creating a network of people that will help the student develop professionally

Professionalism

Develop a professional sense of the work that will help the students identify personal learning outcomes for the semester

Interactive service work

Learn about what sociologists call "interactive service work" or jobs that require working with individuals

Organizational analysis

Produce a professional analysis of the organization where the student works

Research project

Complete a research project that addresses some need in the organization for which the student is working

↑Top

Qualitative Research Methods

Purposes, methods, and limitations of qualitative research. Includes participant observation and hermeneutics skills.

SOC 404

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 310
Taught	Fall, Winter
Programs	Containing SOC 404

Course Outcomes

Qualitative Research Epistemology

Students will be able to explain the epistemological assumptions of qualitative research methods, how to select the appropriate qualitative research method to address a research question, and the criteria for evaluating qualitative research methods.

Qualitative Research Methods: Design and Data Collection

Students will be able to design and conduct an in-depth interview study, an oral history interview study, a focus group study, an ethnography, a qualitative content analysis study, a qualitative case study, and a mixed-method study.

Qualitative Research Methods: Analysis

Students will be able to code and interpret qualitative data. (This may include the use of qualitative data analysis software.)

Writing and Representation of Qualitative Research

Students will be able to write a qualitative methods and findings section, as for a qualitative research article.

Educational and Career Planning

Students will be able to connect what they are learning in the sociology program and/or classes with educational and career options.

↑Top

Multiple Regression Analysis and Social Science Computing

Data analysis and computer use in sociology; least squares and logistic regression techniques; SPSS and its use in conducting data analysis. Research report required.

SOC
405

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307
Taught	Fall, Winter
Programs	Containing SOC 405

Course Outcomes

Learning Outcomes

- Students will be able to read and understand social scientific journal articles
- Students will be able to inspect and transform data in preparation for testing a regression model.
- Students will know the assumptions of regression analysis.
- Students will be able to test regression models.
  Students will know how to present their findings both written an orally.

Top

Understanding Modern Societies

Comparative-historical theory and research on the political, economic, social, and cultural processes in the formation, social organization, and future prospects of modern societies.

SOC
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	Winter
Programs	Containing SOC 420

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Sociology of Organizations

Examines organizational arrangements that maximize performance, innovation, and well-being; effective ways to develop social networks; diverse organizational forms like strategic alliances, multinational corporations, and NGOs.

SOC
421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	
Programs	Containing SOC 421

Course Outcomes

Please contact the individual department for outcome information.

Top

Inequality and Society

Distribution of economic and social resources (financial, status, prestige, power, and authority) as they relate to life changes, lifestyle, and social justice.

SOC 422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	Fall
Programs	Containing SOC 422

Course Outcomes

Empathy

Develop Christ-like empathy for individuals and groups who struggle in society and find ways to extend compassion

Inequality literature

know the origins and developments of inequality literature; understand origins of inequality and contemporary arguments grounded in qualitative and quantitative evidence; understand limitations of data collection

Nature vs. nurture

Be conversant in the nature vs. nurture argument using the history of the IQ test to outline the development of dognitive skill debate.

↑Top

Political Sociology

Analysis of power and decision-making, political institutions, grass root politics, stratification, and political activity, social movements and revolutions, science/religion and politics. Writing intensive.

SOC 424

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	
Programs	Containing SOC 424

Course Outcomes

Please contact the individual department for outcome information.

Top

Markets and Society

Economic sociology exploring social dynamics of market behavior from an interdisciplinary perspective; topics include social factors related to value, price, and price volatility.

SOC 425

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	Fall
Programs	Containing SOC 425

Course Outcomes

Basic tenets of economic sociology

Students will develop an understanding of the field of economic sociology.

Sociological perspective

Students will demonstrate their understanding of basic economic phenomena from a sociological perspective.

Application

Students will apply their knowledge to understanding and interpreting real-world events.

Research and writing

Students will improve their ability to develop ideas through research and writing.

Top

Sociology of Work and Occupations

Distinction between work and occupation, changes in the nature of work and labor force, impacts of work, mobility in work life, and occupational attainment.

SOC 426

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	
Programs	Containing SOC 426

Course Outcomes

Please contact the individual department for outcome information.

Top

The Family and Social Change

Changing patterns of family-related behaviors, functions, and forms. Demographic, economic, and ideological forces shaping the family.

SOC
450

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	
Programs	Containing SOC 450

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Senior Capstone Part 1

This is the first semester of a two-semester capstone with advanced substantive material and the integration and application of concepts and skills from earlier courses to produce a professional research paper.

SOC 455R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Note	Fulfills GE Advanced Writing and Oral Communication credit if both Soc 455R and Soc 456R are completed.
Taught	Fall
Programs	Containing SOC 455R

Course Outcomes

Accessing, reviewing, and analyzing: Capstone Experience

Students will be able to:

- Conduct electronic bibliographic searches and determine the quality of the research they find.
- Demonstrate their knowledge of substantive areas, theory, and research methodologies by developing an original sociological argument in writing (e.g. literature review, research proposal, theoretical analysis, etc.)
- Write a research paper in which they formulate a research question, identify data to answer their question, and review the literature.

Integrating life goals and professional and career interests

Students wil be able to:

- Integrate the knowledge and skills learned in the sociology program with their career interests by translating their skills into a resume.
- Develop an original research product that can be submitted as a writing sample to graduate schools, or to employers based on their educational and career goals.

Top

Senior Capstone Part 2

This is the second semester of a two-semester capstone with advanced substantive material and the integration and application of concepts and skills from earlier courses to produce a professional research paper.

SOC 456R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 455R
Note	Fulfills GE Advanced Writing and Oral Communication credit if both Soc 455R and Soc 456R are completed.
Taught	Winter
Programs	Containing SOC 456R

Course Outcomes

Original Research: Capstone Experience

Based on the model developed in Soc 455R, students wil be able to:

- Download data and recode variables for regression analysis
- Use statistical techniques to test hypotheses and analyze the model they derived from the literature
- Construct tables presenting research findings
- Present findings in manuscript form, as well as in an oral poster presentation

Top

Issues in Family Sociology

Advanced sociological analysis of current issues relating to the family (e.g., theory, methodology, parenting, marriage, divorce, family crises, race, gender, etc.).

SOC 460

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	
Programs	Containing SOC 460

Course Outcomes

Please contact the individual department for outcome information.

Top

Crime, Justice, and Corrections

Nature and extent of criminal behavior; current theory and research related to causes of crime and treatment of criminals.

SOC 481

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC 307 & SOC 310
Recommended	Soc 404 or 405 or concurrent enrollment.
Taught	Winter
Programs	Containing SOC 481

Course Outcomes

Please contact the individual department for outcome information.

Top

Special Topics in Sociology

Course content varies from year to year.

SOC 490R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing SOC 490R

Course Outcomes

Please contact the individual department for outcome information.

Top

Directed Reading in Sociology

Individualized reading program supervised by faculty member. Student selects reading topic and completes systematic in-depth reading of related literature.

SOC 495R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Consent of instructor required.
Taught	

Course Outcomes

Literature

Students will develop and read literature from specific sub-field within sociology.

Summarize

Students will evaluate, synthesize, and summarize literature in a specific sub-field of sociology.

↑Top

Directed Research in Sociology

Individualized research program supervised by faculty member. Student selects topic and completes a research project.

SOC 497R

Hours	1.0 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Consent of instructor required.
Taught	
Programs	Containing SOC 497R

Course Outcomes

Research outline

Students will develop research project under direction of faculty mentor.

Research participation

Students will engage in a mentored research project that may involve reviewing the literature, data collection, data analysis, and/or preparing manuscripts, etc.

Top

Advanced Political Sociology

Social basis of political behavior. Modern theories and research concerning use of power and decision making.

SOC
524

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Critical Analysis

Students will demonstrate the ability to analyze and critique current literature on political sociology.

Research Proposal

Students will produce a graduate-level, testable research proposal on political sociology.

Data Management

Students will become familiar with data sets suitable for testing hypotheses on political sociology.

↑Top

Sociology of Religion

Influences of social factors in the development of various religious systems.

SOC
525

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Soc 111, 325, or instructor's consent.
Taught	

Course Outcomes

Theories

Students will be able to explain selected theoretical frameworks in the sociology of religion.

Criticism and Analysis

Students will be able to assess critically both published and unpublished texts relevant to religion, including datasets and other materials, in establishing meaningful frameworks and problems for study.

Writing

Students will be able to participate in all stages of preparing an original, publishable contribution to the sociology of religion.

Teamwork

Students will be able to organize and conduct team research on joint projects.

↑Top

Sociology of the LDS Church and Its People

An advanced analysis of the LDS Church from a social science perspective, including the Church as a new religious movement; LDS culture; the institutionalization process.

SOC
527

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Critical Analysis

Students will demonstrate the ability to analyze and critique current literature on the sociology of the LDS Church and peoples.

Research Proposal

Students will produce a graduate-level, testable research proposal on the LDS Church and peoples.

Data Management

Students will become familiar with data sets suitable for testing hypotheses on the LDS Church and peoples.

Top

Sociology of Rural Communities

Review and critique of major theoretical and methodological approaches to the study of community, with a focus on rural communities.

SOC
528

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Soc 311, 370, or instructor's consent.
Taught	
Programs	Containing SOC 528

Course Outcomes

Critical Analysis

Students will demonstrate the ability to analyze and critique current literature on the sociology of communities.

Research Proposal

Students will produce a graduate-level, testable research proposal on communities.

Data Management

Students will become familiar with data sets suitable for testing hypotheses on communities.

Top

The Individual and Family in Later Years

Developmental aspects of aging, focusing on the biophysical, cognitive, social, affective, and pathological dimensions in people aged 50 and over.

SOC
565

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Critical Analysis

Students will demonstrate the ability to analyze and critique current literature on the sociology of geronotology.

Research Proposal

Students will produce a graduate-level, testable research proposal on gerontology.

Data Management

Students will become familiar with data sets suitable for testing hypotheses on geronotology.

Top

Special Topics in Sociology

Course content varies from year to year.

SOC 590R

Hours	0.5 - 3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Data Management

Students will become familiar with data sets suitable for testing hypotheses on the subject of the seminar.

Research Proposal

Students will produce a graduate-level, testable research proposal on the subject of the seminar.

Critical Analysis

Students will demonstrate the ability to analyze and critique current literature on the subject of the seminar.

Top

Directed Readings

Individualized reading program supervised by faculty member.

SOC 595R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	None
Note	Pass/Fail only.
Taught	

Course Outcomes

Literature

Students will develop and read literature from specific sub-field of sociology.

Synthesize

Students will evaluate, synthesize, and summarize literature in specific sub-field of sociology.

Top

Pro-Seminar

Current developments in sociology including research, proposals, professional meetings, teaching, and finding a job.

SOC 598R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Introduction to Social Work

Social welfare as a social institution; social work as a profession.

SOC W 200

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing SOC W 200

Course Outcomes

CSWE 2015 Competency 1

Demonstrate Ethical and Professional Behavior

CSWE 2015 Competency 2

Engage Diversity and Difference in Practice

CSWE 2015 Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

CSWE 2015 Competency 5

Engage in Policy Practice

Top

Social Welfare Policy

Social legislation processes; analysis of social policy and the knowledge available to social workers for involvement in social planning and policy change.

SOC W 331

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC W 200
Taught	Fall
Programs	Containing SOC W 331

Course Outcomes

CSWE 2015 Competency 2

Engage Diversity and Difference in Practice

CSWE 2015 Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

CSWE 2015 Competency 5

Engage in Policy Practice

Top

Social Work Practice with Individuals

Methods of social work practice within a generalist framework; interventions at the individual, family, group, organization, and community levels.

SOC W 360

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SOC W 200
Taught	Winter
Programs	Containing SOC W 360

Course Outcomes

Course Objectives

This course is designed to introduce the student to the values, knowledge, and skills involved in the practice of social work as a profession, and to gain a broad view of direct social work practice.

Specific Behavioral Objectives

Through participation in this course, students will be prepared to:
1. Define the term "Direct Practice" and understand the role it plays in the social work profession in today's complex society.
2. Describe the historical developments of the social work profession and its evolvement over the last 100+ years.
3. Describe how social work practice is guided by a foundation of values, principles, and ethics.
4. Demonstrate an understanding of the contents of the NASW Code of Ethics.
5. Identify the basic helping skills used in social work.
6. Identify social work practice grounded in sound theory and empirical research.

CSWE 2015 Competency 1

Demonstrate Ethical and Professional Behavior

CSWE 2015 Competency 2

Engage Diversity and Difference in Practice

CSWE 2015 Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE 2015 Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

CSWE 2015 Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

↑Top

Crisis Intervention

Assessment and intervention in crisis situations with clients.

SOC W 570

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

CSWE 2015 Competency 4

Engage In Practice-informed Research and Research-informed Practice

CSWE 2015 Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE 2015 Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

CSWE 2015 Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

↑Top

Social Work in the School Setting

Overview of knowledge and skills essential to the practice of social work in educational settings; emphasizes practical interventions when working with student/family/teacher/community resources.

SOC W 580

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter odd years

Course Outcomes

Objectives:

1. To provide students with a basic understanding of public school policies, laws, procedures, roles, and expectations of all players including, administrators, staff (counselors, psychologists, social workers, custodians, coaches) parents and students.
2. To develop an awareness of the resources available in the community to assist families in the school setting.
3. To provide students the opportunity to reflect, synthesize and apply the various concepts examined in class in the context of their own experiences and understanding.
4. Understand the role and expectation of a school social worker.
5. Gain familiarity with research methods into effectiveness of social work practice in schools.
6. Gain knowledge of NASW's standards of school social work practice.

Top

Social Services for the Aging

Process and impact of social service delivery systems on the aged.

SOC W 581

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Utah state certificate available.
Taught	
Programs	Containing SOC W 581

Course Outcomes

Objectives:

1. Be able to recognize dversity (race, gender, sexual orientation, SES etc) of aging population in the United States.
2. Be able to articulate predominant theories of aging.
3. Be able to articulate biological and psychosocial changes related to aging.
4. Be able to identify social, psychological, economic, and political challenges faced by other adults (i.e. ageism, poverty, elder abuse, retirement, intamacy, end of life care, support system, etc).
5. Demonstrate ability to advocate social/economic justice.
6. Demonstrate ability to assess and intervene in gerontoloical setting.
7. Demonstrate ability to address social policy issues for older adults.
8. Develop ability to practice ethically within principle of NASW Code of Ethics.

Top

Global Issues of Children at Risk

Analyzing major challenges facing children and their families globally, including poverty, malnutrition, poor health care, gender-based discrimination, child labor and sexual exploitation, AIDS orphans, child soldiers, and refugees.

SOC W 585

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	
Programs	Containing SOC W 585

Course Outcomes

Learning Outcomes:

1. Gain basic information regarding the current condition of children globally---their challenges and resources.
2. Learn of the global community's acknowledged and unacknowledged obligations to assist the most vulnerable of its children.
3. Become familiar with the international, regional, and national policies and efforts in place to address some of the most difficult challenges.
4. Incorporate a family-based framework into addressing the challenges faced by children, focusing on solutions which emphasize the strengthening of families as a priority.
5. Appreciate the complex nature of the interplay between economic, political, and cultural aspects of the global and national communities which produce, and must be considered in addressing, the problems and challenges that arise out of such interplay.
6. Have a hands-on service experience locally which will illuminate the challenges faced by children globally.
7. Be able to produce a term paper in which he or she will thoroughly explore one topic in depth and present a summary to the entire class.
8. Be tested on the objective knowledge of the student on the topic areas.

↑Top

Directed Readings

SOC W
595R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Directed Readings

Under the direction of a mentored professor, students will critically examine, investigate, and integrate the literature for a topic of interest in social work

Top

Foundational Spanish 1

Fundamentals of Spanish, emphasizing communication. (Accelerated sections available.) Pass/fail only.

SPAN 101

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	None
Note	For students with no previous Spanish.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 101

Course Outcomes

Respond in Spanish to simple questions

Respond in Spanish to simple questions on the most common features of daily life

Convey minimal meaning to interlocutors

Convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases.

Satisfy limited number of needs

Satisfy a very limited number of immediate needs through the use of spoken Spanish.

Respond in written Spanish

Respond in written Spanish at the same level as indicated in outcomes related to speaking.

Understand common basic cultural practices and products

Understand common basic cultural practices and products related to greetings and family life in some Spanish-speaking countries.

Top

Foundational Spanish 2

Continuation of Span 101. Fundamentals of Spanish, emphasizing communication. (Accelerated sections available.) Pass/fail only.

SPAN
102

Hours	4.0 Credit, 5.0 Lecture, 2.0 Lab
Prerequisites	Span 101.
Taught	Fall, Winter, Summer
Programs	Containing SPAN 102

Course Outcomes

Using Spanish, participate in simple, direct conversations

Using Spanish, participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment.

Create with the language and communicate personal meaning

Create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences.

Obtain and give information

Obtain and give information by asking and answering questions.

Sustain basic communicative exchanges

Sustain and bring to a close a number of basic, uncomplicated communicative exchanges, mostly in a reactive mode.

Satisfy simple personal needs using spoken Spanish

Satisfy simple personal needs and social demands to survive in the target language culture.

Respond in written Spanish

Respond in written Spanish at the same level as indicated in preceding objectives related to spoken Spanish.

Understand common basic cultural practices and products

Understand common basic cultural practices and products related to travel in some Spanish-speaking countries.

↑Top

University Spanish 1

Continued development of grammar, cultural understanding, reading, writing, and conversation skills as introduced in foundational courses. Students are expected to attain an Intermediate-Mid proficiency level.

SPAN 105

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Two years of high school Spanish or Span 101/102 or placement by diagnostic test.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 105

Course Outcomes

Simple Conversation

Use Spanish to maintain simple verbal conversations on everyday topics.

Writing

Communicate using paragraph level discourse in writing.

Communication

Be understood by sympathetic native speakers despite occasional misunderstandings.

Verbal Narration

Describe and narrate in the past, present, and future a portion of the time.

Culture

Understand that Hispanic culture is vast and diverse.

Culture

Demonstrate understanding of and appreciation for Hispanic cultures.

↑Top

University Spanish 2

Expanded development of grammar, cultural understanding, reading, writing, and conversation skills as introduced in foundational and intermediate courses. Students are expected to attain an Intermediate-Mid to Intermediate-High proficiency level.

SPAN
106

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Span 105.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 106

Course Outcomes

Conversation

Use Spanish to maintain simple verbal conversations on everyday topics.

Writing

Communicate using paragraph level discourse in writing.

Communication

Be understood by sympathetic native speakers despite occasional misunderstandings.

Narration

Describe and narrate in the past, present, and future a portion of the time.

Culture

Understand that Hispanic culture is vast and diverse.

Culture

Demonstrate understanding of and appreciation for Hispanic cultures.

Top

Spanish Conversation 1

Development of conversation skills in Spanish.

SPAN
111R

Hours	2.0 Credit, 2.5 Lecture, 1.0 Lab
Prerequisites	None
Recommended	Concurrent enrollment in Span 105.
Taught	Fall Term 1, Winter Term 1

Course Outcomes

Oral Comprehension

Understand main ideas and some facts from interactive exchanges and aural texts.

↑Top

Spanish Conversation 2

Continued development of conversation skills in Spanish.

SPAN
112R

Hours	2.0 Credit, 2.5 Lecture, 1.0 Lab
Prerequisites	None
Recommended	Concurrent enrollment in Span 106.
Taught	Fall Term 2, Winter Term 2

Course Outcomes

Knowledge

Students will deepen their understanding of Spanish conversation.

Top

Spanish Choir

Choir that meets weekly to rehearse and perform songs in Spanish from a variety of musical genres.

SPAN 119R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Rehearse and perform choral works

Rehearse and perform choral works written in Spanish as well as Spanish translations of choral works written in other languages.

Top

University Spanish 3

Continued development of grammar, cultural understanding, conversation skills, writing, and reading through the study of literature. Students are expected to attain an Intermediate-High proficiency level.

SPAN 205

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	Four years of high school Spanish, Span 106, or placement by test.
Note	Fulfills the University Core Languages of Learning requirement.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 205

Course Outcomes

Demonstrate Intermediate-level proficiency in Spanish

Speak, listen, read, and write in Spanish at the Intermediate proficiency level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Interpret a selection of literary works

Interpret and analyze a selection of literary works in Spanish within their historical and cultural context.

Improve Spanish grammar and vocabulary

Demonstrate increased accuracy in using basic Spanish grammatical structures and an increased range of vocabulary on topics of general interest.

Top

Intensive Spanish Skills Development

Intensive development of oral and literacy skills at the Intermediate High to Advanced Low level, with emphasis on improving grammatical accuracy, fluency, and cultural competence. Intended to prepare students for Span 321 and subsequent courses.

SPAN 206

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	Spanish 205 or placement by test.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 206

Course Outcomes

Communicate at the Intermediate High to Advanced Low level

Demonstrate proficiency in Spanish at the Intermediate High to Advanced Low level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for speaking, listening, reading, and writing.

Analyze and interpret oral and written texts

Analyze and interpret a selection of oral and written texts from Spanish-speaking countries, including short stories and journalistic articles, within their historical and cultural context.

Write compositions to meet academic needs

Write short compositions with sufficient grammatical accuracy to meet academic needs in higher-level courses.

Top

Spanish Conversation 3

Continued development of conversation skills in Spanish.

SPAN 211R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	Concurrent enrollment in Span 205.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Spanish Conversation 4

Continued development of conversation skills in Spanish.

SPAN 212R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	Concurrent enrollment in Span 206.
Taught	Fall, Winter

Course Outcomes

Oral Communication

Communicate effectively in most real-life situations at the interpersonal level, including academic, professional, or social situations.

Oral Comprehension

Understand main ideas and most facts from interactive exchanges and aural texts.

Cultural Dimensions of Communication

Ability to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations, including theverbal and nonverbal messages.

Top

Spanish Conversation 5

Continued development of conversation skills in Spanish.

SPAN 311R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Will not count for major or minor.
Taught	Fall Term 1, Winter Term 1

Course Outcomes

Oral Communication

Communicate orally in Spanish in real-life situations, including academic, specialized, and public contexts.

Top

Spanish Conversation 6

Continued development of conversation skills in Spanish.

SPAN 312R

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Note	Will not count for major or minor.
Taught	Fall Term 2, Winter Term 2

Course Outcomes

Comprehension

Demonstrate proficiency in the comprehension of oral messages

Articulate positions

Present to an audience a variety of topics including the ability to develop and articulate positions in Spanish.

Discussion

Understand someone else speaking about a discipline-related topic and be able to engage that person in discussion.

Evaluation

Evaluate the use of language to convey meaning, to inform, and to persuade.

↑Top

Third-Year Spanish Reading, Grammar, and Culture

Intensive study and practice with Spanish grammar, vocabulary, and writings incorporating cultural and literary readings.

SPAN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Placement by test.
Note	First class for returned Spanish-speaking missionaries. Fullfills the University Core Languages of Learning requirement. Required for Spanish major and minor.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 321

Course Outcomes

Analyze literary works

Identify and analyze a selection of literary works in Spanish within their historical and cultural context.

Write short compositions

Write short compositions, including informal and some formal correspondence, narratives, descriptions, or summaries, using paragraph-level connected discourse.

Apply language rules

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Develop linguistic self-awareness

Assess areas of strength and weakness in one's own Spanish skills and identify specific areas for improvement.

Top

Third-Year Spanish Composition

Study and practice of different writing styles, developing research skills.

SPAN
322

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Note	Strongly recommended for students continuing on to a graduate program.
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing SPAN 322

Course Outcomes

Write argumentative essays

Write argumentative essays analyzing specific texts or topics, introducing a clear thesis and developing arguments to support the thesis using valid reasoning and sufficient evidence.

Write expository research papers

Write expository research papers that gather and synthesize information from multiple sources, develop and support the topic with well-chosen facts and examples, and organize ideas to make important connections and distinctions.

Apply writing strategies and processes

Develop and improve writing through multiple drafts by planning, revising, editing, and incorporating feedback.

Apply writing conventions

Apply writing conventions from appropriate style guides (e.g., MLA, APA, Chicago, etc.) in composing papers and citing sources.

Give oral presentations

Effectively deliver formal oral presentations that are tailored to a specific audience, making use of appropriate presentational media.

Convey meaning accurately

Convey meaning orally and in writing using a register and level of grammatical accuracy appropriate for academic and professional audiences.

↑Top

Spanish for the Professions

Introduction to professional terminology, documentation, and correspondence.

SPAN 323R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Taught	Fall, Winter
Programs	Containing SPAN 323R

Course Outcomes

Acquire specialized vocabulary

Acquire specialized Spanish vocabulary related to one or more professional fields.

Read authentic documents

Read and interpret authentic documents and informative texts related to a specific professional field.

Compose written documents

Compose written documents for a specific field, such as correspondence, reports, or case studies, incorporating protocols and a level of accuracy appropriate for a professional audience.

Apply writing strategies and processes

Develop and improve writing through multiple drafts by planning, revising, editing, and incorporating feedback.

Demonstrate intercultural awareness

Demonstrate awareness of cultural issues involved in working with Spanish speakers, such as their economic and political realities, social and professional practices, and cultural beliefs and values.

Apply professional skills

Demonstrate practical application of professional skills by researching job opportunities, observing, or volunteering in a particular field.

Top

Survey of Hispanic Linguistics

Introduction to linguistics of Spanish: phonetics, phonology, morphology, syntax, semantics, history of the Spanish language, philology, dialectology, sociolinguistics, and psycholinguistics.

SPAN 325

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing SPAN 325

Course Outcomes

Explain general principles of linguistics

Identify and explain the foundational concepts of linguistics.

Describe major subfields of linguistics

Describe elements of the sound system, the structure of words and sentences, and the semantic properties of Spanish.

Relate linguistic principles to language variation

Relate basic principles of linguistics and knowledge of its major subfields to how language varies socially, geographically, and temporally.

Top

Spanish Phonetics and Pronunciation

Spanish sound system; underlying concepts of Spanish speech production and applications to pronunciation.

SPAN 326

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing SPAN 326

Course Outcomes

Describe articulatory phonetics

Describe the physiology of sound production and how the sounds of Spanish are articulated.

Analyze structure of Spanish sound system

Explain and analyze the principles underlying the Spanish sound system and the relationships among its basic units.

Transcribe texts phonetically

Transcribe phonetically both oral and written texts in Spanish.

Improve Spanish pronunciation

Demonstrate improvement in the pronunciation of Spanish.

↑Top

Introduction to Spanish Literature

Readings in modern Hispanic literatures, focusing on formal literary analysis.

SPAN 339

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321 or concurrent enrollment.
Note	Course is prerequisite to 400-level literature courses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 339

Course Outcomes

Describe literary genres

Describe and analyze the most salient elements of key literary genres including poetry, prose, and theater.

Apply tools of literary interpretation

Apply fundamental tools of literary interpretation through reading, writing, and the discussion of a balanced selection of works from Spain and Spanish America.

Write about literature

Write in Spanish about literature with a reasonable degree of grammatical correctness and fluency.

↑Top

Iberian Civilization

Culture, history, art, music, and traditions of Spain.

SPAN 345

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department, Summer
Programs	Containing SPAN 345

Course Outcomes

Describe geographic regions

Describe the principal geographic regions, that might include topological features, important cities, and local traditions, customs, and languages.

Analyze historical periods and current events

Describe and analyze historical periods and current events (e.g., political, social, artistic, and religious developments).

Describe cultural products, institutions, and practices

Recognize and describe important cultural products (e.g., art, literature, architecture, and music, including important works and individuals), cultural institutions, and cultural practices.

Discuss influence of own culture

By comparison, recognize and discuss the influence of their own cultural background on their attitudes, beliefs, and worldview.

Conduct research

Engage in research that demonstrate an advanced awareness of cultural and historical knowledge.

↑Top

Special Topics in Iberian Culture

An in-depth examination of some aspect of Iberian culture and civilization. Subject matter will vary. This course is recommended for those individuals who may already have a broad exposure to the culture and civilization of Spain and/or those who desire a more focused cultural experience.

SPAN 346R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321 or concurrent enrollment.
Taught	Contact Department
Programs	Containing SPAN 346R

Course Outcomes

Identify, describe, and discuss cultural aspects

Identify, describe, and discuss aspects of a specific culture or non-literary cultural topic or theme.

Critically analyze cultural products and practices

Critically analyze cultural products and practices in their historical and social contexts from the perspectives of members of the culture.

Conduct cultural research

Conduct research on a particular cultural topic and formally present the results in oral presentations or written papers.

Top

Spanish American Culture and Civilization

Culture, history, art, music, and traditions of Spanish America.

SPAN 355

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321 or concurrent enrollment.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing SPAN 355

Course Outcomes

Describe geographic regions

Describe the principal geographic regions, that might include topological features, important cities, etc.

Analyze historical periods

Describe and analyze historical periods and current events (e.g., political, social, artistic, and religious developments).

Describe cultural products, institutions, and practices

Recognize and describe important cultural products (e.g., art, literature, architecture, and music, including important works and individuals), cultural institutions, and cultural practices.

Discuss influence of own culture

By comparison, recognize and discuss the influence of their own cultural background on their attitudes, beliefs, and worldview.

Conduct research

Engage in research that demonstrate an advanced awareness of cultural and historical knowledge.

Top

Special Topics in Spanish American Culture

An in-depth examination of some aspect of Spanish American culture and civilization. Subject matter will vary. This course is recommended for those individuals who may already have a broad exposure to the culture and civilization of the Spanish-speaking countries of the Americas and/or those who desire a more focused cultural experience.

SPAN 356R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Span 321 or concurrent enrollment.
Taught	Contact Department
Programs	Containing SPAN 356R

Course Outcomes

Identify, describe, and discuss cultural aspects

Identify, describe, and discuss aspects of a specific culture or non-literary cultural topic or theme.

Critically analyze cultural products and practices

Critically analyze cultural products and practices in their historical and social contexts from the perspectives of members of the culture.

Conduct cultural research

Conduct research on a particular cultural topic and formally present the results in oral presentations or written papers.

Top

Techniques of Spanish Instruction

Instructional strategies and methodological approaches for developing proficiency and intercultural competence in Spanish. Key topics include standards-based lesson planning/curriculum development, use of technology, performance-based assessment, and addressing student diversity.

SPAN 376

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Note	For students not enrolled in Spanish teaching major or minor.
Taught	Fall, Winter, Summer
Programs	Containing SPAN 376

Course Outcomes

Discuss theories of language learning

Discuss basic theories of language teaching and learning.

Plan units and lessons

Plan Standards-based units and lessons, aligning assessments with learning objectives.

Teach language skills

Teach beginning-level vocabulary, grammar, culture, and the four skills (speaking, listening, reading, writing).

Assess learning

Assess students' language and culture learning.

↑Top

Spanish Teaching Methods 1

Historical and theoretical trends in language teaching; standards- and proficiency-based lesson planning; strategies for teaching in the target language; teaching of interpersonal and presentational speaking skills; contextualized approaches for teaching grammar, and vocabulary; strategies for developing intercultural competence; and development of skills in general educational technologies common across disciplines. First of a two-semester sequence for Spanish Teaching majors and minors; fulfills methods course requirement for Dual Language Immersion Teaching minors.

SPAN
377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321; Teaching major or minor status; instructor's consent.
Taught	Fall, Winter
Programs	Containing SPAN 377

Course Outcomes

Advocate for the benefits of language learning

Advocate for the benefits of developing proficiency in a world language to students, parents, and colleagues.

Discuss historical and theoretical trends in language teaching

Discuss major historical trends and theories of second language acquisition in world language teaching.

Implement standards- and proficiency-based lesson planning

Use a textbook (and/or relevant state and local curriculum documents) to plan effective language lessons that help K-12 students meet each of the *World-Readiness Standards for Learning Languages* and promote language proficiency as outlined in the *ACTFL Proficiency Guidelines.*

Develop skills in general educational technologies

Locate, evaluate, and integrate high quality information, culturally authentic materials, instructional resources, and media sources into language lessons in ways that avoid biased portrayals of diverse identities and reflect current ethical, legal, and professional standards of use regarding copyrighted materials, creative commons media, and social media.

Apply strategies for teaching in the target language

Apply effective strategies for conducting class in the target language, including techniques for making input comprehensible, providing instruction to beginning learners, and managing classroom activities and student behavior.

Teach interpersonal and presentational speaking skills

Develop well-scaffolded instructional activities for supporting the growth of K-12 students' oral proficiency in the interpersonal and presentational modes.

Apply contextualized approaches for teaching grammar and vocabulary

Apply contextualized approaches to teaching grammar and vocabulary that support K-12 students in noticing, inducing, and appropriating language patterns and structures for achieving their own communicative goals.

Promote development of intercultural competence

Contextualize language learning experiences in cultural products, practices, and perspectives using interactive techniques for developing interculturality.

Top

Spanish Teaching Methods 2

Innovative approaches to unit planning; teaching of interpretive reading and listening skills; teaching of presentational writing skills; assessing language and culture learning; enhancing instruction with technology; adapting instruction for diverse learners; and becoming a professionally-engaged language educator. Second course in a two-semester sequence for Spanish Teaching majors and minors.

SPAN
378

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 377
Taught	Fall, Winter
Programs	Containing SPAN 378

Course Outcomes

Plan instructional units using innovative approaches

Plan effective instructional units using innovative approaches such as theme-based or project-based language learning that help K-12 students develop language proficiency and interculturality.

Teach interpretive reading and listening skills

Develop well-scaffolded instructional activities for supporting the growth of K-12 students' proficiency in interpretive reading and listening.

Teach presentational writing skills

Develop activities for supporting students throughout the writing process and helping them attend to issues such as the purpose for writing and the intended audience.

Assess language and culture learning

Develop and adapt assessments, including tests as well as rubrics, checklists, and other alternative forms of assessment, to assess student performance and select appropriate strategies for error correction and feedback to improve performance.

Integrate technology to support student learning

Integrate current technologies appropriate to language education to support student learning, develop language proficiency and cultural competence, improve professional productivity, and facilitate professional growth, making accommodations for differential access to technology.

Adapt instruction for diverse learners

Plan for adapting instruction and appropriately integrating technology to meet the individual learning needs of all students (including students with disabilities, culturally diverse learners, heritage speakers, native speakers, and gifted students) in the mainstream language classroom.

Compare and contrast program models

Compare and contrast the features of various language program models that are used in different settings for different purposes, student populations, and age groups.

Become a professionally-engaged world language educator

Participate professionally in the school community, in professional organizations and professional development activities, and engage in professional dialogue and reflection with colleagues to improve personal teaching skills and world language programs.

↑Top

Practicum in Teaching Spanish

Implementing meaningful and engaging instruction for secondary students in Spanish; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

SPAN
380

Hours	1.0 Credit, 0.0 Lecture, 3.0 Lab
Prerequisites	SPAN 377; concurrent enrollment in Span 378; Spanish Teaching major status.
Taught	Fall, Winter
Programs	Containing SPAN 380

Course Outcomes

Create appropriate learning experiences

Craft meaningful, standards-based, developmentally and contextually appropriate language learning experiences in Spanish for students

Engage students in culture learning

Contextualize language learning experiences in cultural products, practices, and perspectives using various techniques for engaging students in critical thinking and problem-solving regarding culture

Informally assess student understanding

Use informal assessments to evaluate students' understanding

Reflect on professional practice

Engage in professional dialogue and reflection with your mentor teacher to improve your own professional practice

Top

Contemporary Culture

Contemporary Spanish (or Spanish- American) culture: the people and their customs and institutions.

SPAN
395R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	For Study Abroad programs only.
Taught	Contact Department
Programs	Containing SPAN 395R

Course Outcomes

Micro-Cultural Comptetence

Through a series of cultural proofs (visits, interviews, observations), develop a familiarity with the host culture at the level of the individual.

Macro-Cultural Competence

Through readings, develop a familiarity with macro forces (historical, political, economical) that have shaped the host culture.

Top

Academic Internship: Spanish Language Field Experience

On-the-job experience.

SPAN 399R

Hours	0.5 - 6.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Program coordinator's consent.
Taught	Contact Department
Programs	Containing SPAN 399R

Course Outcomes

Research

Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

Top

Introduction to Translation

Readings, individual research projects, and group translation activities. How the translation profession works. Developing the ability to translate general financial and legal texts. Learning to read texts critically.

SPAN 414

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Taught	Fall, Winter
Programs	Containing SPAN 414

Course Outcomes

Critical Thinking and Expression: Methods of Translation

Explain and apply genre-specific methods (e.g discourse analysis, functional adequacy) for resolving common translation problems (e.g. challenges of figurative language, rhetorical patterns)

Critical Thinking and Expression: Evaluation

Demonstrate the ability to evaluate translation quality according to criteria such as conformity to specifications (e.g., audience, translator's purpose).

Connecting Learning to Life: Industry Knowledge

Demonstrate an understanding of the translation industry, including questions of localization and domain.

Top

Beginning Translation and Interpretation, English to Spanish

Introduction to history, theory, and principles of translation and interpretation dealing specifically in English to Spanish.

SPAN 415A

Hours	1.5 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	SPAN 321
Taught	Fall Term 1
Programs	Containing SPAN 415A

Course Outcomes

Problem resolution

Explain and apply methods for resolving common translation problems

Basic Translation Skills

Demonstrate the ability to translate basic texts, such as newspaper articles

Research

Apply the research skills needed to translate texts required by this course

Research Skills

Use published research to analyze translator-training programs

⬆Top

Beginning Translation and Interpretation, Spanish to English

Introduction to history, theory, and principles of translation and interpretation, dealing specifically in Spanish to English.

SPAN
415B

Hours	1.5 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	SPAN 415A
Taught	Fall Term 2
Programs	Containing SPAN 415B

Course Outcomes

Transfer and Strategic Competences

Students will be able to identify and effectively execute the stages of the translation process, from (ST) analysis to the production of a functionally adequate Target Text (TT).

Theoretical-historical competence:

Students will be able to apply basic concepts of Skopostheorie and translation-oriented Source Text analysis to real translation tasks.

Consecutive interpreting competence

Students will be able to recognize and apply basic note-taking techniques and carry out short consecutive interpreting exercises with real speeches.

↑Top

Intermediate Translation and Interpretation, English to Spanish

Systematic study and contrastive exercises in translation and interpretation from English to Spanish. Translation of texts in general conceptual fields.

SPAN
416A

Hours	1.5 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	SPAN 415B
Taught	Winter Term 1
Programs	Containing SPAN 416A

Course Outcomes

Translation of Speeches

Demonstrate the ability to interpret speeches on general topics

Technical Translation

Demonstrate the ability to translate technical texts-legal, medical, commercial-of moderate difficulty

Research Skills

Apply the research skills needed to translate texts required by this course

Logical Thinking

Apply principles of logic to evaluate arguments in different kinds of texts

Top

Intermediate Translation and Interpretation, Spanish to English

Systematic study and contrastive exercises in translation and interpretation from Spanish to English. Translation of texts in general conceptual fields.

SPAN
416B

Hours	1.5 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	SPAN 416A
Taught	Winter Term 2
Programs	Containing SPAN 416B

Course Outcomes

Translating Speeches

Apply principles of logic to evaluate arguments in different kinds of texts

Technical Translation

Demonstrate the ability to translate technical texts-legal, medical, commercial-of moderate difficulty

Research Skills

Apply the research skills needed to translate texts required by this course

Logical Thinking

Apply principles of logic to evaluate arguments in different kinds of texts

↑Top

Advanced Translation and Interpretation, English to Spanish

Translation of texts in specific fields. Simultaneous interpretation. From English to Spanish.

SPAN
417A

Hours	1.5 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	SPAN 416B
Taught	Fall Term 1
Programs	Containing SPAN 417A

Course Outcomes

Interpretation of Speeches

Demonstrate the ability to interpret speeches on topics-legal, medical, commercial-requiring some specialized knowledge

Technical Translation

Demonstrate the ability to translate technical texts-literary, legal, medical, commercial, scientific-that would typically be found in academic journals

Research Skills

Apply the research skills needed to translate texts required by this course

Translation Theory

Demonstrate an understanding of how translation theory has developed, particularly since the 1900s

↑Top

Advanced Translation and Interpretation, Spanish to English

Translation of texts in specific fields. Simultaneous interpretation. From Spanish to English.

SPAN 417B

Hours	1.5 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	SPAN 417A
Taught	Fall Term 2
Programs	Containing SPAN 417B

Course Outcomes

Interpretation of Speeches

Demonstrate the ability to interpret speeches on topics-legal, medical, commercial-requiring some specialized knowledge

Technical Translation

Demonstrate the ability to translate technical texts-literary, legal, medical, commercial, scientific-that would typically be found in academic journals

Research Skills

Apply the research skills needed to translate texts required by this course

Translation Theory

Demonstrate an understanding of how translation theory has developed, particularly since the 1900s

↑Top

Translation and Interpretation Project

Individual translation and/or interpretation projects.

SPAN 418

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 417A & SPAN 417B
Taught	Winter
Programs	Containing SPAN 418

Course Outcomes

Translation Theory

Demonstrate an understanding of how translation theory has developed, particularly since the 1900s

Translation Theory

Demonstrate understanding of translation theory by completing a detailed theoretical introduction for the capstone project.

Top

(Span-Port) Problems in Translation

Introduction to the language industry, with an emphasis on computer translation tools and project management. Students will complete translation projects and learn how to supervise group projects.

SPAN
419

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321; or PORT 321
Taught	Fall, Winter
Programs	Containing SPAN 419

Course Outcomes

Discuss the future of translation technology

Discuss the possible future of translation technology, including future applications of existing technology and future development of new technologies, drawing on class assignments and a personal project.

Define specifications for a translation project

Define a set of specifications for a translation project based on text type, audience, and purpose.

Create and use a bi-text corpus

Create a bi-text corpus and derive translation memory and terminology from that bi-text corpus.

Complete a translation project

Use machine translation, translation memory, and terminology in conjunction with a translation environment tool to complete a translation project according to the project's specifications.

Top

Fourth-Year Grammar

Fourth-year study of Spanish grammar and usage.

SPAN 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing SPAN 421

Course Outcomes

Sylistic Errors in Spanish Composition

Recognize stylistic errors in Spanish composition and acquire the necessary strategies for their correction.

Syntactic Structures

Improve the knowledge of syntactic structures of Spanish.

Vocabulary

Enrich passive and active vocabularies of Spanish.

Short Essays

Demonstrate competence in writing short essays in Spanish that conform to the "advanced" level as described in the ACTFL proficiency guidelines.

Listening Comprehension

Improve listening comprehension of authentic Spanish sources.

Top

Border Spanish

Mexican-American speech patterns, including language contact and bilingualism.

SPAN 423

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Span 326 or Span 329.
Note	Previous course in linguistics strongly recommended.
Taught	Contact Department
Programs	Containing SPAN 423

Course Outcomes

Linguistic Knowledge of Border Spanish

Students will demonstrate a knowledge of principal features of (Mexican-American) Popular Spanish in terms of semantics, morphosyntax, and phonetics/phonology.

Theoretical constructs

Students will understand and be able to describe succinctly S-E bilingual contact phenomena, such as borrowing, code-switching, and language maintenance/shift.

Cultural Awareness

Students will gain a greater understanding of and appreciation for Mexicans and Mexican-Americans living in the U.S.

↑Top

Contrastive Analysis of the Structures of Spanish and English

Contrastive analysis of phonology, morphology, syntax, and semantics of Spanish and English.

SPAN
425

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Span 326 or Span 329.
Taught	Contact Department
Programs	Containing SPAN 425

Course Outcomes

Basic Principles of Linguistics

Students will learn the basic principles of the major fields of linguistics; i.e., phonetics, phonology, morphology, semantics, syntax, pragmatics, and sociolinguisitics.

Contrasting English and Spanish

Students will be able to explain the chief differences and similarities between the linguistic structures of the English and Spanish languages.

Solving Linguistic Problems

Be able to solve linguistic problems in the teaching and learning of a second language.

Assumptions in Modern Linguistics

Learn what the assumptions of modern linguistics are (e.g., natural language is based on the use of signs; language is a social phenomenon; oral language takes precedence over written language; linguistics is descriptive, not prescriptive; variation is intrinsic to language; language is highly structured; there are linguistic universals; etc.)

Top

Bilingualism

SPAN 429R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

Top

Dialectology

SPAN 429R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

↑Top

Language Planning

SPAN 429R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

↑Top

Semantics

SPAN 429R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

Top

Sociolinguistics

SPAN 429R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

Top

Special Topics in Spanish Linguistics

Course content varies yearly; focuses on specific area of linguistics such as dialectology or sociolinguistics.

SPAN 429R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department
Programs	Containing SPAN 429R

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

Top

Syntax

SPAN 429R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

Top

Survey of Hispanic Literature for Spanish Teachers

Historical overview of representative authors, texts, and movements from the literatures of Spain and Latin America. In addition to demonstrating an understanding of the Hispanic literary tradition, students will develop pedagogical resources and strategies for teaching these literatures in the secondary school classroom, with special attention to works featured on the current Spanish Literature AP reading list.

SPAN 435

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339; Spanish teaching major or minor status.
Note	Enrollment limited to Spanish teaching majors and minors.
Taught	Fall
Programs	Containing SPAN 435

Course Outcomes

Please contact the individual department for outcome information.

Top

Hispanic Cinema

Introduction to study of film; background in appreciating best of motion picture art in Spain and Spanish America.

SPAN
438

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Note	Previous experience with film useful but not required.
Taught	Contact Department
Programs	Containing SPAN 438

Course Outcomes

Apply tools of film analysis

Demonstrate a mastery of basic tools of film analysis through the study of a variety of films from various film industries from Spain and Spanish America.

Recognize film history

Recognize key moments and figures of film industries of Spain and Spanish America

Write persuasive essays

Write cogent, persuasive essays using the tools of film analysis.

Top

Hispanic Theatre Production

Theory and practice of dramatic performance. Includes participation in play to be performed during semester.

SPAN 439R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Director's consent
Note	No more than 3 hours of 439R credit may count toward any degree.
Taught	Contact Department
Programs	Containing SPAN 439R

Course Outcomes

Demonstrate understanding of dramatic theory and practice

Demonstrate understanding of the theory and practice of dramatic performances.

Participate in production of a play

Participate in the production of a play during the course of the semester.

Develop research and writing skills

Develop skills in researching and writing about theatre.

↑Top

Medieval Spanish Literature

Spanish literature from El Cantar de Mio Cid (1140) through La Celestina (1499).

SPAN
440

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 441
Taught	Contact Department
Programs	Containing SPAN 440

Course Outcomes

Discuss and assess important texts

Discuss and assess the most important texts of the Spanish medieval tradition, including such works as *El cantar de Mio Cid* and *La Celestina*.

Discuss historical and social context

Demonstrate an awareness of the historical and socio-cultural backdrop of Hispanic medieval literature.

Conduct research

Meaningfully and appropriately engage with the most relevant secondary scholarship on Spanish medieval literature.

Write about literature

Demonstrate an ability to write meaningfully and insightfully about Spanish medieval literature, observing relevant academic protocols.

Top

Survey of Spanish Literature

Literary masterpieces of Spain.

SPAN 441

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Fall, Winter, Spring, Summer Contact Department
Offered	Independent Study also.
Programs	Containing SPAN 441

Course Outcomes

Interpret texts

Formulate interpretations of literary texts that take into account their socio-historical and aesthetic contexts.

Differentiate among contexts

Define and differentiate among periods, representative authors, schools, movements, ideological trends, and the historical contexts of Spanish literature.

Write interpretive/research papers

Write cogent, persuasive, and grammatically correct interpretive essays that demonstrate competence in library research skills and the appropiate use of secondary sources.

Top

Golden Age Literature

Sixteenth- and seventeenth-century Spanish literature.

SPAN 443R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 443R

Course Outcomes

Authors

Students will be able to demonstrate knowledge about one or more authors from the 16th and/or 17th centuries.

Historical and Literary Context

Students will be able to analyze the texts studied in terms of the historical, cultural, and literary context of the Early Modern world.

Genre

Students will be able to describe, analyze and discuss one or more of the genres of Early Modern Spanish literature and the conventions connected with the genre(s).

Research and Writing

Students will strengthen their research and writing skills by producing essays about, editions of, and/or translations of 16th and 17th-century Spanish texts.

Life-long reading

Students will develop the skills necessary to appreciate and enjoy reading Early Modern Spanish texts.

Top

Don Quijote

In-depth study of Cervantes' El ingenioso hidalgo don Quijote de la Mancha.

SPAN 444

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 444

Course Outcomes

Reading the text

Students will read *Don Quijote de la Mancha* in its original version, taking into account plot and character development, symbolism, cultural and literary context, literary antecedents, and subsequent influence.

Theory and Interpretation

Students will comment on different strategies for reading, writing and translating (using critical vocabulary) as discussed in the *Quijote,* and will explain the different critical stances, including the "hard" perspective and the "soft" perspective.

Genre

Students will trace the stylistic innovations introduced by Cervantes in the *Quijote,* and its intersections with other genres (e.g. theater, poetry).

Realism, Metafiction

Students willanswer the question of whether el *Quijote* really is the first modern novel as many claim it to be. Students will identify and analyze episodes in the novel that display realism and metafiction, and will recognize the impact the *Quijote* has had on the development of these modes in the subsequent development of the western novel.

↑Top

Nineteenth-Century Literature

Romanticism (1770s through 1870s) and/or the novels of Benito Perez Galdos and his contemporaries.

SPAN
446R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 446R

Course Outcomes

Detailed Knowledge

Demonstrate a detailed knowledge of Spanish romantic and/or realist literature.

Approaches

Apply relevant analytical and theoretical approaches to the subject matter in question.

Top

Twentieth-Century Spanish Literature

Genre (twentieth-century novel, drama, or poetry) or particular school (Generation of 1898, Generation of 1927, etc.) emphasized.

SPAN 448R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 448R

Course Outcomes

Literary History

Demonstrate thorough understanding of twentieth-century Spanish literary history.

Critical Practice

Demonstrate ability to apply key terms in critical practice (e.g., practical criticism, structural analysis, hermeneutics, etc.).

Advanced Research and Writing

Develop advanced skills in research techniques and academic writing.

Literary Analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to 20th-century Spanish Literature.

Top

Special Topics in Spanish Literature

Specific topics in Spanish (peninsular) literature. Course content will vary each semester to offer optimum exposure to all areas of Spanish literature.

SPAN 449R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 449R

Course Outcomes

Aesthetic Constructs, Genres, and Context

Recognize aesthetic constructs, genre differences and similarities, ideological trends, and historical contexts.

Research

Write essays in Spanish, including one final research paper, that demonstrate an advanced knowledge of the use of language and literary criticism.

Literary Study Skills

Develop the habits and skills for Spanish literary study that inspire continued learning.

Literary Analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to special topics in Spanish Literature.

↑Top

Early Spanish-American Literature

Indigenous literature (Maya, Nahuatl, etc.) and other texts written in Spanish Colonial America through eighteenth century.

SPAN 450R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 450R

Course Outcomes

Apply theoretical approaches

Apply a variety of analytical and theoretical approaches to the study of early Spanish American writings as literature and as a reflection of the early cultures of the Spanish-speaking countries of the Americas.

Demonstrate textual knowledge

Demonstrate a strong knowledge of a broad range of the important literary and historical texts of the early Spanish American period and of the historical and cultural contexts in which they were produced.

↑Top

Survey of Hispanic-American Literature

Literary masterpieces of Spanish America.

SPAN 451

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Fall, Winter, Spring Contact Department, Summer
Programs	Containing SPAN 451

Course Outcomes

Interpret texts

Formulate interpretations of literary texts that take into account their socio-historical and aesthetic contexts.

Differentiate among contexts

Define and differentiate among periods, representative authors, schools, movements, ideological trends, and the historical contexts of Spanish American literature.

Write interpretive/research papers

Write cogent, persuasive, and grammatically correct interpretive essays that demonstrate competence in library research skills and the appropiate use of secondary sources.

Top

The Spanish American Novel

Selected Spanish-American novelists such as Juan Rulfo, Gabriel Garcia Marquez, Alejo Carpentier, Mario Vargas-Llosa, etc.

SPAN 454R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 454R

Course Outcomes

Demonstrate understanding of contexts

Demonstrate a strong understanding of the historical, social, and literary contexts of the novels and authors studied.

Interpret novels

Demonstrate critical acuity in interpreting individual novels, drawing appropriately on the tools of literary criticism and theory.

Prepare a research paper

Express one's insights in a research paper which makes appropriate use of secondary sources and demonstrates mastery of MLA protocols.

Top

Spanish-American Poetry

Selected Spanish-American poets, movements, and national traditions.

SPAN 455R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 455R

Course Outcomes

Poetry Interpretation

Demonstrate critical acuity in interpreting individual poems, making appropriate reference to formal poetic devices.

Poetry Contexts

Demonstrate a grasp of the historical, social, and literary contexts of the poems and poets studied.

Research Paper

Express one's insights in a research paper which makes appropriate use of secondary sources.

↑Top

Spanish American Drama

Twentieth-century theatre from Spanish America and Brazil.

SPAN
456R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 456R

Course Outcomes

Detailed Knowledge

Demonstrate a detailed knowledge of a particular topic, text or set of texts, or author(s) from the Spanish literary tradition.

Approaches

Apply relevant analytical and theoretical approaches to the subject matter in question.

Professionalism

Demonstrate professionalism in all facets of the course, including oral presentations and signficant writing assignments.

Top

Hispanic-American Short Story

Introduction and development of an important literary genre in Spanish America, including works of Jorge Luis Borges, Julio Cortazar, Juan Rulfo, Gabriel Garcia Marquez, etc.

SPAN 458R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 458R

Course Outcomes

Basic Bibliography

Master basic bibliographical techniques related to the short story genre.

Formal Aspects of the Short Story

Demonstrate a firm grasp of the formal aspects of the short story genre.

History and Key Figures

Gain a working knowledge of the history and principal figures of the Spanish American short story.

Top

Special Topics in Spanish American Literature

Specific topics in Latin American literature. Course content will vary each semester to offer optimum exposure to all areas of Latin American literature.

SPAN 459R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Contact Department
Programs	Containing SPAN 459R

Course Outcomes

Aesthetic Constructs, Genres, and Context

Recognize aesthetic constructs, genre differences and similarities, ideological trends, and historical contexts.

Research

Write essays in Spanish, including one final research paper, that demonstrate an advanced knowledge of the use of language and literary criticism.

Literary Study Skills

Develop the habits and skills for Spanish literary study that inspire continued learning.

Literary Analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to special topics in Spanish-American Literature.

↑Top

Spanish-Speaking American (Mexican-American) Literature

Spanish-English literature of the Mexican-American within the United States.

SPAN 461

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 339
Taught	Fall Contact Department, Winter even years, Spring Contact Department, Summer Contact Department
Programs	Containing SPAN 461

Course Outcomes

Summarize and discuss literary history

Summarize and discuss Mexican-American literary history.

Conduct research and write academically

Develop advanced skills in research techniques and academic writing.

Apply tools of literary analysis

Understand and properly apply the tools of literary analysis, as well as critical and philosophical concepts which may apply to Mexican-American Literature.

↑Top

Secondary Spanish Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SPAN
476

Hours	12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Completion of all course work or departmental approval; requires a major GPA of 2.85; at least a C- in Span 377, 378, and 380.
Taught	Fall, Winter
Programs	Containing SPAN 476

Course Outcomes

Integrate learning into teaching

Critically integrate professional readings, coursework, and teaching experiences into a repertoire of options for professional thought and action

Improve language, culture, and teaching skills

Improve your Spanish language proficiency, your cultural understanding, and your ability to help students see patterns in the language.

Create appropriate learning experiences

Craft standards-based, developmentally and contextually appropriate, meaningful learning experiences in Spanish that support the growth of students' language proficiency

Engage students in culture learning

Contextualize language learning experiences in cultural products, practices, and perspectives and use various techniques for engaging students in critical thinking and problem-solving regarding culture

Utilize communicative techniques and technologies

Utilize a variety of communication techniques and emerging technologies to foster active inquiry and collaboration in the classroom, to develop language proficiency and cultural competence, to foster students' intrinsic motivation, and to support your own professional productivity and growth

Assess student learning

Develop and adapt a variety of traditional and alternative assessments (including performance-based assessments, portfolios, projects, and self-assessments) to inform instruction, to evaluate students' proficiency across all three modes of communication, to provide feedback that will improve student performance, and to report student progress

Engage in professional development and reflection

Participate professionally in the school community, in professional organizations and professional development activities, and engage in professional dialogue and reflection with colleagues and community agencies to support students, improve your teaching, and strengthen your program

Adapt instruction for diverse learners

Adapt learning experiences appropriately to better meet the needs of culturally diverse learners, including students with a variety of learning styles and special needs

Top

Secondary Minor Student Teaching

Supervised, full-day, four week experience to develop and demonstrate competence in teaching minor area course content in the secondary classroom.

SPAN 478R

Hours	4.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SC ED 377R or minor area equivalent; admittance to teaching major; FBI fingerprint background clearance.
Taught	Fall, Winter, Spring
Programs	Containing SPAN 478R

Course Outcomes

Please contact the individual department for outcome information.

Top

Directed Research in Spanish

Under faculty member's direction, designing and conducting research project covering material not normally presented in regular course work. Research paper required.

SPAN 480R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Written proposal subject to department approval.
Note	Total Span 480R credit toward bachelor's degree not to exceed 3 hours.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing SPAN 480R

Course Outcomes

Research skills

Conduct advanced, independent research on a topic in Hispanic studies.

Top

Senior Proficiency Evaluation

Course meets only once to provide information on the Oral Proficiency Interview and Writing Proficiency Test, required of all majors and teaching minors.

SPAN 491

Hours	0.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	No major or minor credit.
Taught	Fall, Winter, Spring, Summer
Programs	Containing SPAN 491

Course Outcomes

Spanish Speaking Proficiency

Receive an Advanced Low or better on the Oral Proficiency Interview.

Top

Capstone Course in Spanish

Culminating experience in which students assemble a portfolio demonstrating and reflecting on their learning as a Spanish major and their goals for continued language use and improvement.

SPAN
493

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Senior status or departmental advisor's consent.
Note	Course should be taken in the semester prior to graduation.
Taught	Fall, Winter, Summer
Programs	Containing SPAN 493

Course Outcomes

Assemble a portfolio

Students will assemble a portfolio of artifacts demonstrating their language ability, cultural competence, critical thinking and expression, and application of their language skills to their personal and professional life.

Reflect on learning

Students will reflect on their learning and experiences as a Spanish/Portuguese major at BYU and set goals for continued language use and improvement.

Top

Secondary Spanish Teaching Internship

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

SPAN 496

Hours	12.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Completion of all course work or departmental approval; requires a major GPA of 2.85; at least a C- in Span 377, 378, and 380.
Taught	Fall, Winter
Programs	Containing SPAN 496

Course Outcomes

Integrate learning into teaching

Critically integrate professional readings, coursework, and teaching experiences into a repertoire of options for professional thought and action

Improve language, culture, and teaching skills

Improve your Spanish language proficiency, your cultural understanding, and your ability to help students see patterns in the language.

Create appropriate learning experiences

Craft standards-based, developmentally and contextually appropriate, meaningful learning experiences in Spanish that support the growth of students' language proficiency

Adapt instruction for diverse learners

Adapt learning experiences appropriately to better meet the needs of culturally diverse learners, including students with a variety of learning styles and special needs

Engage students in culture learning

Contextualize language learning experiences in cultural products, practices, and perspectives and use various techniques for engaging students in critical thinking and problem-solving regarding culture

Utilize communicative techniques and technologies

Utilize a variety of communication techniques and emerging technologies to foster active inquiry and collaboration in the classroom, to develop language proficiency and cultural competence, to foster students' intrinsic motivation, and to support your own professional productivity and growth

Assess student learning

Develop and adapt a variety of traditional and alternative assessments (including performance-based assessments, portfolios, projects, and self-assessments) to inform instruction, to evaluate students' proficiency across all three modes of communication, to provide feedback that will improve student performance, and to report student progress

Engage in professional development and reflection

Participate professionally in the school community, in professional organizations and professional development activities, and engage in professional dialogue and reflection with colleagues and community agencies to support students, improve your teaching, and strengthen your program

↑Top

Problems in Spanish Grammar

Application of contemporary grammatical concepts to problems in Spanish grammar.

SPAN 520

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department
Programs	Containing SPAN 520

Course Outcomes

Grammar Rules and Problems

The student enrolled in *Problems in Spanish Grammar* will carefully examine and formulate more accurate and complete rules for several recalcitrant grammar "problems" by reading and studying selections from grammarians and researchers who provide insights into the problem in question. The student's ability to synthesize coherent and meaningful generalizations will be objectively tested by exams and further evaluated while he or she participates in classroom discussion.

Descriptive and Prescriptive Grammars

The student enrolled in *Problems in Spanish Grammar* will acquire a greater understanding of both descriptive and prescriptive grammars and their function and limitations. The student will also acquire specialized terms employed by grammarians and morphosyntacticians. The student’s ability to understand and use these terms appropriately will also be objectively measured by examination.

Research Paper

Complete a research paper/presentation on a particular grammar point or construction. This assignment will test a student's ability to locate appropriate refereed sources, read and synthesize them and prepare a written document and oral presentation according to a recognized style manual.

↑Top

Romance Philology

Comparative study of the evolution of Latin into modern Romance languages.

SPAN 521

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department
Programs	Containing SPAN 521

Course Outcomes

Historical Context

Situate Latin and the Romance Languages in their "external" (i.e. political and literary) historical context.

Phonological Evolution

Recognize the "laws" of regular phonological evolution (e.g. syncope, lenition, diphthongization, etc.).

Language Comparison

Compare the “major” (i.e. literary) Romance languages as far as their phonological development is concerned.

Lexical Differences and Etymology

Summarize the major lexical differences across Romance languages and some of the basic principles of etymology.

Summarize Research

Become familiar with articles published in professional journals relating to the subject matter and produce accurate and meaningful written summaries and reactions to them.

Transcription

Learn the rudiments of transcribing medieval or Renaissance manuscripts.

↑Top

History of the Spanish Language

Linguistic sources that contributed to formation of the Spanish language.

SPAN 522

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department
Programs	Containing SPAN 522

Course Outcomes

Nominal and Verbal Systems

Acquire a basic knowledge of the changes undergone by the nominal and verbal systems of Latin and Castilian (e.g. the demise of the case system, the development of new verbal tenses, etc.).

Scholarly Articles

Demonstrate the ability to summarize and discuss in a clear and concise manner several scholarly articles on the topic of the history of the Spanish language.

Political and Literary Contexts

Situate Latin and Castilian in their political and literary historical contexts.

Phonological Development

Recognize the laws of regular phonological development (e.g. syncope, lenition, diphthongization, etc.).

Lexicon Sources

Identify the sources of the Castilian lexicon.

Theory

Understand the different theories that claim to understand the relation between Latin and the Romance languages, especially the relation between Latin and Castilian.

Linguistic Standardization

Understand the process of linguistic standardization in Romance and its implications for the linguistic map of the Iberian Peninsula.

Top

Special Topics in Spanish Linguistics

Topics include semantics, dialectology, and sociolinguistics.

SPAN 529R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SPAN 325; or SPAN 326
Taught	Contact Department
Programs	Containing SPAN 529R

Course Outcomes

Read and analyze research

Read and analyze research articles related to special topic.

Prepare a research paper/project

Produce an original research paper/project centered on the theme of the seminar.

↑Top

Spanish Language Teaching Procedures

Mastery of skills specific to foreign language instruction. Lectures, demonstrations, practical experience.

SPAN
577

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	For public school teachers.
Taught	Contact Department

Course Outcomes

Discuss language learning theories

Discuss basic theories of language teaching and learning.

Plan units and lessons

Plan Standards-based units and lessons, aligning assessments with learning objectives.

Teach language skills

Teach beginning-level vocabulary, grammar, culture, and the four skills (speaking, listening, reading, writing).

Assess learning

Assess students' language and culture learning.

Top

Academic Internship: Spanish Internship

SPAN 599R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	SPAN 321
Note	For supervised internship credit on BYU Study Abroad programs only.
Taught	Contact Department

Course Outcomes

Internship

Demonstrate capacity to contextualize internship responsibilities and experiences within an academic framework.

Top

Language Study: Serbian

Survival-level conversation, reading, listening, and culture skills in the target language.

SRBIA 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Serbian

Beginning speaking, listening, reading, and writing skills.

SRBIA 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Serbian

Second-semester speaking, listening, reading, and writing skills

SRBIA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SRBIA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Serbian

Intermediate speaking, listening, reading, and writing skills.

SRBIA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SRBIA 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Serbian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

SRBIA
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SRBIA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing SRBIA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Serbian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

SRBIA 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Serbian

Systematic review of grammar and syntax of target language.

SRBIA 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SRBIA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Serbian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

SRBIA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Srbia 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing SRBIA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Serbian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

SRBIA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SRBIA 330
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Serbian

Concentration on target-language and target-culture issues for specific careers.

SRBIA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SRBIA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Intercollegiate Athletics

Course for university teams only.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Competence and technique

Demonstrate competence and proper technique in chosen sport through practice and competition for the University Intercollegiate Athletics team.

Top

Intercollegiate Athletics: Cheer

Competence and technique in cheer through practice and competition for the University Intercollegiate Athletics team.

STAC
100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for cheer team only.
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

Top

Intercollegiate Athletics: Diving

Competence and technique in diving through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for dive team only.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Men's Baseball

Competence and technique in baseball through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's baseball team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Men's Basketball

Competence and technique in basketball through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's basketball team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Men's Diving

Competence and technique in diving through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's diving team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Men's Football

Competence and technique in football through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's football team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Men's Golf

Competence and technique in golf through practice and competition for the University Intercollegiate Athletics team.

STAC
100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's golf team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Intercollegiate Athletics: Men's Swimming

Competence and technique in swimming through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's swim team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Men's Tennis

Competence and technique in tennis through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's tennis team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Intercollegiate Athletics: Men's Track and Field

Competence and technique in track and field through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's track and field team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Men's Volleyball

Competence and technique in volleyball through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for men's volleyball team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Swimming

Competence and technique in swimming through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for swim team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Track and Field

Competence and technique in track and field through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for track and field team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Women's Basketball

Competence and technique in basketball through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's basketball team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Women's Diving

Competence and technique in diving through practice and competition for the University Intercollegiate Athletics team.

STAC
100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's diving team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Intercollegiate Athletics: Women's Golf

Competence and technique in golf through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's golf team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Women's Gymnastics

Competence and technique in gymnastics through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's gymnastics team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Women's Soccer

Competence and technique in soccer through practice and competition for the University Intercollegiate Athletics team.

STAC
100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's soccer team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Women's Softball

Competence and technique in softball through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's softball team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Intercollegiate Athletics: Women's Swimming

Competence and technique in swimming through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's swim team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Intercollegiate Athletics: Women's Tennis

Competence and technique in tennis through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's tennis team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Intercollegiate Athletics: Women's Track and Field

Competence and technique in track and field through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's track and field team only.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Intercollegiate Athletics: Women's Volleyball

Competence and technique in volleyball through practice and competition for the University Intercollegiate Athletics team.

STAC 100R

Hours	0.5 Credit, 2.0 Lecture, 10.5 Lab
Prerequisites	None
Note	Course for women's volleyball team only.
Taught	Fall, Winter

Course Outcomes

Rules, strategies and scoring

Demonstrate proficiency with the rules, strategies and scoring for the sport in practice and in competition.

Skills and fitness improvement

Demonstrate improvement in sport skills and physical fitness in practice and in competition.

Top

Adapted Physical Education

Variable STAC course taught on an as-needed basis.

STAC 102R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Department approval.
Taught	
Programs	Containing STAC 102R

Course Outcomes

Outcome variable

Accommodate students who are enrolled in a regular activity class and have accessability needs as determined by the University and the department.

↑Top

Dance Aerobics

Aerobic dance is an individualized dynamic fitness program designed to bring about an increase in total body fitness for participants of all levels of condition, ability, and needs.

STAC
104

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring

Course Outcomes

Effective Workouts

Students will learn how to perform a safe and effective workout for total body fitness.

Self-Evaluation

Students will evaluate their own physical fitness and set individual goals for improvement.

Scientific Principles

Students will demonstrate an understanding of basic scientific principles regarding cardiovasular endurance, strength, flexibility, and lean/fat body ratio by passing a written exam.

Top

Badminton, Beginning

Beginning skills and strategies of badminton. Rules, strategies, and scoring in badminton are taught along with the following skills: clear, smash, grip, drive, and drop shots; low, high, drive, and flick serves.

STAC
106

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Fundamental skills

Demonstrate competence in the fundamental skills of badminton: clear, smash, drive and drop through class drills, practice and competition.

Rules and strategies

Demonstrate an understanding of the rules, strategies, and scoring in badminton by passing a written test.

Top

Pilates

Pilates strengthens and tones muscles, improves posture, provides flexibility and balance, unites body and mind, and enables a sense of mental control.

STAC 107

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Summer
Programs	Containing STAC 107

Course Outcomes

Effective Workouts

Students will learn how to perform a safe and effective workout for total body fitness.

Self-Evaluation

Students will evaluate their own physical fitness and set individual goals for improvement.

Scientific Principles

Students will demonstrate an understanding of basic scientific principles regarding cardiovasular endurance, strength, flexibility, and lean/fat body ratio by passing a written exam.

Top

Zumba

Zumba Fitness is a dance exercise program designed to bring about an increase in total body fitness for participants of all levels of condition, ability, and needs.

STAC 108

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 108

Course Outcomes

Healthy Perspectives

Students will establish healthy perspectives on body image and appropriate health goals.

Self-Evaluation

Students will evaluate their own health and determine needed changes.

Dance Movements

Students will learn a variety of Latin, international, and folk dance movements adapted for the purpose of exercise.

Scientific Principles

Students will demonstrate an understanding of basic principles of exercise, physiology, and health maintenance by passing a written exam.

↑Top

Yoga

Yoga teaches how to exercise and/or meditate in order to unify the mind, body and spirit, feeling quiet in your mind, strong and energized in your body, and peaceful in your spirit.

STAC 109

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring
Programs	Containing STAC 109

Course Outcomes

Basic Principles

Students will demonstrate an understanding of basic yoga principles and practices by passing a written exam.

Sequencing and Alignment

Students will learn basic sequencing and alignment for an Ashtanga Vinyasa practice.

Yoga Practice

Students will develop a yoga practice that supports and honors their bodies.

Top

Indoor Cycling

Students in the class will be guided through weekly cycling exercise sessions to improve their cardiovascular fitness and aerobic endurance as well as increase their leg muscle strength and power.

STAC
110

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 110

Course Outcomes

Positioning Skills

Students will learn proper bicycle positioning skills and techniques to provide comfort, safety and efficiency while cycling.

Basic Principles

Students will learn some basic principles of endurance training and be exposed to a variety of cycling exercise programs designed to develop muscular endurance, strength and power and demonstrate their understanding of these principles by passing a written exam.

Nutrition and Hydration

Students will understand basic principles of nutrition and hydration to support endurance exercise performance.

↑Top

Basketball, Beginning

Beginning skills, rules, and strategies of basketball. Rules and scoring, ball handling, passing, lay-up shooting, jumpshots, free throw shooting, defensive strategies (zone/man), and offensive strategies (zone/man).

STAC
111

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Fundamental skills

Demonstrate competence in the fundamental skills of basketball through class drills, practice and competition.

Rules and strategies

Demonstrate an understanding of the rules, strategies, and scoring in basketball by passing a written test.

↑Top

Basketball, Intermediate

Intermediate skills, rules, and strategies of basketball. Rules and scoring, ball handling, passing (chest/bounce), lay-up shooting, jumpshots, free throw shooting, defensive strategies (zone/man), and offensive strategies (zone/man).

STAC
112

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 111 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence in intermediate basketball skills through class drills, practice and competition.

Rules and stragegies

Demonstrate an understanding of the rules, strategies, and scoring in basketball by passing a written test.

↑Top

Bowling, Beginning

Beginning skills, rules, and scoring of bowling. Equipment, rules/scoring, grip/setup, approach/arm swing, strike targeting, straight ball, hook ball, and spare targeting.

STAC
116

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence in the fundamental skills of bowling through class drills, practice and competition.

Rules, vocabulary, and strategies

Demonstrate an understanding of the rules, vocabulary, strategies, and scoring in bowling by passing a written exam.

Benefits of bowling

Identify in a written exam the benefits of bowling as a physical activity and source of life-long enjoyment.

↑Top

Intermediate Bowling

Demonstrate competence in the intermediate skills of bowling through class drills, practice, and competition. Demonstrate an understanding of the rules, vocabulary, strategies, and scoring in bowling by passing a written exam. Identify in a written exam the benefits of bowling as a physical activity and a source of life-long enjoyment.

STAC
117

Hours	0.5 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	STAC 116 or equivalent experience.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Skills

Demonstrate competence in the intermediate skills of bowling through class drills, practice, and competition.

Rules, vocabulary, and strategies

Demonstrate an understanding of the rules, vocabulary, strategies and scoring in bowling by passing a written exam.

Benefits of bowling

Identify in a written exam the benefits of bowling as a physical activity and a source of life-long enjoyment.

↑Top

Diving, Springboard

Beginning diving. Springboard approach and take-off (inward, reverse, backs, forward), somersaults (inward, reverse, back, forward), twists (forward, back).

STAC
121

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Fundamentals of diving

Demonstrate competence in the fundamentals of diving in eight different dives from five different groups from the 1-meter springboard.

Mechanics of diving

Demonstrate an understanding of diving mechanics by passing a written exam.

Top

Functional Fitness

Establish the basis for lifelong fitness and long-term flexibility through corrective exercise as it relates to long-term flexibility training and fundamental pattern re-education. The focus will be on fundamental movement pattern training as it relates to functional fitness and improvements to motor competency and increased flexibility.

STAC
125

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 125

Course Outcomes

Pre and post tests

Demonstrate the ability to assess flexibility progress through the completion of pre and post tests.

Strategies

Demonstrate an understanding of the strategies behind and importance of flexibility to improve and maintain good health by passing a written test.

Personal flexibility program

Demonstrate the ability to make life changing decisions about health and fitness by writing a one-month flexibility program.

↑Top

Golf, Beginning

Beginning skills, rules strategies and scoring of golf. Rules/definitions, grip, stance/posture, aiming/alignment, chipping, ptiching, putting, full swing, sand play, playing the course.

STAC
131

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate in drills and practice competence in the fundamental skills of golf on: drives, approaches, pitches, chips, and putts.

Playing the game

Demonstrate golfing skills by playing three 9-hole rounds of golf.

Rules and strategies

Demonstrate and understanding of the rules, strategies and scoring in golf by passing a written test.

Top

Golf, Intermediate

Intermediate skills, rules, and strategies of golf. Rules/definitions, grip, stance/posture, aiming/alignment, chipping, pitching, putting, full swing, sand play, playing the course.

STAC
132

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 131 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate in drills and practice competence in the fundamental skills of golf on: drives, approaches, pitches, chips, and putts.

Play the game

Demonstrate golfing skills by playing three 9-hole rounds of golf.

Rules and strategies

Demonstrate an understanding of the rules, strategies and scoring in golf by a written test.

↑Top

Gymnastics, Beginning

Beginning gymnastics. Men and women: floor, vault, trampoline. Men: Rings, parallel bars, horizontal bar, and mushroom. Women: Uneven parallel bars and beam. Focus will be on fundamental skills and their proper execution.

STAC
136

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring
Programs	Containing STAC 136

Course Outcomes

Skills

Identify specific skills for each apparatus.

Skills demonstration

Demonstrate elementary skills on each apparatus.

Strength and flexibility

Increase strength and flexibility.

Gymnastics terminology

Demonstrate an understanding of the course requirements and gymnastics terminology by passing an exam.

Top

Jogging

Beginning introduction to principles of exercise and nutrition, training laws, principles and theory, and running mechanics.

STAC
139

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Exercise and nutrition

Demonstrate an understanding of the scientific principles of exercise and nutrition and their effects on the body by passing a written exam.

Personal training program

Demonstrate an understanding of training laws, principles, and theory by applying them when setting up a personal training program.

Avoid overtraining and injury

Learn to utilize correct running mechanics, nutritional principles and specific physiological and biomechanical testing to avoid overtraining and injury.

Top

Martial Arts

Hybrid martial art class based primarily in Jui-Jitsu. Show and explain proper etiquette expected in martial arts, perform basic grappling control tactices, and participate in grappling martial art competition.

STAC
141

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 141

Course Outcomes

Proper etiquette in martial arts

Show and explain proper etiquette expected in martial arts in a written examination and through daily class activities.

Basic grappling control tactics

Perform basic grappling control tactics in class to defeat larger and stronger opponents.

Competition

Participate in grappling martial art competition.

↑Top

Physical Training--ROTC

Physical training course for ROTC members only.

STAC
143R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	For ROTC students only.
Taught	Fall, Winter, Spring

Course Outcomes

Air Force fitness standards

Demonstrate in class activities knowledge, ability, motivation and experience to maintain Air Force fitness standards.

Group physical training protocol

Demonstrate in class activities familiarity with customary Air Force exercises and group physical training protocol.

air Force Physical Fitness Assessment

Learn and practice exericses and techniques to get high scores on the Air Force Physical Fitness Assessment.

Fit lifestyle

Generate Esprit de Corps, teamwork, and positive attitude toward maintaining a fit lifestyle.

Physical Fitness (Army)

Demonstrate how to pass the APFT Army Physical Fitness Test scoring at least 70 in each event.
Demonstrate how to pass the CWST Combat Water Survival Test
Test individual ability to complete a four mile run in 36 minutes or less.
Test individual ability to complete a six mile ruck march in 90 minutes or less.
Employ a variety of exercise plans.
Produce improved cardiovascular endurance.
Transform and build physical strength.
Discover self-imposed limits.

Team Work (Army)

Generate determination to overcome challenges as a team.
Organize small group exercise periods.

Nutrition (Army)

Manage healthy and well balanced eating habits.

↑Top

Racquetball, Beginning

Beginning skills, rules, and etiquette of singles, doubles, and cut-throat racquetball. Skills include serves, offensive and defensive shots, offensive and defensive strategies, drills.

STAC 146

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 146

Course Outcomes

Safety precautions, rules and etiquette

Demonstrate an understanding of safety precautions, rules, etiquette of singles, doubles, and cut-throat games of racquetball by passing a written test.

Skills

Demonstrate proper form and technique equivalent to at least a level D on the following skills: Serves, offensive shots, defensive shots, offensive and defensive strategies, drills.

Top

Racquetball, Intermediate

Intermediate skills, rules, and etiquette of singles, doubles, and cut-throat racquetball.

STAC
147

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 147

Course Outcomes

Safety precautions, rules, and etiquette

Demonstrate an understanding of safety precautions, rules, and etiquette of singles, doubles, and cut-throat games of racquetball by passing a written test.

Skills

Demonstrate proper form and technique equivalent to at least a level C on the following skills: Serves, offensive shots, defensive shots, offensive and defensive strategies, drills.

↑Top

Ice Skating

Developing figure skating skills.

STAC
150

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Taught off campus. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Skills

Demonstrate the ice skating skills covered in the course using proper technique and form in a 1:00-3:00 minute choreographed group or solo ice skating program to music or during an individual exam on ice with the instructor.

Knowledge of ice skating

Demonstrate knowledge of ice skating history, protocol, ice rinks, skates, and figure skating by passing a written exam.

↑Top

Ice Hockey

Basic power skates, puck and stick handling, and game strategies.

STAC 151

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Taught off campus. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Skills

Demonstrate the ice hockey skills covered in the course using proper technique and form in an organized game.

Hockey rules

Demonstrate knowledge of hockey history, hockey equipment, ice rinks, and rules and strategies of playing hockey by passing a written exam.

↑Top

Intermediate Ice Skating

Developing intermediate ice skating skills.

STAC 152

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 150 or equivalent.
Note	Taught off campus. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Winter

Course Outcomes

Skills

Demonstrate the ice skating skils covered in the course using proper technique and form in a 1:00-3:00 minute choreographed group or solo ice skating program to music or during an individual exam on ice with the instructor.

Ice skating knowledge

Demonstrate knowledge of ice skating history, protocol, ice rinks, skates and figure skating by passing a written exam.

Top

Intermediate Ice Hockey

Developing intermediate ice hockey skills.

STAC
153

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 151 or equivalent.
Note	Taught off campus. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Winter

Course Outcomes

Skills

Demonstrate the ice hockey skills covered in the course using proper technique and form in an organized game.

Rule of Hockey

Demonstrate knowledge of hockey history, hockey equipment, ice rinks, and rules and strategies of hocky by passing a written exam.

Top

Self-Defense

Fundamental principles, skills, and techniques.

STAC
155

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 155

Course Outcomes

Skills

Demonstrate the punch, kick, strike, and block skills used to evade or excape an attack by passing a simulation test.

Effective responses

Demonstrate a knowledge of effective responses (verbal, physical, use of objects) to escape from an attack by passing a written exam.

↑Top

Soccer, Beginning

Beginning skills, strategies, and rules of soccer. Basic skills of dribbling, trapping, passing, shooting, throw-in, goalkeeping, offense and defense strategies, scoring and rules of the game.

STAC
156

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate basic soccer skills of : dribbling, trapping, passing, shooting, throw-in, goalkeeping, offense and defense strategies.

Rules and strategies

Demonstrate an understanding of the rules and strategies of soccer by passing a written final.

Top

Soccer, Intermediate

Intermediate skills, strategies, and rules of soccer. Dribbling, trapping, passing, shooting, goalkeeping, heading, give-n-go, support, through balls, and back passing. Rules and regulations (at all levels; zone, man to man, and high vs. low defense; flank offense (MLS and English style), offensive formations.

STAC
157

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 156 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall Term 1, Winter Term 1, Spring, Summer

Course Outcomes

Skills

Demonstrate appropriate soccer skills by passing a skill assessment on: dribbling, trapping, passing, shooting, goalkeeping, heading, give-'n-go, support, through balls, back passing, etc.

Strategies and Rules

Demonstrate a knowledge and understanding of the game of soccer by passing a written exam.

↑Top

Skiing/Snowboarding, Beginning

Beginning skiing or snowboarding skills, such as stance and balance, rotary, edge control and pressure control movements, mountain awareness, and equipment.

STAC
161

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Sections formed on basis of ability. Students responsible for following costs: bus transportation, ski equipment, lift fees. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Winter

Course Outcomes

Skills

Demonstrate motor skills sufficient to enjoy participation in skiing or snowboarding by passing a daily skill acquisition assessment.

Mountain awareness, responsibility and equipment maintenance

Demonstrate an understanding of mountain awareness, mountain responsibility, and equipment maintenance by passing a written exam.

Top

Skiing/Snowboarding, Intermediate

Intermediate level skiing or snowboarding skills such as stance and balance, rotary, edge control and pressure control movements, mountain awareness, and equipment.

STAC
162

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Sections formed on basis of ability. Students responsible for following costs: bus transportation, ski equipment, lift fees. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Winter

Course Outcomes

Skills

Demonstrate motor skills sufficient to enjoy participation in skiing or snowboarding as a lifelong physical activity by passing a daily skill acquisition assessment.

Mountain awareness, responsibility, and equipment maintenanc

Demonstrate an understanding of mountain awareness, mountain responsibility, and equipment maintenance by passing a written exam.

↑Top

Skiing, Cross-Country

Beginning skills of cross country skiing in both classic and skating disiplines. Knowledge of skiing safety and equipment.

STAC 164

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Students responsible for following costs: bus transportation, ski equipment, trail fees. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Winter

Course Outcomes

Skills

Demonstrate the basic skills of cross country skiing in classic and skating disciplines.

Safety and equipment

Demonstrate an understanding of skiing safety, equipment, and fundamental definitions by passing a written exam.

↑Top

Swimming for Nonswimmers

Beginning swimming for those with limited or no swimming skills. Correct performance of basic swimming skills such as front and back float, front and back streamline glide, treading water, freestyle, and elementary backstroke.

STAC
170

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Form and technique

Demonstrate proper form and technique in the front and back float, front and back glide, freestyle, backstroke, and elementary backstroke.

Swimming technique

Demonstrate an understanding of swimming technique by passing a written exam.

Top

Swimming, Beginning

Beginning techniques of swimming, basic swimming skills and standard swimming strokes. Form and technique in freestyle, backstroke, breaststroke, front and back float, treading water, continuous kick, underwater swimming, flip turns, surface dives, and open turns.

STAC
171

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring
Programs	Containing STAC 171

Course Outcomes

Form and technique

Demonstrate proper form and technique in the standard swimming strokes (freestyle, backstroke, and breaststroke) and pass a written exam.

Fitness level

Demonstrate a beginning swimming fitness level by completing a 500-yard swim test.

Swimming workouts

Demonstrate ability to correctly set up swimming workouts by submitting a sample workout.

Top

Swimming, Intermediate

Intermediate-level instruction in all four competitive strokes, front and back float, front and back dolphin kick off walls, surface dives, underwater swimming, and open turns.

STAC
172

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 171 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter
Programs	Containing STAC 172

Course Outcomes

Form and technique

Demonstrate proper form and technique in all four competitive strokes and pass a written exam.

Fitness

Demonstrate an intermediate swimming fitness level by completing a 650-yard swim test.

↑Top

Water Polo

Course will focus on the techniques of water polo including rules, treading, and game play.

STAC
174

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	Students must be able to tread water for two minutes without use of hands and do a 300 yard continuous swim (free style) without pause or stop.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Beginning Scuba Diving

Developing scuba diving skills. Open Water Diver Certification upon successful completion.

STAC
175

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Taught off campus. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

SCUBA skills

Demonstrate mastery of the basic, fundamental skills of SCUBA by completing the PADI Open Water Diver certification in both pool and open water.

Understanding of dive theory and equipment

Demonstrate an appropriate understanding of SCUBA diving theory by passing 4 quizzes and a final exam on the following subjects: diving physics and physiology, euipment, dive planning, emergency procedures, aqutic life and environment.

↑Top

Intermediate Scuba Diving

This class focuses on specialty techniques of SCUBA diving for divers who are already open water certified. The class is taught by Dive Utah (diveutah@diveutah.com).

STAC
176

Hours	0.5 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	StAc 175 or equivalent.
Note	Taught off campus. Fee. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

SCUBA Skills

Demonstrate mastery of more advanced specialty areas of diving, such as deep diving, altitude diving and peak performance bouyancy and their corresponding skills by completing the PADI Adventure Dive.

Understanding of dive theory

Demonstrate an appropriate understanding of specialty diving theory by completing five Knowledge Reviews from the Adventures in Diving manual that correspond to the dives that will be done in open water.

Top

Water Aerobics

Exercise workout in water emphasizing flexibility, strength, and endurance.

STAC
179

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	For nonswimmers and swimmers. Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Water exercises

Demonstrate an understanding of a variety of exercises in the water, including cardiovascular, muscle strengthening, and toning by showing an exercise routine to the class.

Aerobics fitness

Demonstrate an appropriate level of aerobics fitness and an understanding of basic water aerobic principles by passing a written exam.

↑Top

Tennis, Beginning

Beginning tennis strokes, etiquette, scoring, and strategies. Skills include ground strokes, smashes, serves, volleys, overhead and lobs.

STAC
181

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Motor skills

Demonstrate basic tennis stroke techniques of: ground strokes, serves, volleys, overheads and lobs.

Tennis game and equipment

Demonstrate an understanding of essential tennis information regarding equipment, etiquette, facilities, scoring, and playing of the game by passing a written exam.

Top

Tennis, Intermediate

Intermediate-level tennis strokes, etiquette, scoring, and strategies. Skills include ground strokes, serves, volleys, overheads, return of serve, half-volley, lobs, singles and doubles.

STAC
182

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 181 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Motor skills

Demonstrate intermediate level tennis stroke techniques on: ground strokes, serves, volleys, overheads and lobs.

The game of tennis

Demonstrate an understanding of essential tennis information regarding equipment, etiquette, facilities, scoring, and playing of the game using singles strategy and doubles strategy by passing a written exam.

🡅Top

Tennis, Advanced

Advanced levels of tennis strokes, volleys, smashes, and serves. Skills include ground strokes, volleys, smashes, serves; learning how to play as and against a counterpuncher, all-courter, serve and volleyer.

STAC 183

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 182 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring

Course Outcomes

Advanced tennis skills

Demonstrate competence in the advanced skills of tennis of: ground strokes, volleys, mashes, and serves. Demonstrate understanding of the game of tennis regarding rules, techniques and strategy by passing a written exam.

Improve the game

Demonstrate improvement in your game by learning how to play as a and against a counterpuncher, all-courter, and serve and volleyer.

Unforced errors

Demonstrate improvement in game by reducing unforced errors.

↑Top

Volleyball, Beginning

Beginning volleyball skills, rules, and strategies. Skills include underhand and overhand serves, forearm passing, setting, attacking, blocking, serve reception techniques, 6-6 and 4-2 offense and 4-2 defense strategies, scoring.

STAC
186

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence in the fundamental skills of volleyball by passing a skill assessment on: underhand and overhand serves, forearm passing, setting, attacking, blocking, serve reception techniques, 4-2 offense and defense strategies.

Rules and strategies

Demonstrate an understanding of the rules, strategies, and scoring in volleyball by passing a written test.

Top

Volleyball, Intermediate

Intermediate volleyball skills, rules, and strategies. Skills include floater and top spin serves, forearm passing, setting, back setting, strong side and seak side attacking, blocking serve reception techniques, 6-6 and 6-2 offenses, and 4-2 defensive strategies.

STAC
187

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	StAc 186 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence in intermediate volleyball skills on: floater and top spin serves, forearm passing, setting, back setting, strong side and weak side attacking, blocking, serve reception techniques, 6-6, 5-1, and 6-2 offenses, and 4-2 defensive strategies.

Rules and strategies

Demonstrate an understanding of the rules, strategies, and scoring in volleyball by passing a written test.

↑Top

Volleyball, Advanced

Advanced levels of volleyball skills, rules, and strategies.

STAC 188

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 187 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	

Course Outcomes

Furloughed

This course has been furloughed.

🡅Top

Weight Training, Beginning

Beginning weight training concepts and strategies. Specific exercises for a personalized strength training program including safety, fundamental skills, training considerations and general techniques for all lifts.

STAC
191

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STAC 191

Course Outcomes

Concepts and strategies

Demonstrate an understanding of the concepts and strategies associated with weight training by passing a written exam.

Muscle strength

Demonstrate a foundation of muscle strength by taking a muscle strength test.

Top

Weight Training, Intermediate

Theory and technique of maximal strength development, emphasizing "power" and "Olympic" lifts.

STAC
192

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	STAC 191 or equivalent.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	

Course Outcomes

Concepts and strategies

Demonstrate an understanding of the concepts and strategies associated with weight training by passing a written exam.

Muscle strength

Demonstrate a foundation of muscle strength by taking amuscle strength test.

Top

Team Manager Internship

Interacting with athletic teams; testing personal management methods under the supervision of trained personnel.

STAC
199R

Hours	1.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Fall, Winter

Course Outcomes

Team management

Demonstrate organization, competency and reliability as an asset to the management of the assigned team.

Strategies, rules, game day preparation

Demonstrate proficiency in practice strategies, NCAA rules and game day preparation with the assigned sport.

↑Top

Extramural Lacrosse

Competence and technique in lacrosse through practice and competition for the University Extramural Athletics team.

STAC
201R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course for extramural lacrosse team only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence and proper technique in skills of the sport through practice and competition for the University extramural team.

Rules and strategies

Demonstrate proficiency with the rules, strategies and scoring in the sport through game preparation and execution in competition.

Physical fitness

Demonstrate improvement in sport skills and physical fitness.

↑Top

Extramural Racquetball

Competence and technique in raquetball through practice and competition for the University Extramural Athletics team.

STAC 201R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
☑ **Prerequisites**	None
Note	Course for extramural racquetball team only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence and proper technique in skills of the sport through practice and competition for the University extramural team.

Rules and strategies

Demonstrate proficiency with the rules, strategies and scoring in the sport through game preparation and execution in competition.

Physical fitness

Demonstrate improvement in sport skills and physical fitness.

Top

Extramural Rugby

Competence and technique in rugby through practice and competition for the University Extramural Athletics team.

STAC 201R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course for extramural rugby team only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence and proper technique in skills of the sport through practice and competition for the University extramural team.

Rules and strategies

Demonstrate proficiency with the rules, strategies and scoring in the sport through game preparation and execution in competition.

Physical fitness

Demonstrate improvement in sport skills and physical fitness.

Top

Extramural Soccer

Competence and technique in soccer through practice and competition for the University Extramural Athletics team.

STAC 201R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course for extramural soccer team only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence and proper technique in skills of the sport through practice and competition for the University extramural team.

Rules and strategies

Demonstrate proficiency with the rules, strategies and scoring in the sport through game preparation and execution in competition.

Physical fitness

Demonstrate improvement in sport skills and physical fitness.

↑Top

Extramural Sports

Competence and technique in extramural sports through practice and competition for the University Extramural Athletics team.

STAC 201R

Hours	0.5 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Note	Course for extramural sports teams only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Skills

Demonstrate competence and proper technique in skills of the sport through practice and competition for the University extramural team.

Rules and strategies

Demonstrate proficiency with the rules, strategies and scoring in the sport through game preparation and execution in competition.

Physical fitness

Demonstrate improvement in sport skills and physical fitness.

Top

Techniques of Lifeguarding

First-aid and lifeguard skills training, including instruction in CPR, and American Red Cross certification for lifeguard training.

STAC
277

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	Swim competency test (given first day of class).
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	Winter
Programs	Containing STAC 277

Course Outcomes

Skills

Demonstrate competency in all required lifeguarding skills and activities that prevent, recognize and respond to emergencies.

Providing care

Demonstrate ability to provide care for injuries and sudden illnesses until emergency medical services take over.

Top

Water Safety Instructor Training

Leads to American Red Cross WSI certification. Swimming teaching methods that include teaching swimming to special needs students.

STAC
278

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	ARC Swimmer--level competency.
Note	Course information and outline are found at http://studentwellness.byu.edu/physical/activitycourses.
Taught	
Programs	Containing STAC 278

Course Outcomes

Certification

Acquire American Red Cross certification to teach swimming and water safety courses.

Preparing courses

Demonstrate how to plan and organize courses using block and lesson plans.

Teaching courses

Practice teaching techniques and demonstrating required skills.

Top

Pedagogical Techniques in Exercise Sciences

Teaching methodologies for instruction in fitness and sports courses.

STAC 585

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Graduate student with teaching assistantship in Student Activities.
Taught	Fall

Course Outcomes

Developing lesson plans

Develop a Semester Unit Plan for an activity class they teach.

Teaching activites

Develop a list of activities appropriate for each of the four parts of the lesson plan for the activity class they teach. Incorporate these activities into the Semester Unit Plan.

Evaluation

Students will use evaluation techniques that are fair and reflective of the students' abilities and knowledge. Techniques will be aligned with course objectives and outcomes.

Collaboration

improve their teaching through collaboration with other GTA’s teaching their activity class

Course Evaluation Techniques

use in their own courses, evaluation techniques that are fair and reflective of the student's abilities and knowledge. Techniques aligned with course objectives and outcomes.

Teaching Issues Discussion

Teaching assistants will use the class as a forum for discussion of issues related to teaching.

Camaraderie and Mutual Support

Teaching assistants will feel camaraderie and mutual support among one another.

↑Top

Introduction to Statistics

Fundamental ideas and applications of statistics.

STAT 105

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 97 or equivalent.
Taught	Spring
Programs	Containing STAT 105

Course Outcomes

The Value of Statistics

Understand and appreciate the value of statistics as a discipline and its relevance for general education

Observational Studies and Simple Experiments

Evaluate the validity of research findings from observational studies and simple experiments by asking appropriate questions regarding data collection and analysis

Graphical Methods and Numerical Summaries

Analyze data using appropriate graphical methods and numerical summaries

Observational Studies and Experiments

Distinguish between observational studies and experiments in terms of how data is collected and what appropriate conclusions to make

Potential Associations

Determine potential associations between two categorical and between two quantitative variables

Estimation and Hypothesis Tests

Interpret and communicate the outcomes of estimation and hypothesis tests in the context of a problem

Top

Honors Principles of Statistics

Graphical displays and numerical summaries, data collection methods, probability, sampling distributions, confidence intervals and hypothesis testing involving one or two means and proportions, contingency tables, correlation and simple linear regression.

STAT
121

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	MATH 110 or equivalent.
Taught	Fall
Offered	Independent Study also.
Programs	Containing STAT 121

Course Outcomes

Observational Studies and Experiments

Differentiate between observational studies and experiments

Three Sampling Designs

Identify three sampling designs: simple random sample, stratified, and multi-stage

Three Designs of Experiments

Identify three designs of experiments: completely randomized, randomized block and matched-pairs

Appropriate Conclusions

Interpret and make appropriate conclusions from plots of data

Plots of Data

Interpret and make appropriate conclusions from plots of data

Measures of Center and Spread

Calculate and interpret measures of center and spread

Quantitative and Categorical Variables

Determine potential association between two quantitative and two categorical variables

Technical Language

Communicate using technical language about probability and variation

Estimation and Hypothesis Tests

Interpret and communicate the outcomes of estimation and hypothesis tests in the context of a problem

Outcomes of Estimation

Interpret and communicate the outcomes of estimation and hypothesis tests in the context of a problem

Data Collection

Understand the importance of data collection and how it dictates the appropriate statistical method and acceptable inference

Research Problem

Determine the appropriate statistical procedure to use for a given research problem or data set

Statistical Procedure

Determine the appropriate statistical procedure to use for a given research problem or data set

Great Works Experiment

Complete at least one Great Works experiment

Core Concept and Religious Beliefs

Articulate the relationship between the course core concepts and his or her own religious beliefs

Real-life Problems

Apply course principles to solve real-life problems

↑Top

Principles of Statistics

Graphical displays and numerical summaries, data collection methods, probability, sampling distributions, confidence intervals and hypothesis testing involving one or two means and proportions, contingency tables, correlation and simple linear regression.

STAT
121

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	MATH 110 or equivalent.
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also; Honors also.
Programs	Containing STAT 121

Course Outcomes

Observational Studies and Experiments

Differentiate between observational studies and experiments

Three Sampling Designs

Identify three sampling designs: simple random sample, stratified, and multi-stage

Three Designs of Experiments

Identify three designs of experiments: completely randomized, randomized block and matched-pairs

Appropriate Conclusions

Interpret and make appropriate conclusions from plots of data

Plots of Data

Interpret and make appropriate conclusions from plots of data

Measures of Center and Spread

Calculate and interpret measures of center and spread

Quantitative and Categorical Variables

Determine potential association between two quantitative and two categorical variables

Technical Language

Communicate using technical language about probability and variation

Estimation and Hypothesis Tests

Interpret and communicate the outcomes of estimation and hypothesis tests in the context of a problem

Outcomes of Estimation

Interpret and communicate the outcomes of estimation and hypothesis tests in the context of a problem

Data Collection

Understand the importance of data collection and how it dictates the appropriate statistical method and acceptable inference

Research Problem

Determine the appropriate statistical procedure to use for a given research problem or data set

Statistical Procedure

Determine the appropriate statistical procedure to use for a given research problem or data set

Great Works Experiment

Complete at least one Great Works experiment

Core Concept and Religious Beliefs

Articulate the relationship between the course core concepts and his or her own religious beliefs

Real-life Problems

Apply course principles to solve real-life problems

Top

Introduction to R Programming

Base R programming skills, introductory statistical analysis and graphics, simulation of introductory statistical concepts.

STAT
123

Hours	1.5 Credit, 1.5 Lecture, 1.5 Lab
Prerequisites	STAT 121; or STAT 201
Taught	Fall Term 2, Winter Term 2, Spring
Programs	Containing STAT 123

Course Outcomes

Install R

Install R, R packages, and R workbench

Import and export raw data files

Import and export raw data files (e.g. text, excel, csv, etc.). This includes different variable types (numeric, character, date, time currency, etc.)

Manipulate and transform data

Manipulate and transform data

Create R objects

Create R objects (e.g. matrices, data frames, lists, etc.)

Create reports

Create basic detail and summary reports

Debugging R code

Identify and correct data, syntax, and programming logic errors

Use R statements and packages

Use R statements and packages to:

1. Compute numerical statistics used in introductory statistics
2. Create simple graphs and charts used in introductory statistics

↑Top

SAS Base Programming Skills

Base SAS programming skills, introductory statistical analysis and graphics, simulation of introductory statistical concepts.

STAT
124

Hours	1.5 Credit, 1.5 Lecture, 1.5 Lab
Prerequisites	STAT 121; or STAT 201; or Stat 301.
Taught	Fall Term 2, Winter Term 2, Spring
Programs	Containing STAT 124

Course Outcomes

Import and export raw data files

Import and export raw data files (e.g. text, excel, csv, etc.). This includes different variable types (e.g. numeric, character, date, time, currency, etc.)

Manipulate and transform data

Manipulate and transform data

Create and combine SAS data sets

Create and combine SAS data sets

Create reports

Create basic detail and summary reports using ODS and SAS procedures

Debugging SAS code

Identify and correct data, syntax, and programming logic errors

Use SAS statements and procedures

Use SAS statements and procedures to:

1. Compute numerical statistics used in introductory statistics
2. Create simple graphs and charts used in introductory statistics

Top

Academic Internship

Work experience evaluated by supervisor and posted on student's transcript.

STAT 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department chair's and internship coordinator's consent
Taught	

Course Outcomes

Appropriate Dress and Etiquette

Practice appropriate dress and etiquette in varied business settings

Work Ethics

Demonstrate good work ethics

Written and Oral Communication

Demonstrate effective written and oral communication skills as they report on their internship

Top

Statistics for Engineers and Scientists

The scientific method; probability, random variables, common discrete and continuous random variables, central limit theorem; confidence intervals and hypothesis testing; completely randomized experiments; factorial experiments.

STAT
201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 112; or MATH 119
Taught	Fall, Winter
Programs	Containing STAT 201

Course Outcomes

Numerical and Graphics Summary

Compute numerical and graphics summary statistics using professional statistical software and explain difference between populations given the summaries (numerical or graphical)

Simple Problems

Solve simple problems using axioms of probability, conditional probability, independence, and Bayes' theorem

Compute Probabilities

Compute probabilities, expected value, and variance using the pdf of a discrete univariate random variable

Normal Distribution

Compute probabilities for the normal distribution

Sampling Distribution

Understand the definition of the sampling distribution of x-bar, and identify the mean, variance, and shape of the sampling distribution given the population information

Experimental Design

Understand the basics of experimental design, including the definition of the experimental unit, response, variable, factor(s), and level(s) of a basic experiment, and the role of randomization and replication to permit causal inference

Interval for μ

Compute the confidence interval for μ from a random sample and make the correct decision about an experiment when given a confidence interval

Test Statistic and P-Value

Compute the test statistic and *p*-value for H0 : $\mu = \mu 0$ from a random sample

One-factor ANOVA Table

Compute the ANOVA table for data from a completely randomized design using professional statistical software

Two-factor ANOVA Table

Compute the ANOVA table for data from a two factor experiment using professional statistical software

Statistically Significant Interaction

Explain a statistically significant interaction

Two Factor Experiment

Perform an analysis and write a 5–10 page technical report of the results with appropriate tables and graphics (likely in a group)

↑Top

Applied R Programming

Advanced R programming skills; communicate with other packages and programs.

STAT
223

Hours	1.5 Credit, 1.5 Lecture, 1.5 Lab
Prerequisites	STAT 123
Recommended	Concurrent enrollment in Stat 124.
Taught	Fall Term 2, Winter Term 2
Programs	Containing STAT 223

Course Outcomes

R Packages

Install R, R packages, and RStudio

Data Management

Advanced data management, manipulate, and transform data.

R Programming

Solve complex problems using advanced R programming methodology

Simulation Studies

Perform simulation studies, e.g. Central Limit Theorem, confidence intervals, power, etc.

Top

Applied SAS Programming

Advanced SAS programming skills, advanced DATA step programming, ODS, simple MACRO programs, Proc SQL, Proc REPORT, communicate with other packages and programs.

STAT
224

Hours	1.5 Credit, 1.5 Lecture, 1.5 Lab
Prerequisites	STAT 124
Recommended	Concurrent enrollment in Stat 123.
Taught	Fall Term 2, Winter Term 2, Spring
Programs	Containing STAT 224

Course Outcomes

Advanced DATA step programming

Solve complex problems using advanced DATA step programming statements

SAS MACRO facility

Create and use SAS MACRO facility

SAS SQL

Write and interpret SAS SQL code

Efficient SAS code

Understand how to write efficient SAS code

Control external programs

Control external programs like R and Excel

Top

Analysis of Variance

Scientific method, statistical thinking, sources of variation, completely randomized design, ANOVA, power and sample size considerations, multiple testing, randomized complete blocks, factorial designs, interactions. Introduction to statistical software.

STAT
230

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 121; or STAT 201
Recommended	Math 112.
Taught	Fall, Winter, Spring
Programs	Containing STAT 230

Course Outcomes

Datasets

Create datasets in R and SAS from space-, comma-, tab-delimited text files.

Summary Statistics

Compute summary statistics from R and SAS datasets

Create Graphics

Create graphics in R and SAS for exploratory data analysis and communicating results

Variability

Understand the concept of variability in data and the attempt to identify sources of that variability

Writing Statistical Models

Practice writing statistical models

Experimental Design

Understand the basics of experimental design, including the definition of the experimental unit, response, variable, factor(s), and level(s) of a basic experiment, and the role of randomization and replication to permit causal inference

Analyze Data

Analyze data from 'Treatment-Control' or 'A/B' experiments using professional statistical software

Randomized Design

Analyze data from completely randomized designs using professional statistical software

Block Design

Analyze data from randomized complete block designs using professional statistical software

Two-Factor Factorial Design

Analyze data from two-factor factorial designs using professional statistical software

Confidence Intervals

Demonstrate the impact of increasing the number of replicates on confidence intervals and hypothesis tests

Technical Reports

Work in teams to write a technical report and make a technical presentation of a designed experiment

Top

Methods of Survey Sampling

Sampling frames; questionnaire design; simple random, systematic, stratified, and cluster sampling methods; comparing domain means; contingency table analysis.

STAT 234

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	STAT 121; or STAT 201
Taught	Fall
Programs	Containing STAT 234

Course Outcomes

Sampling

Identify and sample using simple random sampling and various forms of stratified sampling, cluster sampling, and systematic sampling

Basic Designs

Accurately identify and perform variance calculations for basic designs

Real Project

Participate in a real project involving sampling methodologies and appropriate point estimate and variance calculations

Graphical Representations

Create graphical representations of results

Written and Oral Communication

Demonstrate effective written and oral communication skills as they present their findings

Top

Discrete Probability

Set theory; discrete probability; conditional probability; finite sample spaces; discrete random variables (pdf, cdf, moments).

STAT 240

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 121; or STAT 201
Taught	Fall, Winter, Summer
Programs	Containing STAT 240

Course Outcomes

Set Theory and Basic Set Operations

Apply fundamentals of set theory and basic set operations

Discrete Sample Space

Enumerate a discrete sample space with counting techniques

Bayes Theorem

Solve problems using axioms of probability, conditional probability, independence, and Bayes theorem

Random Variables

Solve problems with the pdf, cdf, moments of discrete univariate random variables

Discrete Distributions

Understand the assumptions and properties of the named discrete distributions (Bernoulli, binomial, Poisson, geometric)

Maximum Likelihood

Solve for the maximum likelihood estimator

Sampling Distribution

Derive the sampling distribution for the proportion for SRS with and without replacement

Solve Problems

Solve problems with the pdf, cdf, qf, moments of continuous distributions

↑Top

Introduction to Bayesian Statistics

The scientific method; conditional probability; Bayes' Theorem; conjugate distributions: Beta-binomial, Poisson-gamma, normal-normal; Gibbs sampling.

STAT
251

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 123 & STAT 240 & MATH 113
Taught	Fall, Winter
Programs	Containing STAT 251

Course Outcomes

Bayes' Theorem

Explain how conditional probability and Bayes' Theorem relate to the analysis of data via the Bayesian paradigm

Conjugate Priors, Binomial, and Poisson Distributions

Identify the conjugate priors of the normal (mean and variance), binomial, and Poisson distributions and derive the respective posterior distributions

Gibbs and Metropolis Samplers

Explain why Gibbs and Metropolis samplers work and when they are appropriate to use

Code in R

Code in R a Gibbs sampler and/or Metropolis sampler for a simple non-conjugate posterior distributions

Bayesian Analysis

Interpret and explain the results of Bayesian analysis

Top

Theory of Interest

Theory of interest, annuities, amortization, financial derivatives. Prepares for SOA Exam FM.

STAT
274

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 112
Recommended	Pass SOA Exam P.
Taught	Fall, Winter
Programs	Containing STAT 274

Course Outcomes

Exam FM

The primary learning outcome of this course is to prepare students for Exam FM offered by the Society of Actuaries

Time Value of Money

Recognize, understand, and compute problems relating to time value of money, including simple and compound interest, present and future value, and nominal and effective rates of interest

Annuity

Recognize, understand, and compute problems relating to annuities with payments that are not contingent, including annuity-immediate, annuity-due, perpetuity, and arithmetic or geometric increasing payment annuity

Loans

Recognize, understand, and compute problems relating to loans, including principal, interest, term of loan, outstanding balance, final payment, amortization, and sinking fund

Bonds

Recognize, understand, and compute problems relating to bonds, including price, redemption value, par value, coupon and coupon rate, yield rate, callable and non-callable, and accumulation of discount

General Cash Flow

Recognize, understand, and compute problems relating to general cash flows and portfolios, including yield rate and rate of return, current value, convexity, yield curve, and stock price and dividend

Immunization

Recognize, understand, and compute problems relating to immunization, including cash flow matching, full immunization, and Redington immunization

General Derivatives

Recognize, understand, and compute problems relating to general derivatives, including derivatives, ask and bid price, short selling, stock index, spot price, credit risk, and margin

Additional Understanding

Recognize, understand, and compute problems relating to additional understanding of options, hedging and investment strategies, forwards and futures, and swaps as time in class permits

Top

Introduction to Analytics

Introduction to R, Rstudio, knitr, LaTeX, SQL, beamer, and Git. Build and access an SQL database. Propose and prepare written and oral presentations answering a question of interest to a non-technical decision maker.

STAT
281

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 121; or STAT 201
Taught	Fall

Course Outcomes

Install Packages

Install R, R packages, RStudio, Latex, VPN, and MSQL Workbench

Databases

Create and access a MySQL database

Git

Keep track of code versions using Git

Presentation in Beamer

Prepare oral presentations in beamer

Latex Reports

Prepare a non-technical written report in Latex

knitr

Prepare documentation and reproducible code using knitr

Top

Introduction to Regression

Regression, transformations, residuals, indicator variables, variable selection, logistic regression, time series, observational studies, statistical software.

STAT 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 230 & MATH 112
Recommended	Stat 123 and Stat 124; MATH 113 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing STAT 330

Course Outcomes

Regression Model

Fit a regression model with professional statistical software

Response Variable

Apply appropriate transformations to the response variable to improve agreement with regression assumptions

Residuals and Influence Diagnostics

Use residuals and influence diagnostics to assess model fit, agreement with regression assumptions, and identify outliers and influential observations

Indicator Variables

Create sets of indicator variables for categorical explanatory variables

Stepwise Selection

Apply stepwise selection to identify a subset regression model that selects the most significant explanatory variables from a large data set

Statistical Software

Fit a logistic regression model with professional statistical software

↑Top

Inference

Continuous random variables (pdf, cdf, moments); sampling distributions; Central Limit Theorem; frequentist inference (estimation, intervals); Bayesian inference (estimation, intervals); simulation.

STAT
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 240 & MATH 113
Recommended	Stat 123 and Stat 124.
Taught	Fall, Winter
Programs	Containing STAT 340

Course Outcomes

Named Continuous Distributions

Understand assumptions and properties of named continuous univariate distributions: normal, beta, gamma, exponential

Solve Problems

Solve problems using joint, marginal, conditional pmf and pdf

Linear

Calculate expectation of linear combinations, covariance, correlation

Transformations

Calculate transformations of jointly distributed random variables

Maximum Likelihood

Solve for the maximum likelihood estimator from a SRS

Normal Distribution

Derive properties of maximum likelihood estimators from SRS of normal distribution

Law of Large Numbers

Apply convergence in probability and distribution to prove the Law of Large Numbers and the Central Limit Theorem

Central Limit Theorem

Derive the 100(1-alpha)% from the pivot derived from the Central Limit Theorem

Probabiltiy

Derive the probability of Type I and Type II Error for simple hypothesis test using test statistic derived from the Central Limit Theorem

↑Top

Actuarial Problems

Applying mathematical statistics in actuarial science. Prepares for SOA Exam P.

STAT 372

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	Concurrent enrollment in Stat 340.
Taught	Winter

Course Outcomes

Exam P

The primary learning outcome of this course is to provide additional Exam P preparation for students who have completed Statistics 370

Solving Problems

Students will, upon course completion, be more adept at solving problems related to material covered in Statistics 370

Top

Statistical Models for Financial Economics

Valuation of derivative securities, stock price simulation, risk management techniques, interest rate models. Prepares for SOA exam MFE.

STAT 377

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 274
Taught	Fall
Programs	Containing STAT 377

Course Outcomes

Put-call Parity

Use put-call parity to determine the relationship between prices of European put and call options and to identify arbitrage opportunities

Binomial Model

Calculate the value of European and American options using the binomial model

Black-Scholes option-pricing model

Calculate the value of European options using the Black-Scholes option-pricing model

Interpret the option Greeks

Interpret the option Greeks

Cash flow characteristics

Explain the cash flow characteristics of the following exotic options: Asian, barrier, compound, gap, and exchange

Lognormal distribution and Black-Scholes formula

Explain the properties of a lognormal distribution and explain the Black-Scholes formula as an expected value for a lognormal distribution

Itô's lemma

Apply Itô's lemma in the one-dimensional case

Lognormal stock prices

Simulate lognormal stock prices

Delta-Hedging

Explain and demonstrate how to control risk using the method of delta-hedging

Vasicek and Cox-Ingersoll-Ross bond price models

Evaluate features of the Vasicek and Cox-Ingersoll-Ross bond price models

Top

Statistical Computing

Create and interact with relational databases comprised of large real world data; integrate previous course work into a single research project from formulation to final report; solve statistical problems using a combination of SAS, R, and SQL skills.

STAT
381

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	STAT 223 & STAT 224 & STAT 330
Taught	Winter
Programs	Containing STAT 381

Course Outcomes

Design and create databases

Demonstrate ability to design and create databases for collecting and storing study data, including structures and tools to simplify the process

Use SQL

Be able to use SQL queries from SAS, R, and database tools to work wit databases and extract data for analysis

Use SAS/IML

Use SAS/IML to work with matrices and compute summaries of data including importing data from SAS datasets and exporting results to SAS datasets

Regular expression matching

Use regular expression matching in SAS, R, and other tools to extract relavent parts of data or manipulate text to make data analysis simpler

Write custom R functions

Write custom R functions to analyze data and to pass to other processing tools

Create and run basic simulations

Create and run basic simulations in R and SAS to explore the bahavior or routines and do basic power studies

Additional Tools

Demonstrate knowledge about additional tools in SAS, R, and stand alone tools that could aid in preparing data for analysis

↑Top

Big Data Science 1

Understand server cluster basics; use Apache Spark for data analysis; principles of data mining; regression, classification, and clustering in big data.

STAT
420

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 123 & STAT 223 & STAT 330
Recommended	Students are strongly advised to learn Python prior to the start of the course (see instructor for resources).
Taught	Fall
Programs	Containing STAT 420

Course Outcomes

Please contact the individual department for outcome information.

Top

Big Data Science 2

Continuation of Stat 420. Data streaming; group project.

STAT 421

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 420
Taught	Winter
Programs	Containing STAT 421

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Nonparametric Statistical Methods

Permutation tests, rank-based methods, analysis of contingency tables, bootstrap methods, curve fitting.

STAT 435

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 330; or STAT 511
Taught	Fall
Programs	Containing STAT 435

Course Outcomes

Examples of Trade-Off

Explain and provide examples of the trade-off between parametric assumptions and efficiency of statistical inference

Parametric Assumptions and Statistical Inference

Explain and provide examples of the trade-off between parametric assumptions and efficiency of statistical inference

Rank-Based Methods

Compute the following rank-based methods: Wilcoxon Rank-Sum test, Mann-Whitney test, Signed-Rank test, Kruskal-Wallis test, and Spearman Rank Correlation

Compute Rank-Based Methods

Compute the following rank-based methods: Wilcoxon Rank-Sum test, Mann-Whitney test, Signed-Rank test, Kruskal-Wallis test, Spearman Rank Correlation

Permutation Tests

Formulate and compute permutation tests for 2-sample, K-sample, and contingency tables

Contingency Tables

Compute the following tests for contingency tables: Fisher's exact test, Mantel-Haenszel test, McNemar's test

Bootstrap Confidence Intervals

Formulate and compute bootstrap (resampling) confidence intervals

Generalized Additive Models

Compute generalized additive models (GAM) with splines or smoothers for possible nonlinear effects in R

Top

Applications in Biostatistics

Module-based survey of biostatistics methods: observational studies, clinical trials, measures of association, Kaplan-Meier, proportional hazards models, logistic regression, ethical concerns in research with human subjects.

STAT 437

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 330 & STAT 340
Taught	
Programs	Containing STAT 437

Course Outcomes

Please contact the individual department for outcome information.

Top

Applied Bayesian Statistics

Bayesian analogs of t-tests, regression, ANOVA, ANCOVA, logistic regression, and Poisson regression implemented using both JAGS and Proc MCMC

STAT
451

Hours	3.0 Credit, 3.0 Lecture, Arr Lab
Prerequisites	STAT 151 & STAT 330; or STAT 251 & STAT 330; Concurrent enrollment in STAT 340.
Taught	
Programs	Containing STAT 451

Course Outcomes

Fit and Interpret Bayesian Model

Students will be able to apply, implement and interpret a fully Bayesian approach to relevant statistical problems, including design, model selection, model fit steps.

Write code in R

Students will be able to generate their own analysis of Bayesian models in R.

Understand, Explain, and Demonstrate

Students will be able to understand, explain and demonstrate basic Bayesian theory and its usefulness in real-world applications.

Top

Quality Control and Industrial Statistics

Six sigma; tools with which to define, measure, analyze, improve, control. Advanced concepts in control charts, applying experimental design for process and product improvement.

STAT 462

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	STAT 201; or STAT 240 & STAT 330
Recommended	Stat 340.
Taught	Fall
Programs	Containing STAT 462

Course Outcomes

Role of Quality Improvement

Explain the role of quality improvement as a business strategy

Variability in Processes and Process Outputs

Explain the relationship between variability in processes and process outputs and the quality and cost of the results produced

DMAIC

Use the six sigma DMAIC process for quality improvement projects

Design and Use Charts

Design and use Shewhart, Cusum, and EWMA control chars to recognize common and special causes of variability

Contruct Plans

Construct attribute and variables acceptance sampling plans

Measurement Analysis Tools

Use other useful quality tools for measurement analysis, discovering root causes, and eliminating quality problems

↑Top

Introduction to Reliability

Mathematics, distributions, management, and maintenance of basic reliability concepts; collection and analysis of test data; fault tree analysis; applying reliability in various areas.

STAT
466

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	STAT 201; or STAT 330
Recommended	Stat 340, Stat 462.
Taught	Winter
Programs	Containing STAT 466

Course Outcomes

Reliability Concepts

Discuss reliability concepts

Fit Distributions

Fit standard parametric distributions to censored reliability test data

Analyze Data

Analyze data from accelerated life tests

Model reliability

Model reliability for simple systems

Predict

Predict field failures

Repairable Systems

Analyze repairable systems

Reliability Plot

Make reliability plots of data

Bayesian Analysis

Complete basic Bayesian analysis of reliability

Top

Applied Time Series and Forecasting

Data mining, univariate ARIMA time series theory and application, seasonal models, spatial correlation models, conditional heteroscedastic models in financial time series, case studies.

STAT
469

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 330 & STAT 340
Taught	
Programs	Containing STAT 469

Course Outcomes

Define Functions

Define the autocovariance and autocorrelation functions

Define Weak Stationarity

Define weak stationarity

Define Process

Define white noise process

AR and MA Model

Derive the mean, autocovariance, and autocorrelation of an AR and MA model

ARMA

Define an ARMA (p, q) process

Order of an ARIMA

Select the order of an ARIMA model from the sample ACF and sample PACF

Fit an ARIMA

Fit an ARIMA (p, d, q) model and generate forecasts with prediction intervals in R

Top

Life Contingencies

Life tables, survival functions, contingent annuities, insurance, premiums, reserves, joint annuities and insurance. Prepares for SOA Exam MLC.

STAT
475

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 274
Taught	Winter
Programs	Containing STAT 475

Course Outcomes

Exam MLC

The primary learning outcome of this course is to prepare students for Exam MLC offered by the Society of Actuaries

Survival Models

Recognize, understand, and compute problems relating to survival models, including defining and computing expected values, variances, probabilities, and percentiles for continuous and discrete survival-time random variables

Insurances and Annuities

Recognize, understand, and compute problems relating to life insurances and annuities, including expected values, variances and probabilities for present-value-of-benefit random variables defined on survival-time random variables, considerations for life insurances and annuities, and liabilities analyzing the present value-of-future-loss random variables

↑Top

Statistical Distributions for Actuarial Modeling and Data Analytics

Analyze data from a risk-based application; select a suitable model and estimate parameters using MLE, method of moments, and Bayes methods; determine goodness of fit and measures of confidence for decision making.

STAT
477

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	STAT 340
Recommended	Pass SOA Exam P.
Taught	Winter
Programs	Containing STAT 477

Course Outcomes

Survival, severity, frequency, and aggregate models

Recognize, understand, and complete problems related survival, severity, frequency and aggregate models and learn how to model data for each of these

Basic risk measures

Recognize, understand, and complete problems related to basic risk measures

Fitting empirical models

Recognize, understand, and complete problems related to fitting empirical models to data and apply statistical estimation procedures

Constructing parametric models

Recognize, understand, and complete problems related to constructing parametric models. Estimate parameters, apply unbiasedness consistency, UMVUE, and MSE to survival, severity, frequency, and aggregate models.

Simulation and resampling methods

Recognize, understand, and complete problems related to simulation and resampling methods for model validation

↑Top

Special Topics in Statistics

STAT
495R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing STAT 495R

Course Outcomes

Stat 495R

This is a course with no set curriculum. The learning objectives will be determined by the directing instructor. The outcomes will be specific to the special topic as directed by the professor. In general, after completion of a special topics course in statistics, the student will:

Understanding of and Competence in Subject Matter

Demonstrate understanding of and competence in subject matter, varying by course topic

Historical Context or Modern Relevance

Explain the historical context or modern relevance of the selected special topics curriculum

Proficiency in Specialized Quantitative Methods

Develop proficiency in specialized quantitative methods and their use in a modern statistical software package

Report or Presentation of Authentic Data

Prepare a report or presentation documenting an authentic data analysis using the tools of the special topics curriculum

↑Top

Academic Internship: Statistics

On-the-job experience or internships for undergraduates. Report is required.

STAT 496R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department coordinator's consent.
Taught	
Programs	Containing STAT 496R

Course Outcomes

Appropriate Dress and Etiquette

Practice appropriate dress and etiquette in varied business settings

Work Ethic

Demonstrate good work ethics

Written and Oral Communication

Demonstrate effective written and oral communication skills as they report on their internship experience

Top

Introduction to Statistical Research

Review of current literature and survey of present status of significant statistical research; collaborative work between student and faculty.

STAT 497R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 6.0 Lab
Prerequisites	Department chair's consent.
Taught	
Programs	Containing STAT 497R

Course Outcomes

Research Project

Contribute to the research project in terms of literature review, data analysis, and reporting of preliminary results

Work Ethic

Demonstrate good work ethics (punctuality to meetings, follow-up of action items, and so forth)

Initiative

Show initiative in the conduct of research

Top

Honors Thesis

STAT 499R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Departmental consent.
Taught	

Course Outcomes

Literature Review

Perform a literature review

Principles of Research Process

Understand the principles of the research process

Statistical Methodology

Apply sound statistical methodology to research situations

Ethical Procedures

Follow ethical procedures for storing, analyzing, and presenting data

Reproducible Code

Document reproducible code

Display Evidence

Display evidence of intellectual/professional growth and development

Communicate

Communicate statistical ideas, arguments, and conclusions effectively

↑Top

(Stat-Chem-C S-Geol-Math-MthEd-Phscs) Business Career Essentials in Science and Math

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

STAT
500

Hours	1.5 Credit, 1.5 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Business Skills

Demonstrate knowledge of business skills necessary to function as a scientist working in industry.
Be able to explain how corporate politics can affect your career.

Project Management

Learn the basics of project management and understand why this is important to business success

Effective Communication

Learn how to present concepts and ideas in a clear and effective manner in both oral and written form.

Business Finance

Learn how to read and understand a business financial accounting statement (both internal and external)

Technology Readiness

Understand the different levels of technology readiness and the process of moving a project through these levels to completion

Business Projects and Finances

Learn to read and understand corporate accounting statements and data and understand the basic ideas of project and portfolio management.
Learn the steps to moving an idea from concept to completion in a business setting.

Business Presentations and Writing

Learn the basics of effective business presentations and writing

↑Top

Statistical Methods for Research 1

Basic statistical methodologies and experimental design. Topics include simple analysis of variance, multiple regression, analysis of covariance, model selection.

STAT
511

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	STAT 121; or equivalent.
Taught	Fall, Winter

Course Outcomes

Randomization

Describe the role of randomization and replication in inferring causation

JMP

Use JMP (or other software) to read in data and compute numerical and graphical summaries of the data

T-Test

Use a t-test (one-sample, paired, and two-sample) to perform inference on means and know what the assumptions for use are

ANOVA

Fit a one-way ANOVA and construct an interpret the ANOVA table in JMP (or other software)

Simple and Multiple Linear Regression

Fit both simple and multiple linear regression and interpret the results

Assess Model Fit

Use residuals and influence diagnostics to assess model fit, agreement with regression assumptions, and identify outliers and influential observations

Scientific Literature

Critically read scientific literature of their field involving parametric linear models with a continuous response

Top

Statistical Methods for Research 2

Advanced statistical methodologies and experimental design. Topics include multi-way analysis of variance, mixed models analysis of variance, logistic regression, log-linear models, time series models, principal components, canonical correlation, common experimental designs.

STAT 512

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	STAT 511
Taught	Winter

Course Outcomes

Two-Way ANOVA

Fit a two-way ANOVA and interpret the main effects and interaction

Fixed and Random Effects

Explain the differences between fixed and random effects and interpret computer output from mixed model analyses

Evidence of Autocorrelation

Identify evidence of autocorrelation and fit an ar(1) model to analyze continuous time series data

Multivariate Data

Recognize multivariate data, and appropriately carry out principal components analysis and canoncial correlation analysis using statistical software

Interpret and Calculate

Interpret and calculate odds, odds ratios, risk differences, and relative risks from 2x2 contingency tables and describe which measures are justified in prospective and retrospective studies

Assess Associations

Use X^2 tests and Fisher's Exact tests to assess associations in 2x2 contingency tables

Fit and Interpret

Fit and interpret simple generalized linear regression models (binary response data and count response data) and draw appropriate conclusions justified by the study design

Construct Designs

Construct a factorial design and a screening design

Top

Experimental Design

Basic designs, power and sample size, Latin squares, incomplete blocks, change-over designs, factorials, fractional factorials, confounding, split-plots, response surface designs.

STAT 531

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 330 & MATH 313
Recommended	Stat 340.
Taught	Fall
Programs	Containing STAT 531

Course Outcomes

Experimental Design Plan

Choose an experimental design plan that is appropriate for the research problem at hand

Construct the Design

Construct the design, including determining the proper number of replicates and the creation of a randomized data collection form

Collect the Data

Execute the plan to collect the data, or advise a colleague to do it

Determine the Model

Determine the model appropriate for the data

Fit the Model

Fit the model to the data, and verify that the assumptions have been satisfied

Interpret and Present

Interpret the results and present the data in a meaningful way to answer the research problem at hand

Top

Linear Models

Theory of estimation and testing in linear models. Analysis of full-rank model, over-parameterized model, cell-means model, unequal subclass frequencies, and missing and fused cells. Estimability issues, diagnostics.

STAT 535

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MATH 313 & STAT 340
Taught	Fall

Course Outcomes

Course Outcomes

Upon successful completion of this course, the student will be able to:

Understand Derivation

Understand derivation and distribution of linear and quadratic forms.

Understand Definitions

Understand definitions of non-central chi-square, t, and F distributions.

Derive Maximum Likelihood

Be able to derive maximum likelihood estimates of parameters in a linear model with normal, independent errors.

BLUE and MVUE

Understand Best Linear Unbiased Estimation (BLUE) and Minimum Variance Unbiased Estimation (MVUE) in linear models.

Estimation

Know how to estimate in both the unconstrained and constrained model.

Hypothesis Tests

Know how to implement hypothesis tests in the normal linear model.

Cell Means Model

Be able to implement the cell means model in one-way and multiway fixed designs.

Multiple Comparison

Know how to test in a multiple comparison setting.

Lack of Fit

Be able to derive and use measures of lack of fit and importance.

Sums of Squares

Understand the difference and compute Type I and Type III sums of squares.

Missing Cells

Understand and be able to compute tests and estimates when a design has data missing in some cells.

Top

Statistical Learning and Data Mining

Weighted least squares, robust regression, regularization, dimension reduction, nonlinear regression, local regression, generalized additive models, Gaussian process regression, tree-structured regression, support vector machines, classification.

STAT 536

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 535 & STAT 624
Taught	Winter

Course Outcomes

STAT 536

This course trains students in using statistical methods for modeling a response variable as a function of explanatory variables. Stat 535 (a prerequisite) covered linear models, and this course attempts to cover the complement set. At a minimum you will learn the derivation, computation, and application of the different methods on data.

Linear Regression

Review Linear Regression Models

Weighted Least Squares

Review Weighted Least Squares, Mixed Models

Bayesian

Bayesian Linear Regression

Measurement

Measurement Error Models

Linear Models

Generalized Linear Models (logistic)

Model Assessment

Model Assessment and Selection

Shrinkage Methods

Shrinkage Methods, Bias-Variance Tradeoff, Subset Selection

Local Regression

Local Regression (splines, smoothers)

GAM

Generalized Additive Models (GAM)

Tree-based Models

Tree-based Models, Random Forests

Boosting

Boosting, Bayesian Adaptive Regression Trees

p >> n

p >> n

Top

Mixed Model Methods

Fixed effects, random effects, repeated measures, nonindependent data, general covariance structures, estimation methods.

STAT 537

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 535
Taught	Winter

Course Outcomes

STAT 537

Students will be able to explain, apply, evaluate, and perform different implements of mixed models

Explain the Difference

Explain the difference between fixed and random effects as implemented in the mixed model

Apply Mixed Models

Appropriately apply mixed models to deal with nonindependent data and variety of covariance structures

Evaluate the Fit

Evaluate the fit of the mixed model using Choleski residuals

Perform Analyzes

Perform analyzes of mixed models using both SAS and R

Perform Bayesian Analysis

Perform full Bayesian analysis of mixed models using Bayesian software

Top

Survival Analysis

Basic concepts of survival analysis; hazard functions; types of censoring; Kaplan-Meier estimates; Logrank tests; proportional hazard models; examples drawn from clinical and epidemiological literature.

STAT
538

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	STAT 340
Taught	Winter
Programs	Containing STAT 538

Course Outcomes

Theory of Survival Analysis Methods

Understand the basic underlying theory of survival analysis methods

Estimation

Conduct estimation of the survival function for a single sample

Formal Comparison

Conduct formal comparison of survival functions for two samples

Formal Analysis

Conduct formal analysis through incorporation of covariates

Formal Analysis in Different Settings

Conduct formal analysis in high-dimensional, low-sample size settings

Assess Appropriateness

Be able to assess the appropriateness of the use of methods for a given data set (given the scientific questions of interest and given the data characteristics)

Effectively Communicate

Be able to effectively communicate the results of data analyses

↑Top

Statistical Consulting

Introduction to statistical consulting, oral presentations, presentation packages, written reports. Extensive applied experience in the Center for Collaborative Research and Statistical Consulting.

STAT 590R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	Winter

Course Outcomes

Work in a Team

Work in a team with members from other disciplines

Elicit Information

Elicit the relevant information from a non-statistician in order to complete the correct statistical analysis

Communicate Concepts

Communicate statistical concepts to a non-statistician

Oral and Written Presentations

Make oral and written presentations of statistical results to a non-statistician

↑Top

Graduate Seminar in Statistics

STAT
591R

Hours	0.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Statistical Research

Identify areas of emergent statistical research

Effective Presentation

Describe elements of the effective presentation of statistical results to a specialized audience

Top

Biostatistical Methods

STAT
595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Stat 595R

This is a course with no set curriculum. The learning objectives will be determined by the directing instructor. The outcomes will be specific to the special topic as directed by the professor. In general, after completion of a special topics course in statistics, the student will:

Demonstrate Understanding

Demonstrate understanding of and competence in subject matter, varying by course topic

Explain Historicity and Relevance

Explain the historical context or modern relevance of the selected special topics curriculum

Develop Proficiency

Develop proficiency in specialized quantitative methods and their use in a modern statistical software package.

Top

Expert Systems in Statistics

STAT
595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Stat 595R

This is a course with no set curriculum. The learning objectives will be determined by the directing instructor. The outcomes will be specific to the special topic as directed by the professor. In general, after completion of a special topics course in statistics, the student will:

Demonstrate Understanding

Demonstrate understanding of and competence in subject matter, varying by course topic

Explain Historicity and Relevance

Explain the historical context or modern relevance of the selected special topics curriculum

Develop Proficiency

Develop proficiency in specialized quantitative methods and their use in a modern statistical software package

Top

Quality Methods

STAT 595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Stat 595R

This is a course with no set curriculum. The learning objectives will be determined by the directing instructor. The outcomes will be specific to the special topic as directed by the professor. In general, after completion of a special topics course in statistics, the student will:

Demonstrate Understanding

Demonstrate understanding of and competence in subject matter, varying by course topic

Explain Historicity and Relevance

Explain the historical context or modern relevance of the selected special topics curriculum

Develop Proficiency

Develop proficiency in specialized quantitative methods and their use in a modern statistical software package.

Top

Sampling Practicum

STAT
595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Stat 595R

This is a course with no set curriculum. The learning objectives will be determined by the directing instructor. The outcomes will be specific to the special topic as directed by the professor. In general, after completion of a special topics course in statistics, the student will:

Demonstrate Understanding

Demonstrate understanding of and competence in subject matter, varying by course topic

Explain Historicity and Relevance

Explain the historical context or modern relevance of the selected special topics curriculum

Develop Proficiency

Develop proficiency in specialized quantitative methods and their use in a modern statistical software package.

Top

Special Topics in Statistics

STAT
595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

STAT 595R

This is a course with no set curriculum. The learning objectives will be determined by the directing instructor. The outcomes will be specific to the special topic as directed by the professor. In general, after completion of a special topics course in statistics, the student will:

Demonstrate Understanding

Demonstrate understanding of and competence in subject matter, varying by course topic

Explain Historicity and Relevance

Explain the historical context or modern relevance of the selected special topics curriculum

Develop Proficiency

Develop proficiency in specialized quantitative methods and their use in a modern statistical software package.

↑Top

Statistical Computations

STAT
595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Demonstrate Understanding

Demonstrate understanding of and competence in subject matter, varying by course topic

Explain Context

Explain the historical context or modern relevance of the selected special topics curriculum

Develop Proficiency in Methods

Develop proficiency in specialized quantitative methods and their use in a modern statistical software package

Top

Theory of Risk

STAT 595R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Exam C

The primary learning outcome of this course is to prepare students for part of Exam C offered by the Society of Actuaries.

Survival/Severity/Frequency/Aggregate Models

Recognize, understand, and complete problems related to Survival, Severity, Frequency and Aggregate models. Learn how to model data for each of these.

Risk

Recognize, understand, and complete problems related to basic risk measures.

Empirical Models

Recognize, understand, and complete problems related to fitting empirical models to data and applying statistical estimation procedures.

Estimation

Recognize, understand, and complete problems related to constructing parametric models: estimate parameters, apply unbiasedness, consistency, UMVUE, and MSE to survival, severity, frequency, and aggregate models.

Simulation and Resampling

Recognize, understand, and complete problems related to learning simulation and resampling methods for model validation.

Top

Academic Internship: Statistics

On-the-job experience. Report required.

STAT 599R

Hours	1.0 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Departmental consent.
Taught	

Course Outcomes

Apply Knowledge

Apply classroom knowledge and skills to day-to-day statistical tasks

Personal Career Goals

Explore personal career goals and expectations

Problem Solving Skills

Develop problem solving skills

Appropriate Dress and Etiquette

Practice appropriate dress and etiquette in varied business settings

Effectively Communicate

Effectively communicate results of statistical analyses to clients, supervisors, and colleagues

Effective Written and Oral Communication

Demonstrate effective written and oral communication skills as they report on their internship experience

Top

Essential College Skills

Developing essential college skills. Aims of BYU, values and goals, sound thinking skills. Learning styles and adjustment to college courses. College requirements and planning.

STDEV 100

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.
Programs	Containing STDEV 100

Course Outcomes

Educational Goals

1. Articulate their educational values and goals and how they align with the purposes of a BYU education.

Time Management

2. Analyze the effectiveness of their own planning/scheduling system and be able to demonstrate that they understand sound time management and goal setting principles.

Study Skills

3. Add new study and test preparation (study) skills to their existing repertoire.

↑Top

Effective Study and Learning

Learning to learn: motivation, time management, reading, listening, notetaking, test preparation, and memorizing.

STDEV 109

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Time Management

Students will be able to apply individualized time management strategies to their coursework and other activities.

Memory

Students will be able to apply intentional memorization strategies.

Reading

Students will demonstrate the application of effective college reading strategies.

Note Taking

Students will be able to produce course lecture notes using a systematic note-taking system.

Test-Preparation and Test-Taking

Students will be able to apply effective college test-preparation and test-taking strategies.

↑Top

Career Exploration

Applying theories of individual, academic, and career development to the university student. Exploring university opportunities and college majors; graduation planning.

STDEV 117

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Knowledge of Career Choices

Increase knowledge of college majors, career options, and additional world-of-work factors that influence career choice.

Personal Awareness

Develop greater awareness of personal qualities, interests, skills, and values that play a role in career-decision making.

Increased Confidence

Demonstrate increased confidence and ability to make decisions as well as progress towards making career decisions.

Resources

Display an awareness of and ability to access educational and career information resources.

Top

International Student Orientation

Understanding the American education system, the unique religious and academic cultures at BYU, and government regulations of F-1 visa status.

STDEV 120

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	For international students.
Taught	Fall Term 1, Winter Term 1

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Introduction to Tutoring

Developing college-level tutoring skills; academic success and the tutoring cycle. Leads to level-one tutoring certification of the College Reading and Learning Association.

STDEV
132

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Knowledge

Students will understand the goals, roles and best practices of tutoring.

Performance

Students will achieve CRLA level proficiency in tutoring.

Affective

Students will appreciate the value of tutoring.

Top

Advanced Tutoring

Developing advanced-level tutoring approaches and analytical thinking. Leads to level-two tutoring certification of the College Reading and Learning Association.

STDEV 133

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Cognitive (Knowledge)

Students will understand advanced tutoring skills.

Affective (Feeling)

Students will appreciate the value of tutoring specific groups.

Performance (Doing)

Students will achieve CRLA advanced-level proficiency in tutoring.

↑Top

Life Planning and Decision Making

Individual development in life planning and decision making, emphasizing personal maturity, goal setting, and decision making abilities in areas of common concern to young adults.

STDEV 140

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Developmental Theories

Understand developmental theories as they relate to young adult development, and evaluate your individual progress within the scope of these theories.

Decision Making

Learn the main components of decision making and come to a better understanding of your personal decision making style and ways in which you may want/need to adapt it to better suit your needs.

Personality Development

Become familiar with basic concepts of personality development and be able to identify your individual personality strengths and challenges.

Goal Setting

Learn the components of goal setting and accomplishment and be able to set attainable goals for yourself.

Time Management

Learn the principles of time management and how it applies to decision making and life planning.

↑Top

Individual Development

Applying theories of psychological development (including rational living, positive psychology, and dialectical behavior therapy) in a self-assessment approach to promoting self-awareness and psychological development.

STDEV 141R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Achieving Balance

Learn skills to achieve balance and competency in the developmental challenges facing college students and throughout the lifespan.

Developmental Theory

Understand developmental theories on predictable life challenges at different stages of life.

Personal Development

Learn and practice skills and psychological theories related to six areas of personal development.

Goals and Growth

Set goals in each of the six areas, create a plan for implementing these goals, practice skills related to these goals and report on their progress.

Top

Integrity for Life: Building Personal Character

Exploring integrity in depth, applying critical thinking to moral dilemmas, creating a personal vision for developing character intentionally.

STDEV 145

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Public Speaking

Principles and methods of public speaking; speaking experiences.

STDEV
150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Offered	Independent Study also.
Programs	Containing STDEV 150

Course Outcomes

Speaking to the Audience

Know how to speak publicly so your audience will really listen and understand.

Effective Visual Aids

Be able to produce and employ effective visual aids in your presentations.

Extemporaneous Public Speeches

Construct and deliver effective extemporaneous public speeches.

Speech Anxiety and Nonverbal Communication

Manage speech anxiety and effective use nonverbal communication to inform, persuade, enlighten, and impact your audience.

Analytical Listening and Observation

Develop analytical, listening, and observation skills.

↑Top

Authentic Leadership and Personal Effectiveness

Developing personal character and skills necessary to become an effective and authentic leader.

STDEV 155

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

Top

Law Lecture Series

Exploring legal professions. Primary focus on guest lecturers representing various legal professions.

STDEV 168R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 168R

Course Outcomes

Legal Education and Career

1. Understand what a legal education and career requires and provides.

2. Choosing a Legal Career

2. Accurately assess whether or not a legal education and career is the correct choice for them.

↑Top

Introduction to Health Professions

Overview of health professions: medical, dental, and other specialties. Primary focus on guest lectures from various practitioners and clinicians.

STDEV
170

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 170

Course Outcomes

Understand Significant Number of Health Profession

1. Students will gain a basic understanding of a significant number of health professions.

Lecture with Health Care Professionals

2. Students will increase knowledge of health professions through class presentations with health care professionals.

Lecture with Health Care Professionals

2. Students will increase knowledge of health professions through class presentations with health care professionals.

Serve to Learn

3. Students will learn more about health care provision through service learning in preparation for service-oriented health professions.

Serve to Learn

3. Students will learn more about health care provision through service learning in preparation for service-oriented health professions.

Understand Requirements

4. Students will increase awareness of the requirements to enter various health professions and where to find additional information about their preferred health care field.

Understand Requirements

4. Students will increase awareness of the requirements to enter various health professions and where to find additional information about their preferred health care field.

↑Top

Academic Internship

Work experience evaluated by supervisor and faculty mentor and posted on transcript.

STDEV 199R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department internship coordinator's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Career Choice

Students will be able to better determine major and/or career paths based on hands-on experiences in the internship provider workplace setting.

Top

Academic Internship: Legal Internship

Work experience evaluated by supervisor and faculty mentor and posted on transcript.

STDEV 199R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department internship coordinator's consent
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Understanding the Legal Profession

Students will have a better understanding of what a legal education and career requires and provides.

Deciding about Law

Students will be able to accurately assess whether or not a legal education and career is the correct choice for them.

Top

Success in College Reading

Learning and practicing introductory strategies for improved college-level reading.

STDEV
205

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Special Topics in Student Development

Survey or introductory courses on various student development topics related to academic skills, career exploration and development, or mental health.

STDEV 214R

Hours	0.5 - 3.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance Psychology

Learning psychological barriers to peak performance. Developing effective techniques and routines to enhance performance.

STDEV 247

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Team Leadership

Developing team leadership skills necessary to navigate group processes.

STDEV
255

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Leadership and Management Skills

Learning the basic tools of effective leadership and management; applying fundamental supervisory and management principles.

STDEV 256

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Constitutional Research

The United States Constitution; research on original sources used to create the Constitution.

STDEV 260

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 260

Course Outcomes

Analytic Skills

Know and develop interpretation and analytic skills regarding the 7 articles and 27 amendments to the Constitution.

Current Issues

Understand the current issues surrounding Constitutional articles and amendments.

Skill Development

Improve their editing and research skills.

↑Top

The Law in Literature

Examining how the law--including the justice system, attorneys, judges, and clients--has been portrayed in literary works.

STDEV 261

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing STDEV 261

Course Outcomes

Legal Education

Have a better understanding of what a legal education and career requires and provides.

Law as a Career

Be able to more accurately assess whether or not a legal education and career is the correct choice for them.

Analysis of Media

Be able to critically analyze portrayals of law in literature and other media forms to assess for accuracy.

↑Top

Prelaw Leadership

Leadership skills and strategies for members of the PLSA Board. Successful planning, implementation, and execution of prelaw activities.

STDEV 268R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Legal Education and Career

Understand what a legal education and career requires and provides.

Choosing a Legal Career

Assess whether or not a legal education and career is the correct choice for them.

Leadership

Learn how to effectively plan, implement, and carry-out effective academic activities for large groups of undergraduate students.

Top

Preview of Dentistry

Preview of dentistry with lectures by dentists; overview of required courses; application process; recommended extracurricular opportunities.

STDEV 271

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 271

Course Outcomes

Dental Profession

Increase understanding of the dental profession.

Application for Dental School

Understand the application process for dental school and analyze their individual preparation for this process.

Application Process

Students will understand the application process for dental school and analyze their individual preparation for this process.

Increase Understanding of the Profession

Students will increase their understanding of the dental profession.

Top

Preview of Medicine

Preview of medical practice with lectures by doctors; overview of required courses; application process; recommended extracurricular opportunities.

STDEV 272

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 272

Course Outcomes

Application for Medical School

Understand the application process for medical school and analyze their individual preparation for this process.

Application Process

Students will understand the application process for medical school and analyze their individual preparation for this process.

Understanding of the Profession

Students will increase their understanding of the medical profession.

Medical Profession

Increase understanding of the medical profession.

↑Top

Preview of Optometry

Preview of optometry with lectures by optometrists; overview of required courses; application process; recommended extracurricular opportunities.

STDEV
273

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing STDEV 273

Course Outcomes

Increase Understanding of the Profession

Students will increase understanding of the optometry profession.

Increase Understanding of Profession

Students will increase understanding of the optometry profession.

Preparation for Optometry School

Students will understand the application process for optometry school and analyze their individual preparation for this process.

Prepare for Optometry School

Students will understand the application process for optometry school and analyze their individual preparation for this process.

Top

Preview of Physician Assistant

Preview of the physician assistant profession and PA school application process. Guest presentations by practicing PAs, PA school representatives, and pre-health advisors.

STDEV 274

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	St Dev 170.
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Pre-Health Leadership

Leadership skills and strategies for leaders of pre-health clubs. Successful planning, implementation, and execution of pre-health club activities.

STDEV 278R

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Learning Through Service: Theory and Application of Service

Theories, applications, methods, and approaches to service.

STDEV 290

Hours	1.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall Contact Department, Winter Contact Department, Spring Contact Department

Course Outcomes

Theory

Learn and apply service and learning theories in their personal service interactions.

Motivation

Assess personal motivations and capacities for service.

Identity

Facilitate students' service "identity," and aspirations for meaningful future service.

Roles

Explore their roles as citizens and potential service opportunities and responsibilities related to family, civic, career, and church life.

Competence

Enhance students' ability to gain related competence, skill, and understanding by reflecting on their service. Action-reflection tools and concepts will be modeled in the course to encourage students to make intentional learning connections with their personal values, beliefs, academic interests, individual skills, etc, and their service contributions.

↑Top

Advanced Reading Strategies for College Success

Developing improved speed and comprehension skills through selection and practice of college reading strategies.

STDEV
305

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Knowledge

Describe the reading principles and strategies appropriate for various text types and reading purposes. Explain what the strategy is, why it is important, how to do it, and when or under what conditions to apply it. Explain what reading is, especially academic reading.

Action

Select, adapt, and practice the reading strategies that make the greatest contribution to students' understanding, learning and reasoning from their university texts.

Knowledge

Describe the reading principles and strategies appropriate for various text types and reading purposes. Explain what the strategy is, why it is important, how to do it, and when or under what conditions to apply it. Explain what reading is, especially academic reading.

Action

Select, adapt, and practice the reading strategies that make the greatest contribution to students' understanding, learning and reasoning from their university texts.

Progress

Demonstrate improvement from their baseline reading speed and comprehension rates.

Progress

Demonstrate improvement from their baseline reading speed and comprehension rates.

Confidence

Increase their confidence in being able to read any academic text with engagement and understanding. Decrease stress and procrastination related to reading.

Affect

Increase their confidence in being able to read any academic text with engagement and understanding. Decrease stress and procrastination related to reading.

Top

Career Strategies for Employment and Internships

Preparing for employment and internship opportunities. Practical strategies to facilitate internship and/or career preparation: resumes, cover letters, networking, interviewing, and Internet research.

STDEV 317

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing STDEV 317

Course Outcomes

Increased Self-Understanding

1. Develop self-understanding relating to career development

Professional Documents

2. Incorporate best-practices into preparing professional documents such as resumes and cover letters

Professional Presence

3. Demonstrate principles of professional communication in regards to interviewing and networking.

Job Search Strategies

4. Utilize effective job-search strategies.

Top

Graduate School Preparation: Practical Strategies for Becoming a More Competitive Applicant

Preparing students to craft competitive graduate school application documents. Pragmatic strategies to facilitate preparation and understanding of references, graduate program research, personal statements, scholarships and financial aid, entrance exams, resumes and interviewing.

STDEV
318

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Graduate School Documents

Understand how to construct effective graduate school documents to become a successful and competitive applicant.

Personal Statement, Resume

Create well-crafted personal statements, resumes and applications.

Letters of Reference/Funding

Learn to secure reference letters, scholarships and financial aid.

Interviewing Skills

Understand and practice successful interviewing strategies.

Exam Preparation

Learn to effectively approach and take graduate school entrance exams.

Top

Leading Change

Effecting change in others and organizations.

STDEV 355

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	STDEV 155; or STDEV 255
Taught	Fall

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Student Leadership Development

Analysis, synthesis, and integration of personal leadership experienced in an academic context. Successful leadership: decision making, communications, planning, team building, motivation, and interpersonal skills.

STDEV 358R

Hours	0.5 - 3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Conflict Resolution

Survey of gospel principles, LDS teachings, secular theories, communication skills, and negotiation strategies for application in varying conflict management and dispute resolution situations. Includes simulation exercises and videos on negotiation and problem-solving techniques.

STDEV
359

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Dispute Resolution Methods

Recognize the different dispute resolution methods and conflict styles most commonly practiced in society and their advantages and disadvantages.

Nature of Conflict

Describe the nature of conflict in human interactions and how way of being is more important than behavior in influencing relationships and determining outcomes of conflict.

Way of Being

Apply the concepts about way of being and how to make things go right in relationships through specific homework assignments.

LDS Concepts on Conflict Resolution

Describe the primary principles of conflict resolution taught by Christ and leaders of the LDS Church and how those principles strengthen our ability to have a responsive way of being.

Dialoguing Skills

Explain the difference between dialoguing and debating and apply the key skills for dialoguing.

Negotiation Strategies

Describe basic negotiation strategies and practice negotiating in role-play scenarios.

↑Top

Mediation Techniques and Practices

Mediation techniques emphasizing practical application and observation of actual mediations.

STDEV
364

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing STDEV 364

Course Outcomes

Mediation Process

Know and apply the phases of the basic mediation process.

Preparation

Know how to prepare for a mediation session and be able to present the essential elements of a mediator's opening statement.

Identify Issues

Be able to identify issues and interests of the parties and set an agenda for the mediation session.

Performance

Be able to skillfully conduct a mediation conference with joint and private meetings, allowing the disputing parties uninterrupted time for expressing viewpoints and interactive time to effectively exchange information, arguments, and offers of settlement.

Closing the Session

Be able to assist the parties in building and writing an agreement and to properly close the mediation session.

Rules and Ethics

Understand the basic rules of behavior for the parties in a mediation session and the common ethical practices of mediators.

↑Top

Legal Education and Practice

Successful legal education and practice. Preparation for those planning to attend law school.

STDEV 365

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 365

Course Outcomes

Legal Cases

Students will be able to read, understand, and brief a legal case.

Law School Examination

Students will be able to effectively study and prepare for a law school final examination.

Legal Research

Students will understand the major secondary sources used in legal research.

Communication

Students will learn how to effectively communicate with others (focusing on legal aspects)

Assimilation

Students will practice assimilating all legal research into a deliverable final product (memo/brief)

↑Top

Prelaw Review Journal Writing

Editing and publication for Pre-law Review authors and editors.

STDEV
368R

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 368R

Course Outcomes

Pre-Law Review

Understand the procedure for publishing the Prelaw Review.

Citation Guide

Know how to use the Bluebook citation style guide.

Writing Skills

Improve essential legal writing skills.

Relationships

Work effectively in writing and editing relationships.

Top

Dental School Preparation Laboratory Experience

Dental laboratory practices; tooth terminology, morphology, and anatomy. Procedures including oral pathology, diagnosis, and X-rays.

STDEV 375

Hours	2.0 Credit, 0.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing STDEV 375

Course Outcomes

1. General knowledge of dentistry

Students will gain a basic understanding of dental sciences in preparation for their first semesters of dental school.

General Knowledge of Dentistry

Students will gain a basic understanding of dental sciences in preparation for their first semesters of dental school.

Dental Technology and Current Issues

Students will learn basic dental terminology and current issues in dentistry to better prepare them for the dental school interviewing process.

2. Dental terminology and current issues

Students will learn basic dental terminology and current issues in dentistry to better prepare them for the dental school interviewing process.

3. Manual dexterity

Students will develop manual dexterity for skills that are required to perform dentistry.

Manual Dexterity

Students will develop manual dexterity for skills that are required to perform dentistry.

Top

Dental Internship

Internships with health care providers.

STDEV 399R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Please contact the individual department for outcome information.

🡅Top

Health Professions Internship

Internships with health care providers.

STDEV 399R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department
Programs	Containing STDEV 399R

Course Outcomes

Gain Experience Through Shadowing Professionals

Students will gain valuable experience by shadowing and working with current health professionals.

Improve Ability to Communicate in a Professional Setting

Students will improve their ability to converse with health care professionals.

Research Different Healthcare Practices

Students will learn about different healthcare practices.

Develop Professional Relationships

Students will develop meaningful professional relationships with their internship providers.

Top

Medical Internship

Internships with health care providers.

STDEV 399R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring Contact Department, Summer Contact Department

Course Outcomes

Please contact the individual department for outcome information.

Top

Student Leadership Internship

Coaching and training, both experiential and formal, in the following: volunteer recruitment, mentorship, motivation, and rentention; budget and project management; navigation of administrative environment; public relations and advertising, other aspects of non-profit, volunteer leadership.

STDEV 399R

Hours	1.0 - 5.0 Credit, 1.0 Lecture, 4.0 Lab
Prerequisites	Member of BYUSA presidency as selected through election or an application and review process.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

Top

Leadership Capstone

Applying leadership principles to personalized capstone project.

STDEV 455

Hours	2.0 Credit, 1.0 Lecture, 3.0 Lab
Prerequisites	STDEV 355
Taught	Winter

Course Outcomes

Please contact the individual department for outcome information.

Top

Medical and Dental School Application

Preparation for medical and dental school applications; entire application process, including school identification and submission.

STDEV 470

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing STDEV 470

Course Outcomes

Application Process

Increase understanding of the medical/dental school application process. They will understand the various components of the application process and how to access resources to facilitate their professional school application.

Application Process

Increase understanding of the medical/dental school application process. They will understand the various components of the application process and how to access resources to facilitate their professional school application.

Preparation

Assess their individual preparation for the professional school application process.

2. Assess their individual preparation for the professional school application process.

Writing Skills

Improve writing skills, particularly in respect to the personal statement.

3. Improve writing skills, particularly in respect to the personal statement.

Interviewing Skills

Improve interviewing skills.

4. Improve interviewing skills.

Top

Bachelor of General Studies Capstone

Culminating course required for bachelor of general studies degree: analyze and evaluate BGS experience in light of the "Aims of a BYU Education" and summarize this experience in a reflective paper, integrate material learned in emphasis by completing a scholarly essay, and demonstrate accomplishment of learning outcomes.

STDEV 490

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	STDEV 100; completion of all other BGS program requirements.
Taught	
Offered	Independent Study only.
Programs	Containing STDEV 490

Course Outcomes

Please contact the individual department for outcome information.

Top

Advanced Legal Internship

Legal research; courtroom observation; client and attorney interaction; and reflection exercises.

STDEV
496R

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Legal internship coordinator's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing STDEV 496R

Course Outcomes

Legal Education

Understand what a legal education and career requires and provides.

Career Choice

Accurately assess whether or not a legal education and career is the correct choice for them.

Comfort

Increase comfort interacting with legal professionals.

↑Top

Language Study: Swahili

Survival-level conversation, reading, listening, and culture skills in the target language.

SWAHI 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Swahili

Beginning speaking, listening, reading, and writing skills.

SWAHI 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Swahili

Second-semester speaking, listening, reading, and writing skills.

SWAHI 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SWAHI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Swahili

Intermediate speaking, listening, reading, and writing skills.

SWAHI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SWAHI 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Swahili

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

SWAHI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	SWAHI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Swahili

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

SWAHI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Swahili

Systematic review of grammar and syntax of target language.

SWAHI 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SWAHI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Swahili

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

SWAHI
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Swahi 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing SWAHI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Swahili

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

SWAHI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SWAHI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Swahili

Concentration on target-language and target-culture issues for specific careers.

SWAHI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	SWAHI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

First-Year Swedish

Basic language skills. Includes International Cinema.

SWED
101

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Comprehension

Students will comprehend Swedish as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Swedish well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, obtain food and lodging, carry out simple transactions, and talk about a variety of topics of common interest primarily in the present, with limited use of other time frames.)

Writing

Students will be able to write short messages and well-articulated sentences in Swedish on familiar topics.

Language Learning Strategies

Students will develop comprehension and learning strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Swedish-speaking countries.

Top

First-Year Swedish

Basic language skills. Includes International Cinema.

SWED 102

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Comprehension

Students will be able to comprehend Swedish as they hear and read authentic language relating to familiar topics.

Speaking

Students will be able to speak Swedish well enough to satisfy immediate needs. (They will learn to communicate in basic social situations, meet routine travel needs, carry out simple transactions, and talk about a variety of topics of common interest in present, past, and future times.)

Writing

Students will be able to write short messages and well-articulated sentences in Swedish on familiar topics.

Language Learning Outcomes

Students will develop strategies to help them derive meaning from a wide variety of authentic language texts.

Culture

Students will display appropriate awareness of everyday culture in Swedish-speaking countries.

↑Top

Second-Year Swedish

Conversation, vocabulary building, and reading and writing skills, emphasizing reading. Includes International Cinema.

SWED 201

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	Swed 102 or equivalent experience.
Taught	Fall

Course Outcomes

Comprehension

Students will be able to comprehend Swedish as they hear and read authentic language relating to familiar topics with strategies to even derive meaning out of less familiar topics.

Speaking and Writing

Students will be able to speak and write Swedish well enough to satisfy immediate needs. (Students will learn to communicate in social situations asking and answering questions, carrying out transactions, and talking about a variety of topics of common interest in present, past, and future times.)

Conversation

Students will be able to participate actively in conversations about Swedish-speaking countries, concrete topics, and current events.

Opinions

Students will be able to begin expressing and supporting opinions about familiar topics.

Top

Second Year Swedish

Emphasis on literature and culture with continued writing, grammar, listening, and speaking. Includes International Cinema.

SWED 202

Hours	4.0 Credit, 5.0 Lecture, 1.5 Lab
Prerequisites	None
Note	Culminating course for GE Foreign Language requirement (except for returned missionaries or those with equivalent experience).
Taught	Winter
Programs	Containing SWED 202

Course Outcomes

Literature and Cultural History

Students will be able to identify and define key characteristics of the important moments in Swedish cultural history and place significant works in a meaningful cultural and historical context using the basic tools of literary analysis.

Comprehension

Students will be able to comprehend Swedish as they hear and read authentic language relating to familiar and less familiar topics.

Speaking and Writing

Students will improve their reading and writing skills in Swedish by beginning to communicate in connected and extended discourse, expressing and supporting opinion, and navigating less-familiar topics and situations.

Cultural Literacy

Students will display an informed awareness of contemporary and historical culture in Sweden and reflect thoughtfully upon their own native culture. They will use their cultural knowledge to use appropriate linguistic choices in their communication in Swedish.

Swedish Culture

Students will broaden and deepen their perception and appreciation of /Swedish culture.

Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

SWED 211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Swed 102 or equivalent experience.
Taught	Contact Department

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to speak about autobiographical and concrete topics, initiate and maintain conversations by asking and responding to questions, and cope with gaps in knowledge.

Fluency

Students will be able to use an appropriate variety of vocabulary related to autobiographical and concrete topics.

Vocabulary

Students will speak in a way so as to be understood most of the time without difficulty by native speakers unaccustomed to dealing with non-native speakers.

↑Top

Third-Year Conversation

Advanced conversational skills.

SWED 311R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Swed 211R or equivalent experience.
Taught	Contact Department

Course Outcomes

Description and Narration

Students will be able to describe and narrate in present, past and future times in the context of paragraph-level speech about autobiographical and concrete topics.

Opinions

Students will be able to relate current events, plots of books or movies, and state opinion.

Fluency

Students will be able to initiate and maintain fluent conversations and cope with gaps in knowledge in contexts related to concrete topics.

Vocabulary

Students will be able to speak using an appropriate variety of vocabulary related to autobiographical and concrete topics as well as to current and other events.

Pronunciation

Students will speak in a way so as to be understood without difficulty by speakers unaccustomed to dealing with non-native speakers.

↑Top

Advanced Swedish

Third-year course in Swedish. Developing advanced language skills in speaking, reading, listening, and writing as defined by ACTFL standards.

SWED 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Swed 202 or equivalent experience.
Note	Entry course for returned missionaries or others with equivalent Swedish language experience. Required course for obtaining language credit by examination (Swed 101, 102, 201, 211R).
Taught	Fall
Programs	Containing SWED 321

Course Outcomes

Speech and Writing

Students will develop their ability to narrate and describe in the present and past time frames, use connected discourse, and learn to manage complications in the language through communicative strategies, without patterns of breakdown. Students will develop partial control of their ability to support their opinions and hypothesize about abstract topics, in the context of extended discourse. You should be able to discuss various subjects with ease and debate your position with success using a number of strategies.

Critical Thinking, Accuracy, Text Types

Students will analyze and employ proper grammatical, lexical, phonological and literary functions in descriptive and narrative texts, in summaries, detailed descriptions and narrations, analyses and argumentative essays.

Listening Comprehension

Students will be able to understand a variety of advanced topics and dialects and use this as a basis for communication.

Swedish Culture

Students will broaden and deepen their perception and appreciation of Swedish culture.

↑Top

Swedish Literature

Readings in Swedish literature: introduction to basic literary concepts. Includes International Cinema.

SWED 340

Hours	3.0 Credit, 3.0 Lecture, 0.5 Lab
Prerequisites	None
Recommended	Swed 321 or equivalent experience.
Note	Culminating course for GE Foreign Language requirement.
Taught	Winter
Programs	Containing SWED 340

Course Outcomes

Analytic and Writing Skills

Students should be able to insightfully analyze important literary and artistic works from Swedish cultural history and be able to communicate this analysis through articulate and well-organized written and oral presentations in Swedish. Students will also develop basic research skills.

Cultural Literacy

Students will be able to relate the ideas and issues raised by the works studied in class to their own cultural situation as well as to their experience with contemporary Swedish culture. They will reflect upon and develop an appreciation for the expression of ideas that make up Swedish cultural history and even value the expression of perspectives and opinions they do not necessarily share.

Swedish Culture

Students should understand key historical trends and works from Swedish culture, recognize connections between these works, and be able to relate them to the development of contemporary cultural developments.

Life-Long Learning

Students should better know how to understand, interpret, and thoughtfully reflect upon the literature and art they will encounter in later life.

Top

Academic Internship

On-the-job experience in Swedish.

SWED 399R

Hours	0.5 - 9.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	Department's consent.
Taught	
Programs	Containing SWED 399R

Course Outcomes

Professional Experience

Improve professional experience and appreciation of cultural practices in an international context.

↑Top

Mathematics for Teaching K-8: Algebra Reasoning

T ED 589R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Math Teaching K-8

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Mathematics for Teaching K-8: Assessment and Intervention

T ED
589R

◷ **Hours**	3.0 Credit, 3.0 Lecture, 0.0 Lab
☑ **Prerequisites**	None
Taught	

Course Outcomes

Math Teaching K-8

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Mathematics for Teaching K-8: Data Analysis and Problem Solving

T ED 589R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Math Teaching K-8

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Mathematics for Teaching K-8: Geometry and Measurement

T ED 589R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Math Teaching K-8

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Mathematics for Teaching K-8: Numbers and Operations

T ED
589R

◷ **Hours**	3.0 Credit, 3.0 Lecture, 0.0 Lab
☑ **Prerequisites**	None
📅 **Taught**	

Course Outcomes

Math Teaching K-8

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Mathematics for Teaching K-8: Rational Numbers and Proportional Reasoning

T ED 589R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

instructional strategies

Candidates will explore specific topics in education under the direction of a specific instructor.

↑Top

Special Topics in Education

T ED 589R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Special Topics in Education

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Language Study: Filipino, Tagalog

Survival-level conversation, reading, listening, and culture skills in the target language.

TAGAL 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Filipino, Tagalog

Beginning speaking, listening, reading, and writing skills.

TAGAL 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Filipino, Tagalog

Second-semester speaking, listening, reading, and writing skills.

TAGAL 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAGAL 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Filipino, Tagalog

Intermediate speaking, listening, reading, and writing skills.

TAGAL 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAGAL 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Filipino, Tagalog

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TAGAL 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAGAL 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TAGAL 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Filipino, Tagalog

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TAGAL
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Filipino, Tagalog

Systematic review of grammar and syntax of target language.

TAGAL
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAGAL 202; or FLANG 202R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Filipino, Tagalog

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TAGAL
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Tagal 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing TAGAL 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Filipino, Tagalog

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TAGAL 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAGAL 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Filipino, Tagalog

Concentration on target-language and target-culture issues for specific careers.

TAGAL 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAGAL 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Tahitian

TAHTN 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Tahitian

Beginning speaking, listening, reading, and writing skills.

TAHTN 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Tahitian

Second-semester speaking, listening, reading, and writing skills.

TAHTN 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAHTN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Tahitian

Intermediate speaking, listening, reading, and writing skills.

TAHTN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAHTN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Tahitian

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TAHTN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAHTN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TAHTN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Tahitian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TAHTN 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Tahitian

Systematic review of grammar and syntax of target language.

TAHTN
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAHTN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Tahitian

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TAHTN 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Tahtn 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing TAHTN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Tahitian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TAHTN
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAHTN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Tahitian

Concentration on target-language and target-culture issues for specific careers.

TAHTN
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAHTN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Taiwanese

Survival-level conversation, reading, listening, and culture skills in the target language.

TAIWN 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
☑ **Prerequisites**	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Taiwanese

Beginning speaking, listening, reading, and writing skills.

TAIWN
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Taiwanese

Second-semester speaking, listening, reading, and writing skills.

TAIWN
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAIWN 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Taiwanese

Intermediate speaking, listening, reading, and writing skills.

TAIWN 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAIWN 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Taiwanese

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TAIWN 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAIWN 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TAIWN 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Taiwanese

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TAIWN
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Taiwanese

Systematic review of grammar and syntax of target language.

TAIWN 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAIWN 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Taiwanese

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TAIWN
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Taiwn 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing TAIWN 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Taiwanese

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TAIWN 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAIWN 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Taiwanese

Concentration on target-language and target-culture issues for specific careers.

TAIWN
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAIWN 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Tamil

Survival-level conversation, reading, listening, and culture skills in the target language.

TAMIL
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Tamil

Beginning speaking, listening, reading, and writing skills.

TAMIL 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Tamil

Second-semester speaking, listening, reading, and writing skills.

TAMIL
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAMIL 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Tamil

Intermediate speaking, listening, reading, and writing skills.

TAMIL 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAMIL 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Tamil

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TAMIL 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TAMIL 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TAMIL 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Tamil

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TAMIL 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Tamil

Systematic review of grammar and syntax of target language.

TAMIL 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAMIL 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Tamil

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TAMIL 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Tamil 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement
Taught	
Programs	Containing TAMIL 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Tamil

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TAMIL 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAMIL 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Tamil

Concentration on target-language and target-culture issues for specific careers.

TAMIL 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TAMIL 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

History of Creativity and Innovation in the Arts, Science, and Technology 1

Western civilization from Egyptian antiquity to Renaissance from perspective of changes in civilization enabled by technology. Creativity throughout history. How to improve personal creativity.

TECH 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Spring
Programs	Containing TECH 201

Course Outcomes

Problem Solving

Identify, formulate, and solve problems through enhanced personal creativity.

Life-long learning

Recognize the need for and will engage in lifelong learning.

Ethics

- Understand ethical situations and dilemmas within a historical and contemporary framework.

🡅Top

History of Creativity and Innovation in the Arts, Science, and Technology 2

Western civilization from Renaissance to present from perspective of changes in civilization enabled by technology. Creativity throughout history. How to improve personal creativity.

TECH 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter, Summer
Programs	Containing TECH 202

Course Outcomes

Problem-solving

- Identify, formulate, and solve problems through enhanced personal creativity.

Ethics

Understand ethical situations and dilemmas within a historical and contemporary framework.

Life-long learning

- Recognize the need for and will engage in lifelong learning.

↑Top

Exploration in Innovation Design Techniques

Through a series of hands-on experiences, students explore principles, methods, and tools of innovation and design thinking in technology and engineering.

TECH
312

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing TECH 312

Course Outcomes

Innovation Lab Learning Outcomes

1. Understand what is meant by the term innovation.
2. Understand and be able to apply the principles of innovation lab; User centered, collaborative, make ideas concrete, and guided by the components.
3. Be able to apply principles of problem findng and shaping.
4. Be able to apply principles of divergent thinking to explore and define ideas.
5. Understand the principles for judging/evaluating creative/innovative ideas.
6. Be able to effectivly communicate your ideas to others. (Leadership component)

Understanding

Gain better appreciation and understanding of innovation

New Ideas

Develop an ability to generate new ideas

Innovation

Develop innovation skills to develop ideas into products and processes

Collaboration

Collaborate as a team to complete a project

Public Speaking

Present ideas and work to the class

↑Top

(TECH-BUS M) Startup Bootcamp

Learn and apply the basic skills to create a startup company. Work in teams to identify entrepreneurial opportunities and develop innovative solutions. Interact with real customers to validate business assumptions. Prepare a financial plan and analyze the viability of the business.

TECH
313

Hours	1.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	None
Recommended	TECH 312.
Taught	Fall, Winter

Course Outcomes

Entrepreneurial Skills

Apply basic entrepreneurial skills to create a startup company

Opportunities

Identify entrepreneurial opportunities and develop innovative solutions

Validate

Interact effectively with real customers to validate business assumptions

Analyze

Prepare a financial plan and analyze the viability of the business.

Top

Academic Internship

TEE 399R

Hours	Arr Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Professional Experience

Student acquires professional experiences in any discipline within technology.

Professional Communication

Student demonstrates professional communication skills (report).

Converting Experience into Understanding

Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Top

Workshop in Applied Technology Education

Teaching and learning technological literacy skills. Reviewing and participating in current technological advances, with a focus on teaching practice and methods.

TEE 593R

Hours	0.5 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Note	Maximum of 2 credit hours applicable to MS program. Fee.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Foundations in Education for English Language Learners

Identifying and assessing legal, linguistic, cultural, community, and familial issues affecting access of Limited English Proficient (LEP) student populations to education.

TELL
400

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Cultural Identity

Examine and understand the various dimensions of cultural identity, including one’s own, and apply this knowledge to their thinking and behavior.

Theoretical Frameworks

Recognize and use a moral spiritual framework and the social science theoretical framework to guide multicultural and English language learner education.

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs’) develop language and literacy and achieve in the content areas.

Recognizing Racism

Recognize and acknowledge racism and discrimination in themselves, in others, and within institutions.

Culture's Effects

Acknowledge the dynamics of how culture effects students’ language learning and school success and teachers’ teaching.

Culturally and Linguistically Relevant Pedagogy

Identify culturally and linguistically relevant pedagogy and use theoretically grounded principles to analyze why it is effective for many different types of learners.

Historical Context of Diversity

Interpret the historical context of diversity, discrimination, and language policies and evaluate how they impact current school practices.

↑Top

Second Language Acquisition

Processes and variables in native- and second-language development. How teachers can foster efficient acquisition of language, cognitive, and academic skills in second-language environments.

TELL
410

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	EL ED 323 & EL ED 203; or ELANG 223 & SC ED 353; or CPSE 425; For DLI minors: Sc Ed 353 only.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TELL 410

Course Outcomes

Cultural Diversity

- Teacher Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.
- Teacher Candidates create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.

Top

Assessing Linguistically Diverse Students

Fundamental concepts in testing, use/interpretation of current instruments for language/academic assessment, appropriate placement of linguistically diverse students, and developing classroom language assessments.

TELL 420

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	ELANG 223 & SC ED 353; or EL ED 203; For DLI minors: Sc Ed 353 only.
Taught	Fall
Programs	Containing TELL 420

Course Outcomes

Assessment

Teacher Candidates will understand issues of assessment and accommodation and use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.

↑Top

Developing K-12 Literacy in a Second Language

Instructional strategies, methodologies, and materials for developing reading and writing skills in a second language. Developing cognitive academic language proficiency and integrating multiple cultural perspectives.

TELL 430

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	ELANG 223 & SC ED 353 & TELL 410
Taught	Winter
Programs	Containing TELL 430

Course Outcomes

Language/Linguistics

Teacher Candidates will know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to construct learning environments that support English learners' (EL's) development of English language proficiency: literacy, academic, and cognitive development.

↑Top

Language and Literacy Instruction in K-12 Dual Immersion Settings

Theory and rationale for developing language and literacy in two or more languages. Focus on the development of literacy instruction, including theory and methods applicable to K-12 dual language immersion classrooms.

TELL
435

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	FLANG 300 & TELL 410 & TELL 420; or FLANG 300 & TELL 410 & EL ED 213; OPI (Advanced-Mid), FBI fingerprint background clearance.
Taught	Winter

Course Outcomes

TELL 435 Course Outcomes

The students will:

- identify the historical and legal foundations of bilingual/dual-immersion education and relate these to specific requirements and procedures in Utah.
- identify different models of bilingual/dual-immersion programs in relation to characteristics of effective instructional practices in a variety of content subjects.
- identify and be able to articulate theories and philosophies of literacy development and language acquisition in a second language specific to teaching in bilingual/dual-immersion contexts.
- implement techniques, strategies, and tasks related to the teaching of content literacy and language in bilingual or dual-immersion programs.
- create meaningful lesson plans and activities that demonstrate appropriate decision making procedures to meet bilingual/dual-immersion educational program needs.

↑Top

Content-Based Language Instruction

Instructional methods, strategies, and materials for integrating curriculum content and language instruction. Teaching, creating, and adapting lesson materials in a multicultural context.

TELL 440

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	TELL 410 & TELL 420; or TELL 410 & EL ED 213; or TELL 410 & CPSE 420
Recommended	El Ed 333, TELL 430, or CPSE 430 concurrently.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TELL 440

Course Outcomes

Instruction

Teacher Candidates know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

Top

Content-Based Language Instruction in K-12 Dual-Language Immersion Settings

Theory, method, and practical application for teaching language in content area subjects such as math, science, and social studies in K-12 dual language immersion classrooms. Research-based principles used for the creation of criteria and frameworks for curriculum that integrates content-based instruction and second language learning needs.

TELL
445

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	TELL 435; OPI (Advanced-Mid); PRAXIS II; FBI fingerprint background clearance.
Taught	Fall

Course Outcomes

TELL 445 Course Outcomes

- Identify both historical and contemporary movements and research concerning bilingual/dual-language immersion programs in the United States and internationally.
- Identify different models of bilingual/dual-immersion programs in relation to characteristics of effective instructional practices and standard-based procedures in a variety of content subjects for bilingual/dual language immersion learners.
- Identify and be able to articulate rationales for integrating the teaching of subject content matter and target language objectives in a variety of content-based approaches.
- Create meaningful lesson plans and activities that demonstrate appropriate decision-making procedures to merge subject matter and target language to the identity needs of dual language immersion students in one-way and two-way settings.
- Create and demonstrate an understanding of formative and summative assessments concerning the use of language to learn content and literacy
- Demonstrate an understanding of language as a material carrier of meaning through case studies, lesson plans, and field experience. Implement contextualized and situational use of language components (including linguistic, cultural-historical content, and identity issues). Integrate technology and other tools for bilingual/dual-language immersion students.

Top

Family, School, and Community Partnerships

Standards, principles, policies, and processes of partnering with parents, families, schools, and communities in fostering and sustaining the development of children and youth.

TELL 450

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	ELANG 223 & TELL 410 & SC ED 353; or EL ED 203 & EL ED 323 & TELL 410
Taught	Fall, Winter, Spring, Summer
Programs	Containing TELL 450

Course Outcomes

Role of Family and Community in Children's Development

Teacher Candidates understand the role and contribution of family and community in the cognitive, linguistic and social development of students.

Family, School and Community Partnerships

Teacher candidates will provide support and advocacy for English Learners (ELs) and their families and understand history, laws, and policies in order to optimize ESL teaching and work in partnerships with families and communities to create positive learning environments.

↑Top

TESOL K-12 Student Teaching

Supervised, full-day experience to develop and demonstrate competence in teaching English Learners in an approved public school setting. Observation is stressed initially, with responsibility for teaching increasing across the four-week experience.

TELL 477R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	TELL 440; FBI fingerprint background clearance.
Note	Can be taken concurrently with student teaching/internship in a diverse-language setting.
Taught	Fall, Winter, Spring
Programs	Containing TELL 477R

Course Outcomes

Learning Outcome

Teacher Candidates demonstrate the knowledge and skills to construct, implement, and manage learning environments by using assessments, learning strategies and teaching methods that integrate language skills within content instruction and align with the Utah English Language Proficiency Standards (WIDA 2012) and the Utah Core Curriculum (USOE ESL Standards for Language/Linguistics and Instruction).

Top

Dual-Language Immersion K-12 Student Teaching

Supervised, full-day experience to develop and demonstrate competence in teaching content in a foreign language in an approved public school setting. Observation is stressed initially, with responsibility for teaching increasing across the four-week experience.

TELL 478R

Hours	0.5 - 4.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TELL 435 & TELL 445; FBI fingerprint background clearance; Language teaching methods in the target language; Passing OPI at advanced-mid; Praxis II.
Taught	Fall, Winter

Course Outcomes

TELL 478R Course Outcomes

Students who successfully complete this course will:

- Successfully use formative assessment strategies for individual students to determine instructional level in the target language.
- Determine comprehensible instructional input necessary for effective learning in a dual-immersion setting.
- Successfully organize, plan, implement and evaluate a unit of instruction in their target language in a dual-immersion setting. The unit will align with the Utah State common core curriculum, provide accommodations or modification strategies required for individual students being instructed, and evaluate language and academic development.

↑Top

Assessment of English Language Learners K-12

Major concepts, principles, theories, and research relating to assessing English as a second language and English language learners (ELLs); using appropriate measurement tools in evaluating ELLs' performance in placement, proficiency, and instruction.

TELL 589R

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Assessment of ELL's

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Content-Based Instruction for English Language Learners

Major concepts, principles, theories, and research relating to content-based instruction for ELLs; creating learning environments that support academic development of ELLs.

TELL
589R

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

ELL Content Instruction

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Culture, Issues, and Policy for Educating English Language Learners

Major concepts, principles, and theories relating to educating English language learners; creating learning environments supporting educational progress and achievement.

TELL 589R

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Culture, Issues, Policies for ELLs

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Current Topics in English Language Learning

Topics vary.

TELL 589R

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

diversity

Candidates will explore special topics in teaching English Language Learners under the direction of a specific instructor.

Top

Family, School, and Community Collaboration for English Language Learners

The role and contribution of families, schools, and communities in developing ELLs' developing knowledge, skills, and dispositions to collaborate in the support and advocacy of ELLs and their families.

TELL
589R

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

diversity

Candidates will explore special topics in teaching English Language Learners under the direction of a specific instructor.

Family, School, Community Collaboration

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

Top

Literacy Development for English Language Learners

Major concepts, principles, theories, and research relating to developing literacy in English for ELLs in K-12 schools; creating learning environments that promote literacy development.

TELL 589R

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Literacy for ELLs

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Understanding Second Language Acquisition for K-12 Schools

Major concepts, principles, theories, and research relating to acquisition of English as a second language; creating learning environments supporting the development of English proficiency.

TELL
589R

Hours	3.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

SLA for K-12 schools

Inservice course. Inservice teachers will improve their teaching skills as required by their licensure or endorsement program.

↑Top

Communication Technologies and Systems

Use of, interaction with, and teaching about communication, technologies.

TES
125

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing TES 125

Course Outcomes

Course Outcomes - Level 1

UETS Standard 4: Content Knowledge
UETS Standard 7: Instructional Strategies
UETS Standard 6: Instructional Planning
UETS Standard 8: Professional Growth/Reflection
STL Standard 1. Students will develop an understanding of the characteristics and scope of technology (as it pertains to communication technologies).
STL Standard 2. Students will develop an understanding of the core concepts of technology (as it pertains to communication technologies).
STL Standard 3. Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study (as it pertains to communication technologies). STL Standard 4. Students will develop an understanding of the cultural, social, economic, and political effects of technology (as it pertains to communication technologies).
STL Standard 5. Students will develop an understanding of the effects of technology on the environment (as it pertains to communication technologies).
STL Standard 6. Students will develop an understanding of the role of society in the development and use of technology (as it pertains to communication technologies).
STL Standard 7. Students will develop an understanding of the influence of technology on history (as it pertains to communication technologies).
STL Standard 8. Students will develop an understanding of the attributes of design (as it pertains to communication technologies).
STL Standard 9. Students will develop an understanding of engineering design (as it pertains to communication technologies).
STL Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving (as it pertains to communication technologies).
STL Standard 17:Students will develop an understanding of and be able to select and use information and communication technologies.

Course Outcomes - Level 2

1. Historical Development: Introduce students to past communication technologies, with a focus on their development, usability, sustainability, evolution, and relative impact on: society, politics, economy, environment, and leisure.
2. Ethics: Help students develop an understanding of the ethical development and use of communication technologies.
3. User and Actor Skills: Help students develop the skills to not only be users, but actors in the positive development and evolution of society's Technology (Postman, 1999).
4. Tools and Services: Expose and train students in a broad range of communication technology tools and services (i.e., Wiki language, desktop publishing, web authoring, HTML and CSS languages, Flash and JavaScript, social bookmarking, Video and TV production, RSS and ATOM feeds and subscriptions, Pod and podcasting, digital photography (techniques, tools, storage), computer hardware and networking issues, GPS technologies, and 3D modeling.
5. Technology Assessment: Throughout this semester students will be asked to collect, implement, and assess the relative value of various contemporary technologies, and will be asked to discuss if and how the technologies should be used in classrooms and in the world.

Top

Processes and Prototyping with Wood

Processes for and prototyping with wood and wood-based composites.

TES 200

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Note	Fee.
Taught	Fall, Winter even years, Spring odd years
Programs	Containing TES 200

Course Outcomes

TEE 200 Course Outcomes - Level 1

1. STL Standard 8: Students will develop an understanding of the attributes of design.
2. STL Standard 9: Students will develop an understanding of engineering design.
3. STL Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
4. STL Standard 11: Students will develop the abilities to apply the design process.
5. STL Standard 12: Students will develop the abilities to use and maintain technological products and systems.
6. STL Standard 19: Students will develop an understanding of and be able to select and use manufacturing technologies.
7. STL Standard 20: Students will develop an understanding of and be able to select and use construction technologies.

TEE 200 Course Outcomes - Level 2

1. Students will be able to visualize how components are joined and how to communicate this through drawings and specifications.
2. Students will understand the properties of wood as a material and how these properties impact design of projects using wood and wood products.
3. Students will select and use subtractive processes in prototype construction: sawing, shaping, milling, turning, routing, etc.
4. Students will select and use additive processes in prototype construction: joining, laminating, fastening, etc.
5. Students will be able to identify, and use hand tools including tools for measuring, layout, sawing, planing, scraping, shaping, clamping, drilling, driving, and sharpening.
6. Students will be able to accurately set-up and safely use woodworking machinery including the jointer, surface planer, table saw, panel saw, radial arm saw, power miter saw, bandsaw, thickness sander, mortiser, boring machine, lathe, and drill press.

7. Students will have experience with the use of electric, pneumatic, and cordless power hand tools including routers, drills, and sanders.
8. Students will be able to apply methods of clamping, gluing, and assembly, sanding, and finishing.
9. Students will experience practical problem solving in working with industrial materials, tools, and machines.
10. Students will experience the importance of caring, hard work, planning, initiative, and patience, in making a project that is well designed, includes quality workmanship, and is nicely finished.
11. Students will learn concepts and methods of teaching safe use of woodworking equipment.
12. Students will be able to apply basic machine and hand tool maintenance.

Top

Electronics for Technology and Engineering Teachers

Teaching electronic, construction, and transportation systems.

TES
225

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing TES 225

Course Outcomes

Course Outcomes Level 1

UETS STANDARD 4- Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structure of the discipline. *STL Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.·*

- BMG: Technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function.
- BMH: Technological innovation often results when ideas, knowledge or skills are shared within a technology, among technologies or across other fields.
- BMI: Technological progress promotes the advancement of science and mathematics.

STL Standard 7: Students will develop an understanding of the influence of technology on history.

- BMG: Most technological development has been evolutionary, the result of a series of refinements to a basic invention.
- BMH: The evolution of society has been directly affected by, and has in turn affected, the development and use of tools and materials.
- BMI: Throughout history, technology has been a powerful force in reshaping the social, cultural, political, and economic landscape.
- BMO: The information age places emphasis on the processing and exchange of information.

STL Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.·

- BMF: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system.
- BMG: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it.
- BMH: Some technological problems are best solved through experimentation.

STL Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.·

- BML: Information and communication technologies include the inputs, processes, and outputs associated with sending and receiving information.
- BMM: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.
- BMO: Communication systems are made up of source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.
- BMP: There are many ways to communicate information, such as graphic and electronic means.
- BMQ: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.

Course Outcomes - Level 2

1. Students will be able to describe the basic electronic concepts of voltage, amperage, resistance & power.
2. Students will be able to use Ohm's and Watt's law to perform basic calculations in an electronic circuit.
3. Students will be able to describe how voltage, amperage, power & resistance behave in series and parallel circuits and be able to calculate unknown quantities in a circuit.
4. Students will be able to use a power supply, breadboard, basic components, and a digital multi-meter to build, test and troubleshoot basic electronic circuits.
5. Students will be able to use a digital multi-meter, oscilloscope and digital logic probe to test, troubleshoot and repair faulty circuits.
6. Students will be able to identify basic electronics components and describe the function of each component.
7. Students will be able to identify and draw the basic schematic symbols used to represent electronics components in a circuit.
8. Students will be able to use appropriate materials and equipment (including simulation software, CNC Mill, soldering iron) to design and build a working electronic circuit that is a solution to a technological problem and/or need.
9. Students will be able to successfully calculate unknown quantities and complete labs associated with magnetism, electromagnetic induction, capacitors, semiconductors, transformers and alternating current.
10. Based on a set of given inputs and desired outputs, students will be able to design a digital electronic circuit as a solution to a technological problem or need.
11. Students will be able to collect technical data and to apply appropriate math and science knowledge to see the connections between technology and other fields of study.
12. Students will be able to describe historical examples of discoveries, experiments, innovations and inventions related to electronics communications technology and be able to provide examples of technology transfer and how these technologies affected past and current society.

↑Top

Processes and Manufacturing with Metals and Polymers

Processes for and manufacturing with metals and polymers.

TES 229

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TES 200; or concurrent enrollment.
Note	Fee.
Taught	Winter
Programs	Containing TES 229

Course Outcomes

TEE 229 Course Outcomes - Level 1

1. STL Standard 4: Students will develop an understanding of the cultural, social, economic, and political effects of technology.
2. STL Standard 5: Students will develop an understanding of the effects of technology on the environment.
3. STL Standard 6: Students will develop and understand of the role of society in the development and use of technology.
4. STL Standard 7: Students will develop and understanding of the influence of technology on history.
5. STL Standard 8: Students will develop an understanding of the attributes of design.
6. STL Standard 9: Students will develop an understanding of engineering design.
7. STL Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
8. STL Standard 11: Students will develop the abilities to apply the design process.
9. STL Standard 12: Students will develop the abilities to use and maintain technological products and systems.
10. STL Standard 13: Students will develop the abilities to assess the impact of products and systems.
11. STL Standard 19: Students will develop an understanding of and be able to select and use manufacturing technologies.
12. STL Standard 20: Students will develop an understanding of and be able to select and use construction technologies.

TEE 229 Course Outcomes - Level 2, Polymers Unit

Student will be able to:
1. Use an existing object to make a silicone mold for casting multiple identical objects.
2. Cast duplicate polyurethane objects in a silicone mold.
3. Vacuum form a sheet of plastic to a desired shape.
4. Lay-up a fiberglass mold to be used for casting a urethane foam object.

5. Cast a urethane (Nerf) foam object in a fiberglass mold.
6. Produce a polymer/wood composite.
7. Use a 3D printer to create a simple ABS prototype of an object.
8. Describe qualities of polymers as they pertain to design and polymer fabrication.
9. Understand the fundamental safety procedures and protocol associated to the various manufacturing and fabrication processes associated to the different polymer domains.
10. Evaluate the economic and environmental issues associated with the different polymers and their related manufacturing processes.

TEE 229 Course Outcomes - Level 2, Metals Unit

Students will be able to:
1. Describe classifications, properties and characteristics of many different metals.
2. Identify and understand the different types of information indicated on a drawing.
3. Apply safe work habits when operating tools and equipment.
4. Accurately measure with and read a ruler, venier calipers, and various gauges.
5. Use tools to make a layout for a project.
6. Identify, select, and safely use basic hand tools in metalworking.
7. Identify and correctly use several types of metal fasteners.
8. Cut, bend and make a sheet metal project using several different tools.
9. Demonstrate the soldering and brazing process.
10. Demonstrate how to use an oxy-acetylene torch to cut metal.
11. Correctly use various tools to make a bench metal project.
12. Correctly select the rod and adjust arc welding equipment.
13. Correctly setup and adjust the current and feed rate for a MIG welder.
14. Use a MIG welder to strike an arc, run a bead, and make a butt and lap joint to given specifications.
15. Correctly use a metal lathe to make a specified project.
16. Correctly use a CNC mill to make a specified project.

TEE 229 Course Outcomes - Level 2, Manufacturing and Free Enterprise Unit

Students will be able to work within an organization to:
1. Conduct market research for product selection.
2. Develop design drawings and engineering drawings.
3. Design and use jigs and fixtures in producing a finished product.
4. Develop a manufacturing system and produce multiples of a product.
5. Set up and conduct a manufacturing pilot run and production run.
6. Establish methods for quality control in manufacturing.
7. Organize a manufacturing enterprise.
8. Keep records relative to finances, labor, and material purchase and use.
9. Develop practices and attitudes for safe use of equipment and tools.
Students will understand:
1. Historical aspects and impacts of manufacturing.
2. Principles of manufacturing including material flow, converting raw materials and standard stock into finished products, economy of motion and material use, interchangeability of parts, product design for manufacture, and tasks involved in manufacturing a finished product.
3. Principles of free enterprise including types of ownership, product selection and design, marketing techniques, corporate structure in manufacturing, and record keeping.

↑Top

Video Production and Nonlinear Editing

Teaching video in education to inspire, communicate, and develop creativity. Fundamentals include planning, storyboarding, camera techniques, composition, assembling, and editing video projects.

TES
251

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TES 125 & TES 255; or instructor's consent.
Taught	Winter
Programs	Containing TES 251

Course Outcomes

Course Outcomes - Level 2

1. Provide students an opportunity to gain an understanding of the technical, creative, and cultural, political, economic, and environmental impact of photography, television and film/video media.
2. Expose and train students in contemporary video, film, TV, and photography pre-production, production, and post-production techniques.
3. Expose and train students to effectively use contemporary video, film, TV, and photography tools (i.e., Final Cut Pro, DVD Studio, Studio Code, Adobe Creative Suite, Camera Switcher, HD Video, digital SLR cameras, Celtix [script writing], lighting and audio recording equipment, and so forth).
4. Teach students the primary elements of photography and TV/Film production, which are:

1. Principles of audio, including micing techniques and handling of common audio problems.
2. Camera placement and operations, including a basic understanding of camera color balancing and various important framing techniques.
3. Lighting techniques, including existing light, bounced light and three-point lighting.
4. Technical and production differences between standard definition (SDTV) and HDTV/DTV production.
5. Elements of effective visual composition.
6. Editing techniques: assembly and insert, on-line and off-line, linear and random access, and the use of time-code.
7. A general understanding of the pre-production, production, and post-production stages for both TV and film, including associated audio and video equipment.

Top

Visual Communication Design

Teaching visual design principles and processes through digital and print media.

TES 255

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TES 125; or instructor's consent.
Taught	Winter
Programs	Containing TES 255

Course Outcomes

Teacher Preparation

Prepare you to teach communications technology, graphic design, and web design.

Basic Skills

Provide an opportunity to learn the basics of graphic design.

Profession

Introduce you to the visual communications profession and professional literature.

Application

Gain competency in applying the design principles in both print and web mediums.

Course Outcomes - Level 1

UETS Standard 4: Content Knowledge
UETS Standard 7: Instructional Strategies
UETS Standard 6: Instructional Planning
UETS Standard 8: Professional Growth/Reflection
STL Standard 1. Students will develop an understanding of the characteristics and scope of technology (as it pertains to communication technologies).
STL Standard 2. Students will develop an understanding of the core concepts of technology (as it pertains to communication technologies).
STL Standard 3. Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study (as it pertains to communication technologies). STL Standard 4. Students will develop an understanding of the cultural, social, economic, and political effects of technology (as it pertains to communication technologies).
STL Standard 5. Students will develop an understanding of the effects of technology on the environment (as it pertains to communication technologies).
STL Standard 6. Students will develop an understanding of the role of society in the development and use of technology (as it pertains to communication technologies).
STL Standard 7. Students will develop an understanding of the influence of technology on history

(as it pertains to communication technologies).
STL Standard 8. Students will develop an understanding of the attributes of design (as it pertains to communication technologies).
STL Standard 9. Students will develop an understanding of engineering design (as it pertains to communication technologies).
STL Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving (as it pertains to communication technologies).
STL Standard 17:Students will develop an understanding of and be able to select and use information and communication technologies.

Course Outcomes - Level 2

1. Students will prepare to teach communication technology - specifically graphic design in print and web formats. To accomplish this students will first learn the primary and fundamental theories of design, and develop associated skills and understanding by completing a variety of projects, including but not limited to: user experience designs for a variety of web applications, print designs in the form of advertisements and identity design. Second, students will design instructional ideas for use in both industry and educational settings (i.e., lesson and unit plans), which they will have evaluated by peers, instructor, and through application (i.e., they will teach their lesson plan(s) in an educational setting).
2. Students will be introduced to the visual communication profession and associated professional literature. Field trips, readings, and client work will be the primary methods of meeting these criteria.
3. Students will gain competency in applying the design principles in both print and web mediums. As note above the course assignments will provide the means for accomplishing this outcome. In addition, peer evaluations, and student presentations will help accomplish this outcome.

Top

Exploration of Teaching A

Lecture series directed at helping prospective teachers understand demands and opportunities associated with teaching secondary students.

TES 276A

Hours	3.5 Credit, Arr Lecture, Arr Lab
Prerequisites	Concurrent enrollment with TES 276B.
Taught	Fall
Programs	Containing TES 276A

Course Outcomes

Introduction

Educator Preparation Program Outcomes
This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB / 801-422-3426) can answer questions you have about the licensure requirements (http://education.byu.edu/ess/licensing.html) for your teaching major or minor.
As students progress through the Technology and Engineering teacher education program, they should gain knowledge, dispositions and skills that will enable them to become effective teachers. The standards that encompass the knowledge, dispositions and skills that teachers should have are known as the UETS standards and can be found on the TEE Outcomes webpage. The following UETS standards will be addressed in this class (TEE 276).

Course Outcomes - Levels 1 and 2

Course Outcomes - Level 1 (Listed as STL and UETS); Course Outcomes - Level 2 (Listed in the table and below as objectives and how assignments meet level 1 criteria).
Upon completion of this course students will:
Identify and demonstrate characteristics of an effective teacher, including:

- Positive expectations
- Classroom management
- Lesson preparation
- A knowledge of one's own strengths and weaknesses
- Participate in clinical field experience to observe and to engage in meaningful education practices.
- Research and present supplementary educational research materials.
- Demonstrate an understanding of current issues facing public schools.
- Reflect in writing, discussion, and assignment the effective teacher model and how it is reinforced through public school observation and experience.
- Evaluate and assess one's own commitments and practices relative to teaching and learning with frequent reflections on teaching practices.

A description of how these will be met are outlined in the table below:

Course Objectives	UETS Standard (Utah Effective Teaching Standards)	Assignment	Assessment
Student will become aware of the UETS Standards and will select and reflect about course assignments using these standards.	All	School Observations Final	Checklist Rubric
Student will become aware of the State Core Requirements in their content area and will connect lessons to the core.	1, 6	School Observations TWS 2 Inquiry Lesson Plan	Checklist Rubric Rubric
Student will discuss complex issues that relate to their content area and the public purposes of education including the Moral Dimensions of Education (Goodlad).	1, 4, 9	TWS 1-4 Final	Rubric Rubric
Student will experience the cultural of the school he/she visits and will consider his/her personal disposition to teach.	1, 4, 9	School Observation Field Experience Demographics Form	Checklist Checklist
Student will understand that teachers design instruction for specific learning goals, students' characteristics and needs, and learning contexts.	1, 2, 4, 9	School Observation TWS 4 Inquiry Lesson Plan	Checklist Rubric
Students will experience teachers using on-going analysis of student learning to make instructional decisions.	6, 7, 8, 9	School Observations	Checklist
Students will be able to access professional resources including websites, organizations, conferences, etc., that are available for their professional development.	8, 9	Final	Rubric
Students will articulate their motivation, strengths, and weaknesses for becoming a teacher.	8	Final	Rubric
Students will learn and	All	In-class peer teaching	

practice the Standards for Technological Literacy (20).	Final Exam

Top

Exploration of Teaching B

Field-based initial experience directed at helping prospective teachers understand demands and opportunities associated with teaching secondary students.

TES 276B

Hours	0.5 Credit, Arr Lecture, Arr Lab
Prerequisites	FBI fingerprint and background clearance; concurrent enrollment with TES 276A.
Taught	Fall
Programs	Containing TES 276B

Course Outcomes

Introduction

Educator Preparation Program Outcomes
This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB / 801-422-3426) can answer questions you have about the licensure requirements (http://education.byu.edu/ess/licensing.html) for your teaching major or minor.
As students progress through the Technology and Engineering teacher education program, they should gain knowledge, dispositions and skills that will enable them to become effective teachers. The standards that encompass the knowledge, dispositions and skills that teachers should have are known as the UETS standards and can be found on the TEE Outcomes webpage. The following UETS standards will be addressed in this class (TEE 276).

Course Outcomes

Course Outcomes - Level 1 (Listed as STL and UETS); Course Outcomes - Level 2 (Listed in the table and below as objectives and how assignments meet level 1 criteria).
Upon completion of this course students will:
Identify and demonstrate characteristics of an effective teacher, including:

- Positive expectations
- Classroom management
- Lesson preparation
- A knowledge of one's own strengths and weaknesses
- Participate in clinical field experience to observe and to engage in meaningful education practices.
- Research and present supplementary educational research materials.
- Demonstrate an understanding of current issues facing public schools.
- Reflect in writing, discussion, and assignment the effective teacher model and how it is reinforced through public school observation and experience.
- Evaluate and assess one's own commitments and practices relative to teaching and learning with frequent reflections on teaching practices.

A description of how these will be met are outlined in the table below:

Course Objectives	UETS Standard (Utah Effective Teaching Standards)	Assignment	Assessment
Student will become aware of the INTASC Standards and will select and reflect about course assignments using these standards.	All	School Observations Final	Checklist Rubric
Student will become aware of the State Core Requirements in their content area and will connect lessons to the core.	1, 6	School Observations TWS 2 Inquiry Lesson Plan	Checklist Rubric Rubric
Student will discuss complex issues that relate to their content area and the public purposes of education including the Moral Dimensions of Education (Goodlad).	1, 4, 9	TWS 1-4 Final	Rubric Rubric
Student will experience the cultural of the school he/she visits and will consider his/her personal disposition to teach.	1, 4, 9	School Observation Field Experience Demographics Form	Checklist Checklist
Student will understand that teachers design instruction for specific learning goals, students' characteristics and needs, and learning contexts.	1, 2, 4, 9	School Observation TWS 4 Inquiry Lesson Plan	Checklist Rubric
Students will experience teachers using on-going analysis of student learning to make instructional decisions.	6, 7, 8, 9	School Observations	Checklist
Students will be able to access professional resources including websites, organizations, conferences, etc., that are available for their professional development.	8, 9	Final	Rubric
Students will articulate their motivation, strengths, and weaknesses for becoming a teacher.	8	Final	Rubric
Students will learn and	All	In-class peer teaching	

practice the Standards for Technological Literacy (20).	Final Exam

↑Top

Undergraduate Seminar

Student leadership training, including organization and operation of student technology education clubs. College Lecture attendance required. Separate program sections.

TES 291R

Hours	0.5 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Required each semester for undergraduate majors not enrolled in TES 391R or 491R.
Taught	Fall, Winter
Programs	Containing TES 291R

Course Outcomes

Please contact the individual department for outcome information.

Top

Creativity, Engineering, and Problem Solving

Designing solutions to technological problems using innovation, creativity, experimentation, problem solving, and engineering design. Manufacturing systems; teaching methods and prototype development.

TES
330

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	C S 142
Taught	Winter
Programs	Containing TES 330

Course Outcomes

Course Outcomes - Level 1

1. **UETS STANDARD 4 - Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structure of the discipline.
2. **STL Standard 2:** Students will develop an understanding of the core concepts of technology.
3. **STL Standard 3:** Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
4. **STL Standard 8:** Students will develop an understanding of the attributes of design.
5. **STL Standard 9:** Students will develop an understanding of engineering design.
6. **STL Standard 10:** Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
7. **STL Standard 11:** Students will develop the abilities to apply the design process.

Course Outcomes - Level 2

1. Students will incorporate the concepts of group goals, individual accountability, group processing and practice interpersonal and small group skills in order to work cooperatively in a group engineering design project.
2. Students will incorporate various systems (e.g., electronic, mechanical, hydraulic, pneumatic, thermal) as they use the engineering design process to design an invention, innovation or solution to a design problem.
3. Students will know the steps of the engineering design process and then document and apply this process in building a solution to a design activity.
4. Students will use the steps of the engineering design process to innovate a new design

solution to a common household item.

5. Students will create an operations manual (design portfolio) which includes a self-evaluation, peer evaluation, sketches made during the ideation stage, problem-solving log, copy of the computer program and final drawing of the engineering design project.
6. As a group, students will verbally and visually present their design portfolio to the rest of the class.
7. During the engineering design process, students will identify the constraints and limitations of the design problem, consider trade-offs, and then design, build a prototype, test, optimize and troubleshoot a design solution to a problem.
8. Students will collect technical data and then apply math and science knowledge in contextual setting.
9. Students will learn the basics of computer control systems, including, inputs, outputs, and feedback loops; and be able to design, build and program a microprocessor-driven system to drive a specific set of output devices based upon inputs to the system from various sensors and feedback mechanisms.
10. Students will build and program a robot as a solution to a given problem.
11. Students will know the basics of radio control devices and then use these principles to design a solution to a problem.
12. Students will identify a variety of engineering related curriculum resources that are currently available for them to use in their future classrooms.

Top

Principles of Technology and Engineering

Teaching technology and engineering concepts in education. Developing problem-solving skills by tackling technological and engineering problems.

TES 340

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing TES 340

Course Outcomes

Course Outcomes - Level 1

1. **UETS STANDARD 4 - Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structure of the discipline.
2. **STL Standard 4:** Students will develop an understanding of the cultural, social, economic, and political effects of technology.
3. **STL Standard 5:** Students will develop an understanding of the effects of technology on the environment.
4. **STL Standard 6:** Students will develop an understanding of the role of society in the development and use of technology.
5. **STL Standard 8:** Students will develop an understanding of the attributes of design.
6. **STL Standard 9:** Students will develop an understanding of engineering design.
7. **STL Standard 11:** Students will develop the abilities to apply the design process.
8. **STL Standard 12:** Students will develop the abilities to use and maintain technological products and systems.
9. **STL Standard 16:** Students will develop an understanding of and be able to select and use energy and power technologies.
10. **STL Standard 20:** Students will develop an understanding of and be able to select and use construction technologies.

Course Outcomes - Level 2

1. Students will understand and be able to differentiate between the concepts of force, work, energy and power in mechanical, fluid, electrical and thermal systems.
2. Students will be able to perform calculations to determine the amount of work, energy or power of various mechanical, fluid, electrical or thermal systems.

3. Students will know and be able to use the engineering design cycle to design a prototype of a solution to a power, energy and/or transportation problem.
4. Students will be able to identify, describe, and perform basic calculations for simple machines (e.g. levers, gears, pulleys, hydraulic systems).
5. Students will be able to use equipment and materials to perform basic power and energy experiments.
6. Students will understand basic terminology related to construction technologies and be able to identify and describe the basic components of a structure.
7. Students will know how to use tools and equipment to process various materials in order to design, build and test a structure as a solution to a technological problem.
8. Students will be able to use simulation software to design, build and test a structure as a solution to a technological problem.

Top

Multimedia Authoring and Publishing

Developing advanced media authoring skills for teaching interactive design. Solving real-world interactive design problems for the World Wide Web, CD-ROM, and DVD-ROM in an entrepreneurial environment.

TES 350

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TES 125; or instructor's consent.
Taught	Spring

Course Outcomes

Course Outcomes - Level 1

Each candidate possesses a knowledge of and an ability to implement a contemporary technology and engineering education program based on all 20 of the Standards for Technological Literacy developed by the International Technology and Engineering Educators Association (ITEEA).

↑Top

Standards for Technological Literacy

The teaching of technological literacy and engineering problem solving in education specifically focusing on the fields of medical, agricultural, and energy and power technologies.

TES
360

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	Eng T 231 or concurrent enrollment; completion of the GE Physical Science and Biological Science requirements.
Taught	Fall

Course Outcomes

Course Outcomes - Level 1

1. **UETS Standard 4:** Content Knowledge. Each candidate understands the central concepts, tools of inquiry, and structure of the discipline.
2. **UETS Standard 6:** Instructional Planning. Each candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content area, Core Curriculum standards, instructional best practices, and the community context.
3. **UETS Standard 7:** Instructional Strategies. Each candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.
4. **STL Standard 3:** Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
5. **STL Standard 7:** Students will develop an understanding of the influence of technology on history.
6. **STL Standard 8:** Students will develop an understanding of the attributes of design.
7. **STL Standard 11:** Students will develop the abilities to apply the design process.
8. **STL Standard 14:** Students will develop an understanding of and be able to select and use medical technologies.
9. **STL Standard 15:** Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.
10. **STL Standard 16:** Students will develop an understanding of and be able to select and use energy and power technologies.

Course Outcomes - Level 2

1. Students will be able to create lesson plans that would enable a teacher to teach basic

principles involving STL Standard 14, Medical Technologies.

2. Students will be able to create lesson plans that would enable a teacher to teach basic principles involving STL Standard 15, Agricultural and Related Biotechnologies.
3. Students will be able to create lesson plans that would enable a teacher to teach basic principles involving STL Standard 16, Energy and Power Technologies.
4. Students will be able to demonstrate technical understanding of a few technological issues and think critically regarding the wise development and use of technology relative to STL Standard 14, Medical Technologies.
5. Students will be able to demonstrate technical understanding of a few technological issues and think critically regarding the wise development and use of technology relative to STL Standard 15, Agricultural and Related Biotechnologies.
6. Students will be able to demonstrate technical understanding of a few technological issues and think critically regarding the wise development and use of technology relative to STL Standard 16, Energy and Power Technologies.

Top

Teaching Methods in Technology Education

Developing meaningful and engaging instruction for secondary students in technology education; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

TES
377

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TES 276B
Taught	Winter Term 1
Programs	Containing TES 377

Course Outcomes

Introduction

Educator Preparation Program Outcomes
This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB / 801-422-3426) can answer questions you have about the licensure requirements (http://education.byu.edu/ess/licensing.html) for your teaching major or minor.
As students progress through the Technology and Engineering teacher education program, they should gain knowledge, dispositions and skills that will enable them to become effective teachers. The standards that encompass the knowledge, dispositions and skills that teachers should have are known as the UETS standards and can be found on the TEE Outcomes webpage. The following UETS standards will be addressed in this class (TEE 377).

Course Outcomes - Level One

- **UETS Standard 1 - Learner and Development:**The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.
- **UETS Standard 3 - Learning Environments:**The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
- **UETS Standard 4 - Content Knowledge:**The teacher understands the central concepts, tools of inquiry, and structure of the discipline.
- **UETS Standard 5 - Assessment:**The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in the content standards have been met.
- **UETS Standard 6- Instructional Planning:**The teacher plans instruction to support students in meeting rigorous learning goals by drawing uopn knowlege of content area, Core

Curriculum standards, instructional best practices, and the community context.
- **UETS Standard 7- Instructional Strategies:**The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Course Outcomes - Level 2

1. Students will be able to identify the basic theories of student motivation and apply these theories to design classroom instruction for a technology and engineering classroom.
2. Students will be able to identify and differentiate between direct and inquiry- based instruction and to develop lesson plans using both instructional approaches.
3. Students will be able to develop instructional objectives that address cognitive, affective, and psychomotor domains of learning.
4. Students will be able to develop instructional objectives for each of the levels of Blooms taxonomy.
5. Students will be able to develop a disclosure document that outlines classroom procedures and student expectations appropriate for a T&E classroom.
6. Students will be able to identify instructional strategies and teaching methods that might be used in a T&E classroom and to incorporate these strategies into a lesson plan.
7. Students will be able to develop an assessment plan that includes strategies for formative and summative assessment in a T&E classroom.
8. Students will be able to develop a rubric for assessment of a technology and engineering classroom activity.
9. Students will be able to develop a plan for implementing problem solving strategies into their course instruction.
10. Students will be able to identify implications for how students learn; including addressing student pre-conceptions of course content, developing student competence in a content area, and developing strategies for meta-cognition. Students will also be able to identify interventions for each of these areas.
11. Students will be able to identify examples of student multiple intelligences and develop a plan for how this might affect instruction in the classroom.
12. Students will be able to describe appropriate procedures for implementing cooperative learning into classroom activities.

↑Top

Practicum in Technology Education

Implementing meaningful and engaging instruction for secondary students in technology education; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

TES
378

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
☑ **Prerequisites**	TES 377
Taught	Winter Term 2
Programs	Containing TES 378

Course Outcomes

Course Outcome - Level 1

Educator Preparation Program Outcomes
This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB / 801-422-3426) can answer questions you have about the licensure requirements (http://education.byu.edu/ess/licensing.html) for your teaching major or minor.

- **UETS Standard 1 - Learner and Development:**The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.
- **UETS Standard 2 - Learning Differences:** The teacher understands individual learner differences and cultural and linguistic diversity.
- **UETS Standard 3 - Learning Environments:**The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
- **UETS Standard 4 - Content Knowledge:**The teacher understands the central concepts, tools of inquiry, and structure of the discipline.
- **UETS Standard 5 - Assessment:**The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in the content standards have been met.
- **UETS Standard 6- Instructional Planning:**The teacher plans instruction to support students in meeting rigorous learning goals by drawing uopn knowlege of content area, Core Curriculum standards, instructional best practices, and the community context.
- **UETS Standard 7- Instructional Strategies:**The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.
- **UETS Standard 8 - Reflection and Continuous Growth:** The teacher is a reflectiv practitioner

who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Course Outcomes - Level 2

1. Students will identify the basic steps of the Backwards Design approach to curriculum development and use these steps to develop a curricular unit to be taught as part of the practicum experience in a middle school setting.
2. As part of their practicum experience, students will successfully develop and teach a curricular unit (including unit plan, lesson plans, assessments, lab experiences, instructional materials) in a middle school technology and engineering classroom. Note: the mentor teacher and the university supervisor will assess this practicum experience using the CPAS assessment.
3. During their practicum experience, students will demonstrate effective classroom management strategies.

Top

Academic Internship

Work experience in technical and/or teaching environment. Internship will be supervised by employer and program internship coordinator. Formal technical report required.

TES 399R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Department chair's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Furniture Design and Advanced Woodworking Processes

Designing several projects and building a significant piece of furniture. Topics include: current and past designers; surface decoration through coloring, texturing, pyrography; models, mock-ups, working drawings; bending, turning, advanced machining.

TES
400

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TES 200
Taught	Winter odd years
Programs	Containing TES 400

Course Outcomes

Course Outcomes - Level 1

Each candidate possesses a knowledge of and an ability to implement a contemporary technology and engineering education program based on all 20 of the Standards for Technological Literacy developed by the International Technology and Engineering Educators Association (ITEEA).

Course Outcomes - Level 2

1. Explore furniture design and design and build a significant piece of furniture.
2. Prepare a research report summarizing the life and key contributions of a furniture designer assigned/selected from the list provided and give a brief presentation (five minutes) to the class of your findings.
3. Construct 6 sketch models of possible furniture pieces.
4. Complete thumbnail design sketches of at least 24 pieces of furniture that could be appropriate to build in the class.
5. Complete a working drawing which includes a 3-view orthographic projection drawn to an appropriate scale, and full scale details of all joints and connections of materials (including those containing hardware).
6. If building a chair, a full-scale mock-up is required and will substitute for the primary views of the drawing requirement, full scale details of each joint or connection of materials is still required.
7. Complete a cost estimate using the Estimating Sheet provided.
8. Complete a plan of procedure detailing the sequence to be followed in building your furniture.
9. Using a variety of surface decoration/manipulation techniques make three surface decoration swatches approximately 1/4" x 2" x 5".

10. Design and make two full-scale, completely finished, functioning door or drawer pulls.

↑Top

Secondary Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

TES
476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Completion of all course work or departmental approval.
Taught	Fall, Winter
Programs	Containing TES 476

Course Outcomes

Course Outcomes - Level 1

1. **UETS Standard 1: Learner Development.** Each candidate understands cognitive, linguistic, social, emotional, and physical areas of student development.?
2. **UETS Standard 2: Learning Differences.** Each candidate understands individual learner differences and cultural and linguistics diversity.
3. **UETS Standard 3: Learning Environments?.** Each candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.?
4. **UETS Standard 4: Content Knowledge.** Each candidate understands the central concepts, tools of inquiry, and structure of the discipline.
5. **UETS Standard 5: Assessment.** Each candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.?
6. **UETS Standard 6: Instructional Planning.** Each candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content area, Core Curriculum standards, instructional best practices, and the community context.
7. **UETS Standard 7: Instructional Strategies.** Each candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.
8. **UETS Standard 8: Reflection and Continuous Growth.** Each candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.?
9. **UETS Standard 9: Leadership and Collaboration.** Each candidate is a leader who engages collaboratively with learners, families, and colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.?
10. **UETS Standard 10: Professional and Ethical Behavior.** Each candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Course Outcomes - Level 2

1. Students will work with a colleague to plan and teach curriculum.
2. Students will understand the physical, mental, emotional, and social demands of a junior high and/or high school teacher.
3. Students will complete the requirements for Secondary Education and licensure.

↑Top

Independent Research and Development

Individually preparing technical content associated with selected technological emphases.

TES 490R

Hours	0.5 - 3.0 Credit, 1.0 Lecture, Arr Lab
Prerequisites	Program supervisor's consent.
Note	Fee.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Please contact the individual department for outcome information.

Top

Academic Internship

Capstone, field-based, year-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

TES 496

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	All course work or departmental approval; major GPA of 2.85; at least a C- in TES 377.
Taught	Fall

Course Outcomes

Internship

Students will improve upon what they have learned at BYU by going out into industry and gaining additional experience through mentoring and teaching in the schools of the surrounding community.

Top

Language Study: Thai

Survival-level conversation, reading, listening, and culture skills in the target language.

THAI 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Thai

Beginning speaking, listening, reading, and writing skills.

THAI
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Thai

Second-semester speaking, listening, reading, and writing skills.

THAI 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	THAI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Thai

Intermediate speaking, listening, reading, and writing skills.

THAI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	THAI 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Thai

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

THAI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	THAI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing THAI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Thai

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

THAI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Thai

Systematic review of grammar and syntax of target language.

THAI 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	THAI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Thai

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

THAI
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Thai 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing THAI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Thai

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

THAI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	THAI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Thai

Concentration on target-language and target-culture issues for specific careers.

THAI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	THAI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Tibetan

Survival-level conversation, reading, listening, and culture skills in the target language.

TIBET 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Tibetan

Beginning speaking, listening, reading, and writing skills.

TIBET 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

🡅Top

Introduction to Visual Literacy

Overview of visual communication, with hands-on experience in multimedia design and tools, structured to increase awareness of visual functions and develop beginning proficiency with computer-assisted visual communications.

TMA 100

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	
Programs	Containing TMA 100

Course Outcomes

Visual Literacy

Students will demonstrate knowledge in visual literacy. (This course has not been offered for a few years. The department is currently reviewing whether or not to offer it again. In the event that we do decide to begin offering it again, we will determine more specific outcomes at that time.)

⬆Top

Introduction to the Theatre

Reading, viewing, analyzing, writing about, and interacting with contemporary plays and performances to explore both theatre fundamentals and ways theatre addresses questions and concerns of our time. Lab required.

TMA
101

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Offered	Independent Study also.
Programs	Containing TMA 101

Course Outcomes

Core Concepts

Students will analyze the theatrical art form past and present, and formulate their own position on the purpose and place of theatre in society.

Technical Skills

Students will watch and effectively evaluate theatrical performance through reflection and critical analysis.

Theatre Skills

Students will explore and develop theatre skills that they can use to communicate in the language of theatre.

Creative Voice

Student will collaborate together to create and perform a theatrical work that uses the conventions and strengths of theatre to address the human condition.

Top

Introduction to Film

Analytical studies for understanding and appreciating media forms and messages, as well as basic history, theory, and aesthetics. Lab required.

TMA 102

Hours	3.0 Credit, 4.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing TMA 102

Course Outcomes

Intelligent Film Viewing

Students will become active, intelligent film viewers.

Elements of Film

Students will be exposed to the practical elements of film.

Story and Style Strategies

Students will learn about a wide range of stories and stylistic strategies utilized by film artists and institutions.

Film Analysis

Students will become familiar with new and helpful ways of receiving films. They will be able to evaluate and analyze films in a variety of contexts.

Top

New Media Tools

Introductory course to familiarize students with using new media tools.

TMA 104

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Media arts major or minor status.
Taught	Fall, Winter

Course Outcomes

Expanding Knowledge

Students will become familiar with new and helpful ways of receiving films. They will be able to evaluate and analyze films in a variety of contexts.

Story Creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration.

↑Top

Using Basic Media Tools

Introductory course to familiarize students with basics in camera, lighting, and sound fundamentals.

TMA 105

Hours	1.0 Credit, 1.0 Lecture, 1.0 Lab
Prerequisites	Media arts major or minor status or animation major status; concurrent enrollment in TMA 185.
Taught	Fall, Winter, Spring
Programs	Containing TMA 105

Course Outcomes

Expanding Knowledge

Students will become familiar with new and helpful ways of receiving films. They will be able to evaluate and analyze films in a variety of contexts.

Story Creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration.

Top

Media Arts Experience

Practical introductory experience working in media environments (including film and broadcast facilities).

TMA 110

Hours	1.0 Credit, 0.0 Lecture, 4.0 Lab
Prerequisites	Premajor status.
Taught	

Course Outcomes

Media Arts Experience

Students will participate in media arts-based experiences. (This course has not been offered for a few years. The department is currently reviewing whether or not to offer it again. In the event that we do decide to begin offering it again, we will determine more specific outcomes at that time.)

Top

Collaboration, Research, and Visualization

Overview and practical applications of principles of collaboration, research, and visualization as essential elements of appreciation and production of new media and media arts projects.

TMA
112

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	TMA 102; Acceptance into media arts program.
Taught	Fall, Winter
Programs	Containing TMA 112

Course Outcomes

Story Resources

Students will identify story resources.

Working Stories Together

Students will experiment with the ways that those stories might work together.

Communicating Stories to Audiences

Think about the ways they might communicate those stories visually and aurally to audiences.

Story Processes

Practice processes of conceptualization, creation, and dissemination of story ideas.

Top

Reading and Constructing Narratives

Analyzing basic narrative principles; conceptualizing and writing narratives for media arts.

TMA 114

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	Media Arts major or minor status.
Taught	Fall, Winter
Programs	Containing TMA 114

Course Outcomes

Storytelling and Narrative Methods

The objective of this class is to explore a range of story types that you should all know about. You have different career aspirations, but practitioners and scholars alike will want to be able to read, comprehend, and adapt/implement this array of narrative methods.

Critical Tools

To equip students with a set of critical tools that will aid them in their production work.

Foundational Content

To establish a solid foundation for students as they prepare to take higher-level Critical Studies courses.

World Construction and Influence

To provide students a stronger understanding of how the world around them is constructed and how they might better participate in, resist, and/or affect that world.

↑Top

Introduction to Performance Studies

Textual analysis of traditional plays. Introduction to performance studies. Ritual, play, performativity, performing, performance processes, and global and intercultural performance.

TMA
115

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Theatre arts studies major or minor status; or BFA acting major or acting pre-major status; or theatre education major status.
Taught	Fall, Winter
Programs	Containing TMA 115

Course Outcomes

Performance Studies Vocabulary

Students will define and provide examples of the vocabulary of Performance Studies.

Performance Studies History

Students will identify many of the key figures and movements that have contributed to the history of Performance Studies.

Performance Analysis

Students will utilize the vocabulary of Performance Studies to analyze various performances in the world around them.

Top

Voice and Diction

Skills involved in producing an effective voice; International Phonetic Alphabet. Lab required.

TMA
121

Hours	2.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	BFA MDT or theatre education major status; or instructor's consent.
Taught	Fall, Winter
Programs	Containing TMA 121

Course Outcomes

Breathing and Speaking Techniques

Students will practice voice production techniques, including Fitzmaurice and Linklater methods, identifying a "personal voice", integrating voice work, acting technique, emotional dexterity, use of impulses , and self-discovery in performance

Evaluation and Work Ethic

Students will self-evaluate individual progress and performance, practice effective and supportive vocal coaching and peer evaluation, and apply professional work habits.

IPA and Standard American Stage Dialect

Students will identify and articulate key characteristics of the International Phonetic Alphabet and the Standard American Stage Dialect and integrate the Standard American Stage Dialect into acting performance.

↑Top

Voice Production and Phonetics 1

Foundational exercises to aid in freeing tensions, habits/patterns, and finding the natural state of the voice. Lab required. Introduction to the use of Standard American Stage Dialect with International Phonetic Alphabet. Identification of speech/articulation problems.

TMA
122

Hours	2.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	BFA acting or acting pre-major status; or instructor's consent.
Taught	Fall, Spring
Programs	Containing TMA 122

Course Outcomes

Methods of Voice Production

Students will practice voice production techniques, including Fitzmaurice and Linklater methods, identifying a "personal voice", integrating voice work, acting technique, emotional dexterity, use of impulses , and self-discovery in performance.

Deconstruction and Reconstruction

Students will deconstruct areas of physical and emotional tension and apply restructured breathing and speaking techniques.

International Phonetic Alphabet and Standard American Speech

Students will identify and articulate key characteristics of the International Phonetic Alphabet and the Standard American Stage Dialect and integrate the Standard American Stage Dialect into acting performance.

Evaluation and Work Ethic

Students will self-evaluate individual progress and performance, practice effective and supportive vocal coaching and peer evaluation, and apply professional work habits.

Tension and Breathing Techniques

Begin to deconstruct areas of physical and emotional tension and apply restructuring breathing techniques to text

Body Awareness

Have a greater awareness of their own bodies address individual problems which can inhibit sound through specific exercises

Self-Awareness

Gain greater self-awareness and acceptance of their “holistic” self without judgment

Emotional Vulnerability

Increase emotional vulnerability in their acting

Breath Capacity

Increase breath capacity for power and support in monologue work

Spirituality, Voice and Art

Develop a larger concept of spirituality which includes use of their bodies and voices a well as their spirits; emulate gospel principles in their art as well as in their lives

Top

Acting Fundamentals

Fundamental acting skills: exercises in perception, objective/action, thought processes, scoring of scripts. Lab required.

TMA 123

Hours	2.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 123

Course Outcomes

Compassion and Empathy in Art and Life

Develop a gospel-centered sense of empathy and compassion that will serve as a foundation for the actor on stage and screen, as well as a foundation for living a more Christian life. Acting Fundamentals Students will demonstrate a knowledge of and an ability to integrate fundamental acting principles.

Professional Practice and Behaviors

Students will apply professional work habits of dependability, promptness, cooperation, a sense of ensemble, and the ability to make independent choices.

Acting Analysis

Develop practical acting analysis skills via studio work including objectives, tactics, obstacles, beats, given circumstances.

Critical Observation

Develop critcial observation skills through attendance at theatrical performances, and the reading of selected dramatic texts.

Top

Yoga and Alexander Technique

Techniques of relaxation, breath, focus, and posture to enhance actor's body and voice as a whole integrated tool in performance.

TMA
125

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	BFA acting or acting pre-major status; or instructor's consent.
Taught	Fall, Spring
Programs	Containing TMA 125

Course Outcomes

Body Awareness

Students will have a greater awareness of their own body.

Meditation

Students will demonstrate focused control over their own minds and bodies.

Yoga Practice

Students will practice various Yoga positions, which creates greater breath capacity, flexibility, strength and relaxation.

Balance

Students will demonstration a sense of balance and centering.

Top

Beginning Stage Combat

Basic hand-to-hand stage combat instruction. Introduction to tumbling and falls.

TMA
127

Hours	1.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	BFA acting, acting pre-major, or theatre education major status; or instructor's consent.
Taught	Fall, Winter
Programs	Containing TMA 127

Course Outcomes

Weapons History

Students will describe the historical development of weapons.

Dexterity and Concentration

Students will practice physical dexterity and concentration skills.

Stage Combat Vocabulary and Skill

Students will recognize and use basic stage combat vocabulary.

Combat Choreography

Students will integrate stage combat choreography into text and scene work.

Safety First

Students will practice appropriate safety procedures.

Top

Acting 1: BFA or Pre-BFA

Accelerated fundamental acting skills: exercises in perception, objective/action, thought processes, scoring of scripts. Lab required.

TMA 128

Hours	3.0 Credit, 6.0 Lecture, 1.0 Lab
Prerequisites	BFA MDT or acting pre-major status; or instructor's consent.
Note	Designed specifically for acting pre-major students and first-year music dance theatre students.
Taught	Fall
Programs	Containing TMA 128

Course Outcomes

Empathy and Compassion in Work and Life

1. Develop a gospel-centered sense of empathy and compassion that will serve as a foundation for the actors' work
on stage and screen, as well as a foundation for living a more Christian life.

Acting Fundamentals

2. Demonstrate a knowledge of and an ability to integrate fundamental acting principles and analysis skills into performance.

Professional Practice and Behavior

3. Develop professional work habits of dependability, promptness, cooperation, a sense of ensemble, and the ability to make independent choices.

Performance and Text Analysis

5. Develop critical observation skills through attendance at theatrical performances, and the reading of selected dramatic texts.

Top

Theatre Production 1

Introduction to technical support for realized production; production team techniques; production concept; realized production analysis.

TMA 160

Hours	1.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing TMA 160

Course Outcomes

Production Theories

Students will demonstrate an understanding of foundational production theories through oral response.

Production Analysis

Students will analyze the effectiveness of elements of production based on a creative teams' concept, production theories, and design elements.

Production Assignments

Students will receive their hands-on production experiences (TMA 260 and TMA 360).

Top

Practicum: Television

Practicum in beginning television production skills. Topics will vary by semester.

TMA 170R

Hours	0.5 - 6.0 Credit, Arr Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2

Course Outcomes

BYU Broadcasting Shadowing

Students are expected to gain knowlege and skills by shadowing a Television Professional at BYU Broadcasting.

Top

Practicum: Cinematic Skills

Fundamentals of cinematic skills.

TMA 184R

Hours	0.5 - 6.0 Credit, Arr Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2, Spring, Summer

Course Outcomes

LDS Motion Picture Studios Shadowing

Students are expected to gain added knowlege and skills by shadowing a Film Professional at the LDS Motion Pictures Studio.

Top

Basic Media Production

Introduction to basics of film and video production. Includes lecture and practical lab experiences with audio and video.

TMA
185

Hours	3.0 Credit, 4.0 Lecture, 3.0 Lab
Prerequisites	Media arts major/minor status or animation major status; concurrent enrollment in TMA 105.
Taught	Fall, Winter, Spring
Programs	Containing TMA 185

Course Outcomes

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

Story Creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Text Analysis

Students will engage with texts about storytelling and production processes.

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration.

Top

Production Management: Beginning

Fundamentals of media production; budgeting, scheduling, and management skills.

TMA 187

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Key Crew Responsibilities

Understand the responsibilities of all key crew positions; emphasizing what is taken upon yourself when youagree to fill a certain position on a film, specifically the role of Producer and Unit Production Manager.

Script Scheduling and Scripting

Effectively break down, schedule, and budget a script and who should be involved; where and how to savemoney and where to spend it.

Problem Solving

Problem solve.

Student Opportunities

Grants, scholarships, funds available, student discounts, etc.

↑Top

Academic Internship

Off-campus experience or internship in theatre and media arts.

TMA
199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre students: TMA 115 and application. Media students: TMA 112 and 114 and 185/105 and application.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Internship

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

Individual Internship

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

↑Top

Academic Internship: Media

Off-campus experience or internship in media arts.

TMA 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 112 & TMA 114 & TMA 185; Media major status. By application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Internship Outcomes

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

↑Top

Academic Internship: Theatre

Off-campus experience or internship in theatre.

TMA 199R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 115; Theatre major status. By application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Internship Outcomes

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

↑Top

Dramatic Performance: Antiquity to Renaissance

Civilization from Greek antiquity through Renaissance, primarily from perspective of dramatic literature and performance. Ways in which performance functions within particular socioeconomic, political, religious, and aesthetic perspectives.

TMA 201

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Spring
Programs	Containing TMA 201

Course Outcomes

Historical Context

Students will demonstrate a general working knowledge of major historical periods, philosophical trends, and performance movements and will draw connections between society and performance, through writing and class discussion.

Great Works

Students will analyze great works of literature through multiple perspectives-society, culture, politics, economics, gender roles, religion-to better understand the ways in which dramatic performance functioned in particular times and places.

Self-representation

Students will appraise (1) how we represent the world, others, and ourselves and (2) the consequences of these representations for our families, our communities, and ourselves.

Top

Dramatic Performance: Renaissance to the Present

Civilization from Renaissance through present, primarily from perspective of dramatic literature and performance. Ways in which performance functions within particular socioeconomic, political, religious, and aesthetic perspectives.

TMA 202

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter, Summer
Programs	Containing TMA 202

Course Outcomes

Historical Context

Students will demonstrate a general working knowledge of major historical periods, philosophical trends, and performance movements and will draw connections between society and performance, through writing and class discussion.

Great Works

Students will analyze great works of literature through multiple perspectives-society, culture, politics, economics, gender roles, religion-to better understand the ways in which dramatic performance functioned in particular times and places.

Self-representation

Students will appraise 1) how we represent the world, others, and ourselves and 2) the consequences of these representations for our families, our communities, and ourselves.

Top

Special Projects 1

Special projects in theatre and media arts.

TMA 215R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts major status. By application only.
Taught	Contact Department
Programs	Containing TMA 215R

Course Outcomes

Statement on Outcomes

Because this course serves as an umbrella for a number of different sections that provide a variety of learning experiences, the instructor of each section will list at least three (3) course-level learning outcomes for that section that are in line with the applicable program-level learning outcomes.

↑Top

Special Projects 1: Media

Special projects in media arts.

TMA 215R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts major status. By application only.
Taught	Contact Department
Programs	Containing TMA 215R

Course Outcomes

Statement on Outcomes

Because this course serves as an umbrella for a number of different sections that provide a variety of learning experiences, the instructor of each section will list at least three (3) course-level learning outcomes for that section that are in line with the applicable program-level learning outcomes.

Top

Special Projects 1: Theatre

Special projects in theatre arts.

TMA 215R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts major status. By application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Statement on Outcomes

Because this course serves as an umbrella for a number of different sections that provide a variety of learning experiences, the instructor of each section will list at least three (3) course-level learning outcomes for that section that are in line with the applicable program-level learning outcomes.

Top

Workshop 1: Acting

Experience in production: acting.

TMA
220R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	By audition only.
Taught	Fall, Winter, Spring, Summer Contact Department
Programs	Containing TMA 220R

Course Outcomes

Performance Project

Students will prepare a role in a mainstage production synthesizing and showcasing the research, creative process, and collaboration of the rehearsal process.

Work Ethic

Students will apply professional work habits of dependability, promptness, cooperation, preparation, and the ability to make independent choices.

Compassion and Empathy in Art and Life

Students will develop a gospel-centered sense of empathy and compassion that will serve as a foundation for the actor on stage and screen, as well as a foundation for living a more Christian life.

↑Top

Voice Production and Phonetics 2

Advanced exercises to aid in freeing tensions, habits/patterns, and finding the natural state of the voice. Lab required. Continued study and mastery of Standard American Stage Dialect with International Phonetic Alphabet. Identification of speech/articulation problems.

TMA
222

Hours	2.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	TMA 115; BFA acting or acting pre-major status. By audition only.
Taught	Winter, Summer Contact Department
Programs	Containing TMA 222

Course Outcomes

Methods of Voice Production and Integration

Students will practice advanced voice production techniques specific (but not limited to) Linklater and Fitzmaurice methods, integrating voice work, acting technique, emotional dexterity, use of impulses, and self-discovery in performance.

Deconstruction & Reconstruction

Students will Deconstruct areas of physical and emotional tension and apply restructured breathing and speaking techniques.

International Phonetic Alphabet and Standard American Speech

Students will continue to identify and articulate key characteristics of the International Phonetic Alphabet and the Standard American stage Dialect and integrate Standard American stage dialect into acting performance.

Evaluation and Work Ethic

Students will Self-Evaluate individual progress and performance, practice effective and supportive peer coaching and evaluation, and apply professional work habits.

Top

Acting Improvisation

Discovery of emotion, thought process, and impulse through improvisation.

TMA
223

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 124; or TMA 228; BFA acting or BFA MDT or acting pre-major status. By audition only.
Taught	Fall
Programs	Containing TMA 223

Course Outcomes

Assessment Skills

Students will assess improvised performances.

Analysis Skills

Students will analyze scripted texts for objectives, tactics, obstacles, and relationships and apply that analysis to improvised performances.

Performance and Impulse Skills

Students will demonstrate their acting ability and the ability to suppress reasoned acting choices and embrace their immediate impulses via improvisational exercises and scene work.

Expression

Students will identify and explore different ways of using their body to express emotion and characterization.

Top

Acting for Film and TV

On-camera techniques for features, sitcoms, industrials, and commercials.

TMA
224

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	TMA 124; or TMA 228; BFA acting major or acting pre-major status. By audition only.
Taught	Fall, Winter
Programs	Containing TMA 224

Course Outcomes

Script Analysis

Students will analyze a script with an eye toward camera acting.

Genre Exploration

Students will practice acting for various genres of electronic media, demonstrating competency in various acting techniques and the ability to take direction.

Self-Evaluation of Acting

Students will evaluate their individual strengths and weaknesses and modify their acting practices based upon that evaluation.

Film Language and Practice

Students will demonstrate familiarity with film language and tools of the trade in a variety of professional situations, including auditioning.

Top

Neutral Mask

Use of masks in teaching specificity of movement, communication, and emotion.

TMA
225

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TMA 125 & TMA 128 & TMA 228; By audition only.
Taught	Winter
Programs	Containing TMA 225

Course Outcomes

Storytelling with the Body

Students will utilize their bodies to communicate thought process, relationship, and emotion.

Laban Techniques

Students will employ laban techniques in order to break old acting habits and acquire a larger palate for physical and emotional choices.

Mask Techniques

Students will apply techniques of mask by creating a fully realized character.

↑Top

Acting Explorations

Exploration into various Western acting techniques, styles, and practices to provide further acting experiences as part of a liberal arts education.

TMA
227

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	TMA 123
Taught	Fall, Winter, Spring

Course Outcomes

Communication Skills

Students will demonstrate communication skills (focus, objectives & actions, active listening, character empathy, kinesthetic energy, etc.) drawn from a variety of acting traditions.

Professionalism

Students will acquire the positive work habits of an actor, i.e.: dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work.

Performance Analysis

Students will demonstrate their ability to analyze a play from an actor's point of view.

↑Top

Acting 2

Integrating acting skills; building a character through exercises and scene work.

TMA 228

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	TMA 123; or TMA 128; BFA acting or BFA MDT or acting pre-major status. By audition only.
Taught	Fall, Winter, Spring
Programs	Containing TMA 228

Course Outcomes

Character Analysis

Students will create character analyses which allow them to build the inner life of the character.

Stage Technique

Students will demonstrate basic skills in stage technique (focus, listening, objectives & actions, communication, listening, character empathy, etc.)

Professional Practice and Behavior

Students will acquire the positive work habits of an actor, i.e.: dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work.

Performance Analysis

Students will deomonstrate their ability to analyze a play from an actor's point of view.

Top

Musical Scene Study

In-depth study of two genres of musical theatre; text analysis, research, written assignments.

TMA
229

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	TMA 228 & MUSIC 161 & DANCE 140; BFA acting or BFA MDT major status. By audition only.
Taught	Winter
Programs	Containing TMA 229

Course Outcomes

Knowledge Acquisition

- Recognize the need for all actors to be able to work in a musical production.
- Recognize the basic construction of a musical.
- Be familiar with the vocal and dance expectations placed on a performer in a musical.
- Understand the collaborative process involved in mounting a musical.
- Understand the demands placed on the performer in a 'golden age' and contemporary musical.

Skill Acquisition

- Text analysis skills that allow the actor to maximize information provided in brief librettos
- Ability to add depth and history to characters that are not multi-layered as written
- Ability to recognize and play the subtext in brief librettos
- Ability to bring honesty to extended realism/dated text often found in musical librettos.
- Ability to service the stereotypes found in musical theatre without pandering to them
- Ability to submerge quickly into the imaginary world of short scenes often found in musicals
- Ability to act IN and ON the text and music in a musical
- Ability to make choices that capture the "essence" of an acting scene in a musical as readily as the music and dance do
- Ability to work quickly with little rehearsal of the "book scenes" of a musical
- Ability to adapt one's "concentration mix" when acting/singing/dancing in a musical.

Behavioral Modification

- Develop professional wok habits including dependability, punctuality, cooperation and dedication.
- Further develop sensory organs that allow one to see, hear, smell, taste and touch more fully
- Further develop the actors' innate sense of following an impulse, objective, honesty, and working through a partner

↑Top

Script Analysis for Production

Principles of analyzing theatrical scripts for production; fundamental elements of stage directing. Lab required.

TMA
236

Hours	2.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing TMA 236

Course Outcomes

Script Analysis

Students will analyze play scripts in preparation for (theoretical) productions.

Structures and Genres

Students will demonstrate a working knowledge of dramatic structures and genres.

Directing Principles

Students will practice beginning directing principles.

Artistic Praxis

Students will participate in activities that expand their thinking about theatre and its relationship to the world.

Top

Screenwriting 1

Basic narrative and nonfiction (documentary, educational, industrial, multimedia) screenwriting principles through reading, viewing, testing, and completing writing assignments.

TMA
241

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 291 or 292 or concurrent enrollment.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 241

Course Outcomes

Personal Experience and Point of View

Draw on your own experiences to develop a unique point of view; observe your world to find stories to tell.

Art of Screenwriting

Understand and practice the basic artistic principles of screenwriting, including use of character, structure, images, meaning, theme, etc.

Professional Practices

Learn practices of professionalscreenwriting, including formatting, economy of description, etc.

Constructive Feedback

Give constructive feedback on others' stories; learn to receive constructive feedback on your own work.

Top

Playwriting 1

Basic playwriting principles through reading, completing writing assignments, testing, and writing the first draft of a one-act play.

TMA
251

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 115 or instructor's consent.
Taught	Fall
Offered	Independent Study also.
Programs	Containing TMA 251

Course Outcomes

Writing Processes

Students will begin to develop their own process of writing and tapping inspirational sources for content and subject matter by writing and refining 3 ten-minute plays.

Theatrical Storytelling

Students will become familiar with the elements and principles of theatrical storytelling and character development through reading playwriting textbooks, writing 10-minute plays, and participating in classroom discussions and lectures.

Theatrical Structures

Students will become familiar with multiple theatrical structures and character development through reading playwriting textbooks, writing ten-minute plays, and participating in classroom discussions and lectures.

Script Analysis

Students will begin to develop the skills to accurately and thoughtfully analyze their own theatrical writing and the writing of others through reading playwriting textbooks, and participating in classroom discussions and lectures.

↑Top

Puppetry

Theories, techniques, and experience constructing and operating puppets for use in performance, recreational, and educational settings.

TMA 252

Hours	2.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	Theatre education major status or instructor's consent.
Taught	Fall, Winter
Programs	Containing TMA 252

Course Outcomes

Design

Students will learn to design, build and manipulate the following types of puppets:

- Marionette
- Wannabe Puppet
- Found Object/Recycled Puppet
- Big Mouth (Muppet)
- Parade Puppet

Manipulation and Performance

Students will learn to use puppet strategies and skills in traditional and non-traditional environments including

- Schools
- Churches
- Arts/Community Centers
- Boys/Girls Clubs
- Etc

Ethics

Use puppets to explore social and ethical issues within a targeted community.

Top

Storytelling

Theories, techniques, and practice in the art of constructing and telling stories for use in performance, recreational, and educational settings.

TMA
257

Hours	2.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	Theatre education major status or instructor's consent.
Taught	Winter, Spring
Programs	Containing TMA 257

Course Outcomes

Individual Storytelling Skill and Style

Students will develop unique individual skills and styles in storytelling, demonstrating ability to create imagery, use vocal animation and characterization, and produce effective story sequences, supported by skilled delivery (body, voice, use of space).

Writing about Performances

Students will survey and respond to a variety of storytelling styles by observing and writing about live, video and audio performances.

Teaching Strategies

Students will develop teaching strategies and coaching styles designed to support storytellers in targeted communities such as schools, businesses, the entertainment industry, churches, family, etc.

Professional Relationships

Students will foster supportive relationships by connecting to national and local storytellers and organizations.

Top

Theatre Drafting

Basic training in manual and computer-aided drafting as well as visualization for theatre.

TMA
258

Hours	2.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter

Course Outcomes

Professional Skills

Student will employ basic hand and computer drafting techniques for applied theoretical in-class projects.

Portfolio

Students will create and assess effective materials for their personal portfolios.

↑Top

Principles of Design for Stage and Screen

Survey of visual design principles for theatre, film, television and related media; collaborative team techniques; research theory; script analysis; production concept; applied approaches to costume, scenic, lighting, makeup, property and sound design.

TMA 259

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 101 & 236; or instructor's consent.
Taught	Fall, Winter
Programs	Containing TMA 259

Course Outcomes

Collaboration

Students will demonstrate basic team collaborative techniques through multiple in-class activities.

Research

Students will utilize strong research approaches for solving unique production design challenges.

Script Analysis

Students will analyze production scripts to determine the needs of the design.

Design Skills

Student will employ basic design techniques to realize production designs for theoretical in-class productions.

↑Top

Theatre Production 2

Beginning practical experience in specialized shops or backstage experience on realized productions.

TMA 260R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160 and instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 260R

Course Outcomes

Theatre Collaboration

Students will collaborate in a synthesis of all elements of theatre (playwriting, design and technology, directing, acting, dramaturgy, stage management)

↑Top

Theatre Production 2: Costumes

Practical experience in the costume shop. Hands-on training for further production experience.

TMA 260R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160 and instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Application

Students will engage in theatre production including work in costumes.

Theatre Collaboration

Students will collaborate in a synthesis of all elements of theatre (playwriting, design and technology, directing, acting, dramaturgy, stage management)

↑Top

Theatre Production 2: Make-up/Props/Lighting

Practical experience in the make-up, props, and lighting labs. Hands-on training for further production experience.

TMA 260R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160 and instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Application

Students will engage in theatre production including work in makeup, props, and lighting.

Top

Theatre Production 2: Scene Shop

Practical experience in the scene shop. Hands-on training for further production experience.

TMA
260R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160 and instructor's consent.
Taught	Fall, Winter

Course Outcomes

Technical Experience

Students will participate in a hands-on experience in a technical area such as wardrobe, lighting, sound, or as a member of the backstage crew for a fully realized production.

Top

Theatre Production 2: Theatre Education

Practical experience for secondary education students in the scene shop, costume shop, and lighting lab. Hands-on training for further production experience.

TMA 260R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 276; Theatre education major status. Instructor's consent.
Taught	Fall Term 2, Winter Term 2

Course Outcomes

Application

Students will participate in theatre production education.

Top

Writing for Animation

Traditional screenwriting emphasizing stories for the medium of animation.

TMA
261

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

Writing for Animation

Students will demonstrate their ability to write for animation. (This course has not been offered for a few years. The department is currently reviewing whether or not to offer it again. In the event that we do decide to begin offering it again, we will determine more specific outcomes at that time.)

↑Top

Principles of Stage Craft

Introduction to basic stage craft techniques: scenic tools and materials; construction, rigging and handling of scenery pieces; basic scenery painting techniques; properties construction and acquisition; related stage safety and maintenance.

TMA
266

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 115 and 160; or instructor's consent.
Taught	Winter
Programs	Containing TMA 266

Course Outcomes

Construction Techniques

Students will demonstrate a foundational knowledge of basic scenery construction techniques.

Construction Practice

Students will participate in realized scenery construction projects.

Top

Principles of Makeup

Introduction to basic makeup application for stage and screen: corrective, glamour and age; stylized approaches; putty construction; crepe hair; wig application techniques.

TMA 267

Hours	2.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing TMA 267

Course Outcomes

Basic Makeup Application

Students will demonstrate basic flat makeup skills through projects in corrective, glamour, and age.

Two Dimensional Techniques

Students will create special makeup projects using putty and crepe hair.

Production Experience

Students will participate in one realized makeup production.

Hair Application

Students will perform basic wig applications.

Special Effects

Students will demonstrate the correct application for hair, putty and other special effects products.

Applied Design

Students will apply previous makeup skills for a stylized project and a complete character, including makeup and hair.

↑Top

Practicum: Television

Practicum in intermediate television production and direction. Topics will vary depending on specific television programs under production.

TMA
270R

Hours	1.0 - 6.0 Credit, Arr Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2

Course Outcomes

Application

Students will use skills and knowledge in television based in a professional setting.

↑Top

Beginning Non-Fiction and New Media Storytelling

Principles and techniques of new media production, information gathering, conceptualizing, and storytelling.

TMA 273

Hours	4.0 Credit, 4.0 Lecture, 3.0 Lab
Prerequisites	TMA 105 & TMA 185 & TMA 187; TMA 293 or concurrent enrollment.
Taught	Fall, Winter
Programs	Containing TMA 273

Course Outcomes

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

Story Creation

Students will begin to conceptualize, write, shoot, and edit non-fiction stories.

Text Analysis

Students will engage with texts about storytelling and production processes.

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration

Top

Exploration of Teaching Theatre

Field-based initial teaching experience directed at helping prospective teachers experience demands and opportunities associated with teaching secondary students.

TMA 276

Hours	4.0 Credit, 6.0 Lecture, Arr Lab
Prerequisites	TMA 115 & TMA 160; Theatre education major status. FBI fingerprint and background clearance.
Taught	Fall
Programs	Containing TMA 276

Course Outcomes

Education Theory and Practice

Understand the theoretical and practical nature of education;

Learning Styles

Evaluate a variety of learning styles;

Personal Teaching Style

Objectively begin to understand their personal teaching style;

Teaching Experience

Gain practical teaching experience;

Teaching Talents

Acquire confidence in their teaching talents;

Lesson Plan Development

Learn to develop specific lesson plans and educational units;

Portfolio Development

Create a professional education portfolio;

Teaching Resources

Learn about teaching resources and information.

Top

New Media Conceptualization

Concepts and techniques for creating new media production.

TMA 277

Hours	3.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Majors/minors: TMA 293, 295. Non-majors: no prerequisites.
Taught	Fall
Programs	Containing TMA 277

Course Outcomes

New Media Storytelling

Understand history, theory, principles of new media storytelling

Audience-specific New Media Story

Develop a new media story. focus story to a specific audience.

Incorporating LDS Themes

Incorporate lds themes into story in a way that is authentic and accessible to a modern audience.

Top

Practicum: Cinematic Skills

Intermediate cinematic skills.

TMA
284R

Hours	1.0 - 6.0 Credit, Arr Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter

Course Outcomes

Cinematic Skills

Students will participate in a practicum experience that will develop their cinematic skills. (This course has not been offered for a few years. The department is currently reviewing whether or not to offer it again. In the event that we do decide to begin offering it again, we will determine more specific outcomes at that time.)

↑Top

Production: Intermediate

Survey and application of the basics of narrative and nonfiction, including 16-mm film. Lecture, discussion, lab, and individual/group experiences and critiques.

TMA
285

Hours	4.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	TMA 105 & TMA 185 & TMA 187; TMA 291 or 292 (or concurrent enrollment).
Note	Fee.
Taught	Fall, Winter
Programs	Containing TMA 285

Course Outcomes

Production Decision Making

Make practical production decisions.

Film Project: Pre- through Post- Production

Guide a film from pre-production, through production, to post-production.

Effective Communication

Collaborate effectively with other filmmakers in the creation of a film.

Equipment, Tools, and Technology

Use the equipment, tools and technologies associated with the creation of a film.

Top

Media Arts History 1

Survey of social, aesthetic, business, and technical dimensions of film and media from 1895 to 1945.

TMA 291

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 112 & TMA 114
Taught	Fall, Spring
Programs	Containing TMA 291

Course Outcomes

World Cinema: 1895 to 1946

Familiarize students with the history of world cinema from 1895 to 1946 as informing and informed by culture, social history, emerging technologies and industry adaptations, and trends in visual art.

↑Top

Media Arts History 2

Survey of social, aesthetic, business, and technical dimensions of film and media from 1946 to present.

TMA
292

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 112 & TMA 114
Taught	Winter, Summer
Programs	Containing TMA 292

Course Outcomes

World Cinema: Post-WWII

To familiarize students with the history of post-WWII world cinema as informing and informed by culture, social history, emerging technologies and industry adaptations, and trends in visual art.

Top

History of Documentary and Nonfiction Film

Introduction to and contextualization of documentary film from its inception to present.

TMA
293

Hours	3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	TMA 112 & TMA 114
Taught	Winter, Spring
Programs	Containing TMA 293

Course Outcomes

Non-Fiction Films

To watch a lot of non-fiction films. And enjoy them *perhaps immensely). Meanwhile: to consider the idea of the nonfiction film from its beginning to the present day; to explore a range of approaches, styles, and individuals associated with the documentary idea; to discuss social and ethical issues that emerge around documentary film making; finally to consider how our own lives (as film makers, film critics, and normal people) are informed and shaped by documentary sensibilities. (or ought to be).

↑Top

History of Animation

Origins and developments of animation internationally to the present, focusing on aesthetic, technical, political, and economic aspects of the medium.

TMA
294

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Media Arts major/minor status or Animation major status or Illustration major status.
Taught	Winter
Programs	Containing TMA 294

Course Outcomes

Popular Culture

Students will be able to discuss animation (film, television, Internet) as a microcosm of the larger aesthetic and social developments of popular culture artifacts.

Historical Contexts

Students will be able to examine the relationship of text, subtext, and context in animated fare, as well as understand how animation has influenced and is influenced by art, society, history, and technology.

Genre

Students will be able to analyze the significance of generic conventions and themes in animation, both diachronically and synchronically.

Secondary Literature

Students will be able to identify and appraise scholarly material related to animation studies.

Top

History of the Moving Image

Continuities and changes in the moving image from 1895 to the present, focusing on implications of emerging and converging media for spectatorship, social and individual identity construction, and potential sharing of spirituality.

TMA
295

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 112 & TMA 114
Taught	Fall, Winter, Spring
Programs	Containing TMA 295

Course Outcomes

Moving Images and Their Operations

Examine moving images and their operations as spirituality, art, technology, social force, and economics.

Moving Image Development: 1895 to Present

Explore spectator/user involvement in concrete aspects of the development of the moving image, from 1895 to the present.

Role of Contemporary Media

Thoughtfully consider the roles of contemporary media in shaping and revealing individual and social identities.

Collaboration and Practice

Collaboratively identify and share information on current practices involving media interactivity and its impacts upon the "user."

↑Top

Academic Internship

Off-campus experience or internship in theatre or media arts.

TMA 299R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre students: TMA 115 and application. Media students: TMA 112 and 114 and 185/105 and application.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Internship Outcomes

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

Top

Academic Internship: Media

Off-campus experience or internship in media arts.

TMA 299R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 112 & TMA 114 & TMA 185; By application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Internship Outcomes

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

Top

Academic Internship: Theatre

Off-campus experience or internship in theatre arts.

TMA
299R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 115; By application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Internship Outcomes

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

Top

Music Theatre in Contemporary Culture

Analysis of the form, evolution, and influence of music dance theatre in Western culture.

TMA
300

Hours	1.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	MUSIC 290 & DANCE 243R & DANCE 244R; concurrent enrollment in Dance 300 and Music 300. MDT major status.
Recommended	Concurrent enrollment in Music 328 and Dance 328 and TMA 328.
Taught	Fall
Programs	Containing TMA 300

Course Outcomes

MDT Analysis and Communication

Students will be able to analyze, synthesize and articulate the significant facets of music, dance and theatre within the historical context of the musical theatre genre.

History of Music Dance Theatre

Students will be able to analyze, synthesize and articulate the significant facets of music, dance and theatre within the historical context of the musical theatre genre.

Top

Contemporary Performance Practices

Advanced studies in performance theory and practice.

TMA 301

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 115 & TMA 236
Taught	Fall, Winter
Programs	Containing TMA 301

Course Outcomes

Trends in Contemporary Performance

Students will achieve an understanding of the trends in contemporary performance, and analyze what it means in terms of art, representation, and practice.

Performance Analysis

Students will analyze different performances by identifying particular performance styles and wrestling with their implications.

Critical Engagement

Students will critically engage with notions of representation, ethics, and spirituality through dialogue, writing, and performance.

Performance Experience

Students will engage with contemporary performances practices through acting, designing, devising, writing, moving, and more.

Community Formation Processes

Students will engage in the process of community formation through theoretical discussion, collaboration, and service to one another.

↑Top

Studies in British Theatre Performance

Analytical and theoretical study of theatre history, dramatic literature, and performance from the Renaissance to the present through pre- and post-performance study and discussion of a play presented in London by some of the world's most notable theatre companies.

TMA
302

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Acceptance in the Theatre in London Study Abroad program.
Taught	Spring
Programs	Containing TMA 302

Course Outcomes

Interpret Dramatic Texts

Students will increase their capacity to read and interpret dramatic texts

Engage Critically

Students will increase their capacity to engage critically in the relationship between the text and the performance through writing and discussion

Discussion Techniques

Students will increase their capacity to enegage critically with a theatrical performance in terms of aesthetics, values an dpreferences through writing and discussion

Expand Performance Techniques

Students will increase their capacity to experience a range of techniques in performance

Top

Special Projects 2

Intermediate projects in theatre or media arts.

TMA 315R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts major status. By application only.
Taught	Contact Department

Course Outcomes

Statement on Outcomes

Because this course serves as an umbrella for a number of different sections that provide a variety of learning experiences, the instructor of each section will list at least three (3) course-level learning outcomes for that section that are in line with the applicable program-level learning outcomes.

Story creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Top

Special Projects 2: Assistant Stage Managers

Intermediate projects for assistant stage managers.

TMA
315R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	By application only.
Taught	Spring Contact Department

Course Outcomes

Story creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Text Analysis

Students will engage with texts about storytelling and production processes.

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

↑Top

Special Projects 2: Media

Intermediate projects in media arts.

TMA
315R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts major status. By application only.
Taught	Contact Department

Course Outcomes

Story creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Text Analysis

Students will engage with texts about storytelling and production processes.

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

Top

Special Projects 2: Theatre

Intermediate projects in theatre.

TMA
315R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts major status. By application only.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 315R

Course Outcomes

Story creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Text Analysis

Students will engage with texts about storytelling and production processes.

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

Top

Special Projects 2: Young Company Teaching Artists

Intermediate projects for Young Company Teaching Artists.

TMA 315R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Concurrent enrollment in TMA 455R. By application only.
Taught	Contact Department

Course Outcomes

Story creation

Students will begin to conceptualize, write, shoot, and edit fiction and non-fiction stories.

Text Analysis

Students will engage with texts about storytelling and production processes.

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

↑Top

Theatre and Media Arts Instruction

Developing teaching methods and techniques for instruction in theatre and media arts classroom.

TMA 316

Hours	1.0 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	Theatre students: instructor's consent. Media arts students: TMA 102 and 112 and 114 and instructor's consent.
Taught	Fall, Winter

Course Outcomes

Theatre: Effective Teaching Principles

Students will identify and apply the principles of effective teaching.

Theatre: Personal Teaching Philosophy

Studens will develop a personal philosophy for effective teaching.

Top

Theatre and Media Arts Instruction: Media

Developing teaching methods and techniques for instruction in the media arts classroom.

TMA 316

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TMA 102 & TMA 112 & TMA 114; Instructor's consent.
Taught	Winter

Course Outcomes

Theatre: Effective Teaching Principles

Students will identify and apply the principles of effective teaching.

Theatre: Personal Teaching Philosophy

Studens will develop a personal philosophy for effective teaching.

Top

Theatre and Media Arts Instruction: Theatre

Developing teaching methods and techniques for instruction in the theatre classroom.

TMA 316

Hours	1.0 Credit, 1.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall

Course Outcomes

Theatre: Effective Teaching Principles

Students will identify and apply the principles of effective teaching.

Theatre: Personal Teaching Philosophy

Studens will develop a personal philosophy for effective teaching.

Top

Advanced Narrative Production

Preproduction and production of short projects, including digital and 16-mm sound film in narrative form. Discussion, lab, and individual/group experiences and critiques.

TMA
319

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 241 & TMA 285; By application only.
Recommended	TMA 123.
Note	Fee.
Taught	Fall, Winter
Programs	Containing TMA 319

Course Outcomes

Refining Media Directing Skills

This course is designed to help students in focusing and refining their media directing skills aswell as applying producorial skills in an advanced production setting. Film and video production can be a costly enterprise. It is hoped that students unable to afford advanced production projects will not be denied the opportunity of developing advanced directing skills. It is further hoped that students hired to direct projects professionally will be able to distinguish themselves as directors by understanding a variety of approaches and the tools available to realize a concept.
The course intends to help students utilize the tools of direction – contrasted with the duties of production – to more clearly understand the director's craft as storyteller.

Top

Voice Over

Studio procedures and protocol, skills involved in producing effective reading choices, creation and cataloging voice over characters for commercial and animation voice overs.

TMA 321

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TMA 123; or TMA 128; Approval to add required from BFA Acting Program Area Head.
Recommended	TMA 121; TMA 122.
Note	For BFA Acting and MDT majors and majors for which the study of voice over technique is relevant and important such as Media Arts, Animation, Theatre Arts Studies, and Advertising.
Taught	Fall
Programs	Containing TMA 321

Course Outcomes

Technique

Students will demonstrate the ability to recognize, create, perform with, and talk about moment-to-moment awareness and authenticity.

Peer Evaluation

Student will evaluate the voice-acting work of their peers.

Fluency

Students will demonstrate fluency in studio protocol and terminology.

↑Top

Classical Voice

Speech techniques (word stress, inflection, pitch, pace, etc.) applied in the classical play.

TMA
322

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	BFA acting or MDT major status. BFA acting majors: TMA 222 and 228. BFA MDT majors: TMA 121 and 228.
Taught	Fall
Programs	Containing TMA 322

Course Outcomes

Voice Exploration

Students will explore a variety of voice pedagogies and practices and apply the techniques to the performance of classical texts.

Performance

Students will produce work at a consistently competitive level of expertise.

Standard American Speech Dialect Mastery

Students will demonstrate mastery of Standard American Speech dialect.

Goal Setting

Students will identify and achieve at least one personal/professional goal that will help them individually clarify and utilize their "personal voice."

Top

Kennedy Center American College Theatre Festival

Coaching students who will participate in the Kennedy Center American College Theatre Festival.

TMA 323R

Hours	1.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	By application only.
Taught	
Programs	Containing TMA 323R

Course Outcomes

Individual Festival Outcomes

Because of the specific nature of the festival course, students work with his or her advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

↑Top

Acting Classics

Acting skills helpful in classical literature, emphasizing Shakespearean scansion and text analysis.

TMA 324

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	TMA 222 & TMA 228; BFA acting major status. By audition only.
Taught	Fall
Programs	Containing TMA 324

Course Outcomes

Scansion and Folio Text Analysis

Students will show proficiency with scansion and folio text analysis for Shakespearean text.

Skill Integration in Performance

Students will apply fundamental acting principles and vocal techniques to the performance of assigned scenes and monologues from classical texts.

Play and Character Analysis

Students will demonstrate their ability to analyze a play from an actor's point of view and choose objectives, actions, and obstacles congruent with the historical text.

Positive Work Habits

Students will practice positive work habits of an actor, i.e. dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work.

↑Top

Stage Combat

Skills of safe hand-to-hand combat, including use of rapier, dagger, and broadsword, for stage and screen.

TMA 325

Hours	2.0 Credit, 4.0 Lecture, 2.0 Lab
Prerequisites	TMA 125 & TMA 127 & TMA 225; BFA acting major status.
Taught	Fall
Programs	Containing TMA 325

Course Outcomes

SAFD Techniques

Students will use SAFD techniques to safely and believably perform in a theatrical production using various weapons for period stage plays.

Physical Coordination

Students will demonstrate improved individual physical coordination.

SAFD Technical Terrminology

Students will use various technical terms from a glossary of SAFD Lexicon.

Rapier, Dagger, and Broadsword Techniques

Students will model correct fighting techniques for rapier, rapier and dagger, and broadsword.

Body Awareness and Storytelling

Students will demonstrate a deeper awareness of body and its impact on the storytelling process in scene work.

Top

Divine Comedy

Participation as performers, writers, directors, or crew members of a sketch comedy group.

TMA 326R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	By audition only.
Taught	Fall, Winter
Programs	Containing TMA 326R

Course Outcomes

Please contact the individual department for outcome information.

Top

Script, Movement and Score Analysis

The integration and performance of information gathered from careful research and analysis of movement style, script and score.

TMA 328

Hours	1.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TMA 229; BFA MDT major status. Concurrent enrollment in Dance 328 and Music 328.
Recommended	Concurrent enrollment in Music 300 and Dance 300 and TMA 300.
Taught	Fall
Programs	Containing TMA 328

Course Outcomes

Landmark Productions in American Musical Theatre

Students will be familiar with the selected 'landmark' productions of the American musical theatre.

Landmark Musical Theatre Works Record

Students will have compiled a written record of these 'landmark' musical theatre works as a personal resource guide.

Performance Improvement

Students will have learned to implement into their musical theatre performance essential acting, vocal, and movement skills as outlined in the evaluation forms.

Performance Ratings

Student performance work will be consistently rated in the 3.5 and above category based on the evaluation form scale.

Integrating Performance Feedback

Students will be able to integrate into their performance detailed feedback from faculty/peers.

Professional Conduct

Students will approach their work in a competent, courteous and professional manner.

↑Top

Theatre and Film Acting Conservatory

Extensive work on a theatre or film project through semester, culminating in performance of play or preview of film/video.

TMA 329

Hours	3.0 Credit, 6.0 Lecture, Arr Lab
Prerequisites	TMA 122 & TMA 224; BFA acting major status. By audition only.
Taught	Winter even years
Programs	Containing TMA 329

Course Outcomes

Script Analysis

Students will analyze a script.

Performance

Students will perform a role in a full-length play production.

Expanding Comfort Zone

Students will demonstrate the ability to work beyond their comfort zone in terms of emotional risks and personal acting habits.

Ensemble Development

Students will collaborate with other actors to develop a trusting ensemble.

Top

Assistant Directing

Assisting directors for departmental productions.

TMA
330R

Hours	2.0 Credit, 0.0 Lecture, 9.0 Lab
Prerequisites	TMA 336; Theatre arts studies major status. Instructor's consent.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing TMA 330R

Course Outcomes

Critical Thinking

Students will enlarge their skills of rational thinking, problem solving, and decision-making.

Collaboration and Communication

Students will refine their ability to collaborate, innovate, and communicate effectively.

Production Support

Students will expand their ability to have patience, faith and charity in the process of helping the director realize the production they have conceived.

↑Top

Directing Narrative Literature

Theory and practice of adapting, directing, and performing nondramatic literature. Readers Theatre.

TMA
331

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	TMA 115; Theatre arts studies major status.
Taught	Fall Contact Department

Course Outcomes

Creative Foundations

Gain experience selecting, adapting and performing various forms of narrative literature and other written materials.

Production Processes

Learn to adapt, direct and perform a style of theatre that offers an alternative to conventional theatre within the boundaries of church, community, educational organizations, and professional theatre.

Collaboration and Character Building

Instill in our hearts and minds the vision and skills necessary to enter a ward or stake community, a classroom, a community theatre or a professional theatre and use narrative performance techniques to bring people to Christ.

↑Top

Directing Principles and Practices

Theories and processes of taking a scene from script to production. Lab required.

TMA
336

Hours	3.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	TMA 301
Taught	Fall, Spring
Programs	Containing TMA 336

Course Outcomes

Directing Process

Students will develop their own method of directing through examining and employing a wide variety of prominent directors' processes.

Communication

Students will enlarge the ability to communicate through theatre by taking scenes from the text to performance through interpretation, analysis, composition, and pre-production work.

Collaboration

Students will practice the collaborative nature of theatre production by working with actors, designers, dramaturgs, and classmates in order to tell compelling stories.

Artistic Decisions

Students will make artistic decisions that are informed by principles of human interaction, the spirit of truth, and the light of Christ.

Top

Screenwriting 2

Intermediate conceptualization, screenwriting, and development for narrative or nonnarrative projects.

TMA
341R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 114 & TMA 241; major status. By application only.
Note	TMA 241 prerequisite can be waived for TMA 341R: Writers Room section with instructor approval.
Taught	Fall, Winter
Programs	Containing TMA 341R

Course Outcomes

Please contact the individual department for outcome information.

Top

Playwriting 2

Workshop course designed to assist more advanced students in furthering their playwriting skills by writing the first draft of a full-length play.

TMA
351

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 251; or instructor's consent.
Taught	Winter
Programs	Containing TMA 351

Course Outcomes

Writing Processes

Students will begin to establish their own process of writing and tapping inspirational sources for content and subject matter by writing and refining 2 one-act plays.

Theatrical Storytelling

Students will begin to master the elements and principles of theatrical storytelling and character development through reading the work of other playwrights, writing one-act plays, and participating in classroom discussions and lectures.

Theatrical Structures

Students will apply appropriate elements of theatrical structures and character development through writing and revising one-act plays, and participating in classroom discussions and lectures.

Script Analysis

Students will demonstrate the skills to accurately and thoughtfully analyze their own theatrical writing and the writing of others by successfully drafting their one-act plays, and participating in classroom discussions and lectures.

↑Top

Drama in the Elementary Classroom

Varied teaching methodologies for application of drama within the pre-K--6 classroom. Dual emphasis on Utah state elementary drama standards as well as integration with core curricula.

TMA 352

Hours	2.0 Credit, 4.0 Lecture, Arr Lab
Prerequisites	Theatre education major status: TMA 101 or 102; TMA 276. Or early childhood education or elementary education major status. Or instructor's consent.
Taught	Fall, Winter, Spring
Offered	Independent Study also.
Programs	Containing TMA 352

Course Outcomes

Dramatic Activities: USOE Curriculum

Successful students in this course will be able to use various dramatic activities to effectively teach across the Utah State Office of Education’s (USOE) core and drama curriculum for elementary school grades.

Theatre Presentation and Activities

Successful students in this course will be able to create and perform collaborative theatre presentations, lead creative drama activities and utilize process drama and Mantle of the Expert with confidence and skill.

↑Top

Theatre Production 3

Advanced practical experience in specialized shops or backstage experience on realized productions.

TMA
360R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160; and instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 360R

Course Outcomes

Stage Management Specific

Students will apply the basics of stage management as an assistant stage manager within the domain of an BYU production and distinguish the skills and characteristics necessary to be an effective stage manager and overall successful theatre practitioner.

↑Top

Theatre Production 3: Costume/Makeup

Advanced practical experience in the costume shop or make-up lab, or backstage experience on realized productions.

TMA 360R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160; and instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Advanced Technical Production Experience

Students will participate in a hands-on experience in costuming and makeup for a fully-realized production.

↑Top

Theatre Production 3: Lights/Sound

Advanced practical experience in the lighting or sound labs, or backstage experience on realized productions.

TMA 360R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160; and instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Advanced Technical Production Experience

Students will participate in a hands-on experience in lights and sounds for a fully-realized production.

Top

Theatre Production 3: Scenery/Props

Advanced practical experience in the scenery or prop shops, or backstage experience on realized productions.

TMA 360R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 160; and instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Advanced Technical Production Experience

Students will participate in a hands-on experience in a technical area such as wardrobe, ligthing, sound, or as a member of the backstage crew for a fully-realized production.

↑Top

Theatre Production 3: Stage Management

Advanced practical experience in stage management on realized productions

TMA 360R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	Concurrent enrollment in TMA 361 and 369.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Evaluation

Students will evaluate their hands-on experience in writing.

↑Top

Stage Management 1

Principles and objectives of stage management. Assistant stage managers for departmental productions will be selected from students enrolled in this course.

TMA 361

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	Theatre arts studies major or minor status; or theatre education major status: TMA 276. Or instructor's consent.
Taught	Fall, Winter
Programs	Containing TMA 361

Course Outcomes

Skill Development

Students will identify the basics of stage management at an introductory level.

Practical Application

Students will perform the responsibilities of an assistant stage manager in pre-production, rehearsals, tech rehearsals, performance/calling a show, and post-production responsibilities within educational, community, and professional settings.

↑Top

Costume Design

Comprehensive course in costume design for stage and screen; renderings; costume theory; script research; costume paperwork; collaboration techniques; preparation for work as assistant and/or full designer positions in departmental productions.

TMA 362

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 236 and 259 or concurrent enrollment; or instructor's consent.
Recommended	TMA 462 or concurrent enrollment.
Taught	Fall
Programs	Containing TMA 362

Course Outcomes

Concept and Approach

Students will apply script analysis and the use of a director's concept in the creation of an effective costume design for a production.

Communication and Collaboration

Students will demonstrate collaborative communication, both orally in a production team and artistically through the costume rendering, as preparation for co-design and full costume design assignments for the Department of Theatre & Media Arts.

Professional Skills

Students will demonstrate professional costume rendering and computer-aided graphic skills in figure proportions, stance and fabric manipulation.

Portfolio

Students will produce effective visual materials for personal portfolios and demonstrate an ability to constructively critique other designers' portfolios.

Top

Scenic Design

Comprehensive course in scenic design for stage and screen: scenic history and theory; renderings and model construction; script research; scenic paperwork; collaboration techniques; preparation for work as assistant and/or full designer positions in departmental productions.

TMA 363

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 236 and 258 and 259 or concurrent enrollment; or instructor's consent.
Recommended	TMA 366R or concurrent enrollment.
Taught	Winter
Programs	Containing TMA 363

Course Outcomes

CONCEPT AND APPROACH

Students will apply script analysis and the use of a director's concept in the development of a scenic environment for a production.

Scene Design Fundamentals

Students will employ advanced techniques of scenic design in theoretical productions in preparation for future projects.

COMMUNICATION AND COLLABORATION

Students will demonstrate collaborative communication, both orally in a production team and artistically through scenic paperwork and renderings as preparation for co-design and full scenic design assignments for the Department of Theatre & Media Arts.

Theatrical Scene Design

Students will demonstrate advanced knowledge of the art and craft of theatrical scenic design and its role within the collaborative process of theatre production.

PROFESSIONAL SKILLS

Students will demonstrate professional rendering, drafting, modeling and computer-aided design skills for theoretical stage design projects.

PORTFOLIO

Students will produce effective visual materials for personal portfolios and demonstrate an ability to constructively critique other designers' portfolios.

Top

Lighting Design

Comprehensive course in lighting design for stage: collaboration techniques; lighting theory; instruments and lighting systems; preparation for work as assistant and/or full designer positions in departmental productions.

TMA
364

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 235 and 258 and 259 or concurrent enrollment; or instructor's consent.
Recommended	TMA 366R or concurrent.
Taught	Fall
Programs	Containing TMA 364

Course Outcomes

Design Analysis

Students will evaluate multiple University productions for effective use of controllable qualities of light to achieve desired functions of light.

Design Process

Students will practice a process for designing light for live performance.

Design Porfolio

Students will produce effective visual materials for a design portfolio.

↑Top

Sound Design

Comprehensive course in sound design for stage: sound reinforcement; stage equipment; sound space design; collaboration techniques; preparation for work as assistant and/or full designer positions in departmental productions.

TMA 365

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 259; or instructor's consent.
Taught	Winter
Programs	Containing TMA 365

Course Outcomes

CONCEPT AND APPROACH

Students will apply script analysis and the use of a director's concept in the development of an effective sound design for a production.

COMMUNICATION AND COLLABORATION

Students will demonstrate collaborative communication, both orally in a production team and artistically through the sound design and paperwork, in preparation for co-design and full sound design assignments for the Department of Theatre & Media Arts.

PROFESSIONAL SKILLS

Students will demonstrate professional sound design paperwork and use industry standard equipment to develope a sound design.

PORTFOLIO

Students will produce effective materials for personal portfolios and demonstrate an ability to constructively critique other designers' portfolios.

↑Top

Production Topics

Topical theory and skill training in specialized performance support areas including: scenic art, hand drafting, CAD systems, and production design.

TMA
366R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing TMA 366R

Course Outcomes

PROFESSIONAL SKILLS

Students will demonstrate professional skills in intermediate topic areas as preparation for realized production work.

PORTFOLIO

Students will produce effective materials for personal portfolios and demonstrate an ability to constructively critique other designers' portfolios.

⬆Top

Makeup Design

Comprehensive course in makeup design for stage and screen: prosthetics; advanced makeup effects; makeup theory; script research; collaboration techniques; preparation for work as assistant and/or full designer positions in departmental productions.

TMA
367

Hours	3.0 Credit, 4.0 Lecture, 1.0 Lab
Prerequisites	TMA 259 & TMA 267; or instructor consent.
Taught	Fall, Winter
Programs	Containing TMA 367

Course Outcomes

CONCEPT AND APPROACH

Students will apply script analysis and the use of a director's concept in the creation of an effective makeup design for a production.

COMMUNICATION AND COLLABORATION

Students will demonstrate collaborative communication, both orally in a production team and artistically through the makeup and hair renderings, as preparation for co-design and full costume design assignments for the Department of Theatre & Media Arts.

PROFESSIONAL SKILLS

Students will demonstrate professional rendering and computer-aided graphic skills in makeup, hair and prosthetic design and construction.

PORTFOLIO

Students will produce effective visual materials for personal portfolios and demonstrate an ability to constructively critique other designers' portfolios.

Design Theory

Students will employ basic design principles in analyzing and creating makeup designs for various projects.

Top

Scenic Art

Basic approaches to painting and finishing scenic elements. Priming, lay-in, texturing, and effects. Possible work painting on departmental productions.

TMA 368

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 115 or instructor's consent. Theatre arts studies major or minor status, or theatre education major status.
Taught	Fall
Programs	Containing TMA 368

Course Outcomes

Scenic Painting Projects

Students will employ scenic painting techniques in theoretical and realized projects, including the use of textures, graining, marbleizing, washes, bricks, stone, drapery, distressing, as well as other methods used by scenic artists.

Scenic Art

Students will demonstrate knowledge of the basic techniques used in scenic painting.

Top

Design and Technology Projects 1: Assistant Stage Managers

Practical experience working as main season assistant stage managers; related topics.

TMA 369R

Hours	1.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre arts studies major or minor status. Concurrent enrollment in TMA 360 and 361. Instructor's consent.
Taught	Fall, Winter

Course Outcomes

Production Experience

Students will create an element of Theatre in a fully-mounted production.

Top

Design and Technology Projects 1: Production Stage Managers

Practical experience working as main season production stage managers; related topics.

TMA
369R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 236 & TMA 259
Taught	Fall, Winter

Course Outcomes

Technical Management Experience

Students will manage aspects of technical theatre in a BYU mainstage production.

Top

Design and Technology Projects 1: Young Ambassadors

TMA 369R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter
Programs	Containing TMA 369R

Course Outcomes

Production Experience

Students will create an element of Theatre in a fully-mounted production.

Top

Design Practicum

Practical experience working as assistant designers; practicum experience in related performance design and/or technology topic areas.

TMA
369R

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 236 and 259 and instructor's consent.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Production Experience

Students will create an element of Theatre in a fully-mounted production.

Top

Practicum: Television

Practicum in advanced mentored television productions offered as needed for student projects.

TMA
370R

Hours	1.0 - 6.0 Credit, Arr Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall Term 2, Winter Term 2
Programs	Containing TMA 370R

Course Outcomes

Production Experience

Students will create an element of Theatre in a fully-mounted production.

Top

Media Collaboration

Experience collaborating with senior capstone media arts experience.

TMA 372R

Hours	0.5 - 3.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	TMA 187; Major status. By application only.
Note	Concurrent enrollment in TMA 187 can be approved by instructor.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 372R

Course Outcomes

Professional Crew Experience

This course should give students the opportunities to gain professional film crew experience by working on approved institutional productions.

Top

Theory and Practice of Teaching Drama in Elementary Classrooms

Theory and methods of teaching drama to young people, grades K-6. Emphasis on creative drama, process drama and contemporary trends in drama pedagogy at the elementary level.

TMA
375

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing TMA 375

Course Outcomes

1.

Successful students in this course will be able to use various dramatic activities to effectively teach drama and non-drama curriculum for grades K-5.

2.

Successful students in this course will be able to create and perform collaborative theatre presentations, lead creative drama activities and utilize process drama with confidence and skill.

3.

Successful students in this course will be able to identify and implement 21st Century Learning Skills in their drama-based curriculum.

Top

Theatre Methods and Instruction: Design

Developing meaningful and engaging instruction for secondary students in theatre; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

TMA 377A

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	TMA 276; Theatre education major status. Concurrent enrollment in the theatre education section of TMA 260. FBI fingerprint and background clearance.
Taught	Winter
Programs	Containing TMA 377A

Course Outcomes

Teaching Technical Theatre

Students will build an understanding of the structure and creative processes involved in teaching technical theatre and designing a theatre production.

Teaching Experience

Students will observe and practice teaching technical theatre in a high school setting.

Lesson Plan Development

Students will learn to create and develop specific lesson plans and educational units in technical theatre.

Technical Theatre Resources

Students will identify and evaluate a variety of technical theatre resources including the Internet.

Confidence

Students will gain confidence in their technical abilities.

Top

Theatre Methods and Instruction: Secondary Curriculum

Developing meaningful and engaging instruction for secondary students in theatre; developing critical thinking, problem solving, literacy, and democratic character; assessing learner performance.

TMA 377B

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	TMA 276 & TMA 377A & TMA 377C; TMA 260R (theatre education section). Theatre education major or minor status. FBI fingerprint and background clearance.
Taught	Fall
Programs	Containing TMA 377B

Course Outcomes

Teaching Competency

Demonstrate competency in theatre content and the pedagogical presentation of theatre concepts.

Literary Principles and Theatre Content

Understand basic literacy principles and apply them to theatre content.

Instructional Design and Delivery

Design and deliver instruction to help young learners develop proficiency in theatre content and critical thinking.

Instructional Design for Young Learners

Design instruction to help young learners develop independent and cooperative life long learning skills.

Diverse Learners

Create a nurturing and motivating learning environment that helps diverse learners succeed.

Lesson Planning and Pedagogical Strategies

Plan lessons, units and courses based on the understanding of theatre content and theatre standards, as well as pedagogical strategies.

Personal Competence

Reflect on their personal competence and the effects of their own instructional choices and seeks opportunities to improve.

Assessment Development and Use

Create and use assessments to evaluate learners as well as the effectiveness of their own instruction.

↑Top

Theatre Methods and Instruction: Applied Theatre

Practicing contemporary theatre-in-education (TIE) methods to be employed in practical secondary education settings.

TMA 377C

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	FBI fingerprint and background clearance.
Taught	Fall, Spring
Programs	Containing TMA 377C

Course Outcomes

TIE and TO Experiences

Successful students in this course will be able to facilitate the devising process for Theatre in Education (TIE) and Theatre of the Oppressed (TO) experiences.

Applied Theatre Performances and Workshops

Successful students in this course will be able to create and facilitate Applied Theatre performances and workshops.

↑Top

Theatre Methods and Instruction: Elementary Curriculum

Practicing contemporary elementary education methods students will later employ in practical education settings.

TMA
377D

Hours	2.0 Credit, 2.0 Lecture, 1.0 Lab
Prerequisites	TMA 375; Theatre Education major status. FBI fingerprint and background clearance.
Taught	Winter
Programs	Containing TMA 377D

Course Outcomes

Lesson and Unit Planning

Successful students in TMA 377D will plan lessons and units based on their understanding of state and national K-6 drama and core curriculum standards.

Instructional Design and Delivery

Successful students in TMA 377D will design and deliver instructions to help elementary students develop skills in drama and core curriculum content.

Advocacy in the Arts

Successful students in TMA 377D will demonstrate ability to advocate for the arts in an elementary setting.

Drama and Education Methodologies

Successful students in TMA 377D will reflect on current methodology regarding drama and education.

Personal Competence

Successful students in TMA 377D will reflect on their personal competence, and the effects of their own instructional choices, and seek opportunities for improvement.

Top

New Media Producing and Directing

Pre-production and production of short projects. Discussion and individual/group experiences and critiques.

TMA 378R

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	TMA 277 & TMA 293 & TMA 295; media arts major or minor status.
Taught	Fall, Winter
Programs	Containing TMA 378R

Course Outcomes

This course is currently on hiatus.

↑Top

Design Studio

Performance design studio experience in team collaboration, portfolio building, and faculty mentored projects.

TMA
379R

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 236 and 259; one or more of TMA 362, 363, 364, 365, and 367; instructor's consent.
Taught	Fall, Winter

Course Outcomes

Production Skills

Students will identify and apply design step-by-step processes in the realization of in-class projects.

Communication & Collaboration

Students will demonstrate collaborative communication skills as they complete design assignments in a production team environment.

Portfolio

Students will develop their personal portfolio materials and demonstrate an ability to constructively critique other designers' portfolios.

↑Top

Dramaturgy 1

Research and apply hands-on theatrical skills in four critical studies areas: literary management, production dramaturgy, new play development, educational outreach.

TMA
380

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 115; or instructor's consent.
Taught	Fall
Programs	Containing TMA 380

Course Outcomes

Evaluate Dramaturgy

Students will evaluate dramaturgical documents, presentations, and practices.

Collaboration

Students will collaborate with others in dramaturgical exercises.

Do Dramaturgy

Students will generate dramaturgical documents.

Self-Assessment

Students will assess their own dramaturgical work and practices.

Top

Practicum: Cinematic Skills

Advanced cinematic skills.

TMA
384R

Hours	1.0 - 6.0 Credit, Arr Lecture, 1.0 Lab
Prerequisites	None
Taught	Fall, Winter
Programs	Containing TMA 384R

Course Outcomes

Practical Cinematic Skills

These courses teach specific cinematic skills regarding Cinematography, Sound, Editing, Visual and Practical Effects, Lighting, Post-Production and more.
Students will learn how to use these tools, in collaboration with other students, to prepare to be competitive in the film industry.

Production Skill Sets

Behind the camera principles & practices including shooting field content & interviews, editing, directing, producing, graphics supervision).

Talent Development

Studying & polishing effective techniques for anchors, reporters, analysts, and play-by-play on-air personalities.

Top

Production Management: Advanced

Overview of techniques for managing large arts projects, involving individual and team projects.

TMA 387

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	TMA 187; media arts major status; media arts foundation courses.
Taught	Fall, Winter
Programs	Containing TMA 387

Course Outcomes

Detecting Good Stories

Detect good stories and what to do next.

Producer Role and Responsibilities

Further understand what a producer is, specificall the creative sides to a producer; better understand producing through the research of successful producers past and present.

The Current Film Industry

Find necessary information to keep current on the film industry, including researching and finding box office numbers; individuals active in the industry; how problems are addressed and solved; marketing; etc.

Top

Media Arts Crew

Practical supervised experience in media arts production. Exposure to protocols, as well as organizational and technical aspects.

TMA
388R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	TMA 114 & TMA 185; By application only.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 388R

Course Outcomes

Professional Crew Experience

This course should give students the opportunities to gain professional film crew experience by working on approved professional productions.

Top

Producing Symposium

Developing organizational skills by workshop meetings with industry professionals, who share their producing experiences, styles, and strategies.

TMA 389R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 114; media arts major status. By application only.
Taught	Fall, Winter
Programs	Containing TMA 389R

Course Outcomes

This course is currently on hiatus.

Top

Introduction to Media Arts Theory

Identifying and analyzing contemporary film and media theories, with application to specific media texts.

TMA 391

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	TMA 291; or TMA 292
Taught	Fall, Spring
Programs	Containing TMA 391

Course Outcomes

Personal Framework and Values

Articulate and develop your personal framework of how films make meaning and implement those values in his/her own filmmaking. Film viewing and film analysis.

Canonical Film Theory

Using canonical film theory paradigms and vocabulary, understand and apply multiple ways spectators construct meanings while viewing films.

Film Theory Analysis

Competently analyze key film theories from 1915 to the present and apply them to specific film texts.

Top

Children's Media

Historical and theoretical survey of media for and about children and the literature that informs it; discussions and strategies relating to production, reception, pedagogy, and parenting.

TMA
392

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Winter
Programs	Containing TMA 392

Course Outcomes

Children's Media History and Development

To survey the history of children's media, its various forebears (children's literature particularly) and components (film, television, interactive mult-media), and to consider some of the theoretical and practical implications of same; to study both texts and authors, signal moments and broad movements; to attend not only to conventional issues relating to production and criticism, but to also give special consideration to audience: reception, phenomenology, appropriation and the likening of outside material to one's own life and circumstances; to identify techniques by which teachers, parents and children together can make media an abiding part of an abundant relationship.

Top

Intermediate Nonfiction Production

Advanced readings, conceptualization, and practical applications of various nonfiction forms.

TMA 394

Hours	3.0 Credit, 3.0 Lecture, 2.0 Lab
Prerequisites	TMA 273; media arts major or minor status.
Taught	Fall, Winter

Course Outcomes

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

Film Project: Pre- through Post- Production

Guide a film from pre-production, through production, to post-production.

Effective Communication

Collaborate effectively with other filmmakers in the creation of a film.

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration.

↑Top

Dramatic Literature 1

Survey of dramatic texts, from ancient Greek to today, through Western literary theories, emphasizing performance.

TMA 395

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 115; TMA 201 and 202 or equivalent Civilization courses. Theatre arts studies major or minor status
Taught	Fall
Programs	Containing TMA 395

Course Outcomes

Dramatic Literature

Students will evaluate greats works of dramatic literature from the Greeks to the Present.

Critical Response

Students will create cogent and compelling responses to dramatic literature in a variety of different mediums-oral reports, production reviews, persuasive essays, and critical analyses.

Practicing Theory

Students will develop an ethics of representation through the application of linguistic theory and social theories to great works of dramatic literature.

Theorizing Practice

Students will create socially conscious, ideologically-grounded performances that respond both to their world views and contemporary issues in critical theory.

Top

Dramatic Literature 2

Survey of dramatic texts, from ancient Greek to today, through global literary theories, emphasizing performance.

TMA 396

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 115; TMA 201 and 202 or equivalent Civilization courses. Theatre arts studies major or minor status.
Taught	Winter
Programs	Containing TMA 396

Course Outcomes

Dramatic Literature

Students will evaluate greats works of dramatic literature from the Greeks to the Present.

Critical Response

Students will create cogent and compelling responses to dramatic literature in a variety of different mediums-oral reports, production reviews, persuasive essays, and critical analyses.

Practicing Theory

Students will develop an ethics of representation through the application of linguistic theory and social theories to great works of dramatic literature.

Theorizing Practice

Students will create socially conscious, ideologically-grounded performances that respond both to their world views and contemporary issues in critical theory.

Top

Dramatic Literature 3

Survey of dramatic texts, from ancient Greek to today, through Western literary theories, emphasizing performance.

TMA 397

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 115; TMA 201 & 202 or equivalent Civilization courses; Theatre Arts Studies major or minor status.
Taught	Spring
Programs	Containing TMA 397

Course Outcomes

Praxis

Students will be introduced to linguistic theory, critical historiography, and ecocriticism, as well as to great works of dramatic literature. They will synthesize these by practicing theory and theorizing practice.

Investigating Representation

Using a variety of methods-reading, writing, discussion, film viewing and performance-students will investigate how the presentation itself represents in each of its manifestations a specific way of thinking about/looking at the material world.

Literary Analysis

Students will analyze 10-15 great works of literature (both plays and philosophical essays) in written responses that are guided by prompts provided by the instructor.

Critical Analysis

Students will compose an 8-10 page critical analysis of a work of theatre, film, or other media, to either enrich or problematize both their reading of the theory and the work.

Theory in Performance

Students will stage a 10-15 minute scene from one of the plays that we will read, in an effort to apply to performance the theories we are learning.

↑Top

Academic Internship

Off-campus experience or internship in theatre or media arts.

TMA
399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre students: TMA 115 and application. Media students: TMA 112 and 114 and 185/105 and application.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 399R

Course Outcomes

Outcomes Specific to Experience

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program level learning outcomes.

Top

Academic Internship: Media

Off-campus experience or internship in media arts.

TMA
399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 112 & TMA 114 & TMA 185; By application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Outcomes Specific to Experience

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program level learning outcomes.

↑Top

Academic Internship: Theatre

Off-campus experience or internship in theatre.

TMA 399R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 115; By application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Outcomes Specific to Experience

Because of the individual nature of the internship course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program level learning outcomes.

Top

Acting Capstone

Participation in a final acting project on the BYU main-stage season.

TMA
410

Hours	2.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	BFA acting major status. By audition only.
Taught	Fall, Winter
Programs	Containing TMA 410

Course Outcomes

BFA Senior Performance Project

Students will prepare a role in a BFA Senior Project synthesizing and showcasing the cumulative knowledge and skill attaind in the BFA program.

Positive Work Habits

Students will practice positive work habits, i.e. dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work.

Compassion and Empathy in Art and Life

Students will develop a gospel-centered sense of empathy and compassion that will serve as a foundation for the actor on stage and screen, as well as a foundation for living a more Christian life.

↑Top

Teaching Assistant Credit

Credit for teaching assistantships for TMA courses.

TMA
416R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	TMA 316; and instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 416R

Course Outcomes

Effective Teaching Principles

Students will understand the prinicples of good teaching.

Pedagogical Philosophies

Students will be introduced to various pedagogical philosophies.

Teaching Skills

Students will develop skills in teaching.

Personal Teaching Style

Students will discover a personal style that will combine solid pedagogical philosophies and skills in teaching.

↑Top

Teaching Assistant Credit: Media

Credit for teaching assistantships for TMA courses.

TMA
416R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	TMA 316; and instructor's consent
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Effective Teaching Principles

Students will understand the prinicples of good teaching.
Students will be introduced to various pedagogical philosophies.
Students will develop skills in teaching.

Pedagogical Philosophies

Students will be introduced to various pedagogical philosophies.

Teaching Skills

Students will develop skills in teaching.

Top

Teaching Assistant Credit: Theatre

Credit for teaching assistantships for TMA courses.

TMA 416R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	TMA 316; and instructor's consent
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Effective Teaching Principles

Students will understand the prinicples of good teaching.
Students will be introduced to various pedagogical philosophies.
Students will develop skills in teaching.

Pedagogical Philosophies

Students will be introduced to various pedagogical philosophies.

Teaching Skills

Students will develop skills in teaching.

↑Top

Advanced Narrative Directing A

Working with actors; visual exression; artistic identity. Creating an advanced portfolio. Discussion, lab, individual/group experience and critiques.

TMA
419A

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 319; By application only.
Recommended	TMA 123.
Taught	

Course Outcomes

Narrative Directing

Students will demostrate an advanced knowledge in narrative directing. (This course has not been offered for a few years. The department is currently reviewing whether or not to offer it again. In the event that we do decide to begin offering it again, we will determine more specific outcomes at that time.)

↑Top

Advanced Narrative Directing B

Working with actors; visual expression; artistic identity. Creating an advanced portfolio. Discussion, lab, individual/group experience and critiques.

TMA 419B

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 419A; By application only
Taught	Winter

Course Outcomes

Narrative Directing

Students will demostrate an advanced knowledge in narrative directing. (This course has not been offered for a few years. The department is currently reviewing whether or not to offer it again. In the event that we do decide to begin offering it again, we will determine more specific outcomes at that time.)

Top

Performance Workshop 2

Advanced experience in production: acting.

TMA 420R

Hours	0.5 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	By audition only.
Taught	Fall, Winter, Spring
Programs	Containing TMA 420R

Course Outcomes

Compassion and Empathy in Art and Life

Students will develop a gospel-centered sense of empathy and compassion that will serve as a foundation for the actor on stage and screen, as well as a foundation for living a more Christian life.

Performance Project

Students will prepare a role in a mainstage production syntehesizing and showcasing the research, creative process, and collaboration of the rehearsal process.

Work Ethic

Students will apply professional work habits of dependability, promptness, cooperation, preparation, and the ability to make independent choices.

↑Top

The Business: Marketing Yourself as a Performer

Business aspects of the entertainment industry, including telephone interviews with entertainment industry personnel. Required research project.

TMA 421

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TMA 229; BFA acting or BFA MDT major status. Or instructor's consent.
Taught	Winter
Programs	Containing TMA 421

Course Outcomes

Career Approaches

Students leave the course with a positive/proactive attitude towards the business aspects of their career.

Employment and Training Resources

Students leave the course with a basic knowledge of the helpful resources available to them for finding employment as an actor and/or continuing their training in the field.

Top

Dialects

Major stage dialects.

TMA
422

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	BFA acting or MDT major status. BFA acting majors: TMA 124 and 222. BFA MDT majors: TMA 121 and 124. By audition only.
Taught	Winter
Programs	Containing TMA 422

Course Outcomes

Dialect Study

Students will engage in a process of dialect study for each dialect studied in the course.

International Phonetic Alphabet and Dialect Study

Students will identify and articulate key characteristics of the International Phonetic Alphabet and differentiate key changes in the International Phonetic Alphabet pertaining to each dialect studied.

Skill Integration

Students will integrate dialect, voice, and performance skills.

Evaluation and Work Ethic

Students will peer-evaluate acting and dialect skills, self-evaluate individual progress and performance, apply professional work habits of dependability, promptness, cooperation, preparation, and the ability to make independent choices.

Top

Advanced Kennedy Center American College Theatre Festival

Coaching advanced students who will participate in the Kennedy Center American College Theatre Festival.

TMA 423R

Hours	1.0 - 3.0 Credit, 0.0 Lecture, Arr Lab
Prerequisites	By application only.
Taught	Winter Term 1
Programs	Containing TMA 423R

Course Outcomes

Individual Festival Outcomes

Because of the individual nature of the festival course, students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program-level learning outcomes.

↑Top

Advanced Acting

Scene studies in extended realism. Absurdism, American classics, Shaw, Chekhov, etc.

TMA 424

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	TMA 324. BFA acting major status. By audition only.
Taught	Winter
Programs	Containing TMA 424

Course Outcomes

Play and Character Analysis

Students will analyze plays and characters from an actor's point of view, and will choose objectives, actions, and obstacles congruent with the historical text of modern classic texts.

Communication and Listening Skills

Students will employ honest communication and listening skills and demonstrate an ability to make choices that challenge individual emotional range.

Positive Work Habits

Students will continue practice the positive work habits of an actor, i.e. dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work.

↑Top

Character Mask

Use of the body as a primary tool for character and script interpretation.

TMA
425

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	BFA acting major status. By audition only.
Taught	Fall odd years
Programs	Containing TMA 425

Course Outcomes

Character in Performance

Students will apply created characterizations to performance texts.

Suzuki Method

Students will apply the Suzuki method, physicalizing a character "from the outside in."

Top

Music Dance Theatre: Senior Performance Project

Participation in an MDT performance group culminating in a showcase for agents and directors in New York City during April.

TMA 426

Hours	1.0 Credit, 0.0 Lecture, 5.0 Lab
Prerequisites	DANCE 361; MDT major status. Concurrent enrollment in Music 426 and Dance 426. By audition only.
Taught	Fall, Winter
Programs	Containing TMA 426

Course Outcomes

Audition/Showcase Experience

Students will experience an audition/showcase situation in two entertainment markets

Professional Feedback

Students will audition for and received feedback from industry professionals in two markets

Audition Selections

Students will have several performance-ready audition selections prepared

Promotional Materials

Students will have professionally produced personal promotional material on hand

Master Classes

Students will experience Master Classes from working Broadway professionals

Entertainment Industry Type and Market

Students will recognize their ‘type’ and marketability within the entertainment industry

Professional Contacts

Students will establish professional contacts that will aid them in making the transitionfrom the academic to the professional world of theatre

↑Top

Auditions

Auditions, cold reading, resumes, and the business end of acting, music, and dance for the professional performer.

TMA 427

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	BFA acting or MDT major status. BFA acting majors: TMA 229 and 325 and 422 and 424. BFA MDT majors: TMA 229 and 422 and Dance 240. By audition only.
Taught	Fall, Winter
Programs	Containing TMA 427

Course Outcomes

Code of Ethics

Students will construct a personal ethical framework and a commitment to ethical conduct as it applies to auditioning in the performance industry.

Auditioning Skills

Students will identify, recognize, and apply effective cold reading, improvisation, prepared auditions and other auditioning skills.

Integration of Acting Skills

Students will apply improved acting skills, voice work, objective, use of impulses, and self-discovery to performance practice in general.

Evaluation and Work Ethic

Students will self-evaluate individual progress and performance, practice effective and supportive peer coaching and peer evaluation techniques, and apply professional work habits of dependability, promptness, cooperation, preparation, and the ability to make independent choices.

Top

Acting Practicum

Acting practicum experience focused on acting performance in theatre or media arts.

TMA
428

Hours	0.5 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Acceptance into the BFA acting major; BFA faculty approval.
Taught	Contact Department
Programs	Containing TMA 428

Course Outcomes

Please contact the individual department for outcome information.

Top

Performance: Recital

Thirty- to forty-five minute performance of cuttings from varied genres.

TMA
429

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TMA 229 and 422 and 424. BFA acting major status. By audition only.
Taught	Winter odd years
Programs	Containing TMA 429

Course Outcomes

Scene and Monologue Preparation

Students will select and prepare four scenes and four monologues that will be performed for an invited audience at the end of the semester.

Positive Work Habits

Students will practice positive work habits of an actor, i.e. dependability, punctuality, cooperation, dedication, consideration of fellow actors, and ensemble work.

Identify and Expand Capabilities

Students will identify and expand their capabilities as a performer in order to gain flexibility and contrast of voice, movement, energies, dialect, and characterizations in performance.

↑Top

Theatre Directing Practicum

Directing projects for class critique and public presentation.

TMA 436

Hours	3.0 Credit, 2.0 Lecture, 4.0 Lab
Prerequisites	TMA 336; instructor's consent
Taught	Fall, Winter
Programs	Containing TMA 436

Course Outcomes

Production Processes

Strengthen their relationship with the Holy Spirit through preproduction work, rehearsals, and performances.

Collaboration and Communication

Test and refine their abilities to collaborate and communicate in creating theatrical performances.

Character Building

Build and strengthen their characters as they take full responsibility for a fully mounted performance.

Skill Development

Enlarge the intellectual range of their education by developing skills, breadth, and depth in the discipline of directing.

↑Top

Screenwriting 3

Advanced narrative and/or nonfiction screenwriting principles. Emerging technology.

TMA 441R

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 291 & TMA 341R; or TMA 292 & TMA 341R; major status. By application only.
Taught	Winter, Summer
Programs	Containing TMA 441R

Course Outcomes

Feature-length Screenplay

To remain conversant with the tools of the screenwriter through lectures, readings, and student writings/readings, and to exercise these skills in the creation of a feature-length screenplay.

Top

Writer/Dramaturg/Actor Workshop

Collaborative workshop developing new stage and screenplays through exercises, discussion, and writing. Scripts selected competitively; public readings at end of course.

TMA 443R

Hours	3.0 Credit, 6.0 Lecture, 1.0 Lab
Prerequisites	TMA 115 and instructor's consent.
Taught	Fall
Programs	Containing TMA 443R

Course Outcomes

Script Exploration

Students will develop the ability to objectively explore the merits of a new script and to identify strengths and weakness in new scripts.

New Play Development

Students will develop the ability to thoughtfully and accurately express their opinions in constrictive ways and to workshop this feedback appropriately.

New Play Development

Students will develop the ability to evaluate and appropriately apply feedback on their new scripts and to effectively rewrite their new scripts.

Top

Playwriting 3

Workshop course designed to assist more advanced students in furthering their playwriting skills by writing or rewriting a play.

TMA 451R

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 351; Instructor's consent.
Taught	Winter
Programs	Containing TMA 451R

Course Outcomes

Writing Processes

Students will establish and codify their own process of tapping inspirational sources for the content and subject matter of their plays by writing and refining a full length play.

Theatrical Storytelling

Students demonstrate their mastery of the elements and principles of theatrical storytelling and character development through reading the work of other playwrights, writing a full-length play, and participating in classroom discussions and lectures.

Theatrical Structures

Students will demonstrate their mastery of the elements of theatrical structures and character development through writing and revising a full length play, and participating in classroom discussions and lectures.

Script Analysis

Students will demonstrate the skills to accurately and thoughtfully analyze their own theatrical writing and the writing of others by successfully drafting a full-length play, and participating in classroom discussions and lectures.

Top

Theatre Tour

Theatre for young audiences; touring experience.

TMA 455R

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	By audition only.
Taught	Fall, Winter
Programs	Containing TMA 455R

Course Outcomes

Performance

Students will expand talents and skills for performing through challenging literature, blocking, choreography, characterization, and emitional commitment.

Alternative Productions

Students will be introduced to alternative aspects of production (through educational outreach programs, service opportunities, and theatre for young audiences).

Children's Literature, Practices, and Assessment

Students will explore children's literature and practices as well as synthesize performative and critical assessments.

↑Top

Media in the Contemporary Classroom

Developing educational methods and techniques for using media in the specialized media classroom; study of educational models and theories related to historical and emerging media technologies.

TMA 457

Hours	3.0 Credit, 4.0 Lecture, 4.0 Lab
Prerequisites	TMA 276; or ENGL 276R
Taught	Winter
Programs	Containing TMA 457

Course Outcomes

Media Education Theory and Practice

Examine media education theories and strategies of media education practice

Media and Media Literacy

Implement media and media literacy strategies into theatre or English curricula

Personal and Global Media Presence

Investigate the mediated world at large, considering personal media presence as well as the global media.

Local and Global Media Programs

Discuss and examine local and global media secondary programs.

Personal Pedagogical Standards

Develop personal pedagogical standards from which they create and teach a media infused curriculum for their future classroom

↑Top

Media Literacy Education

Media literacy principles and basic film production in the context of educating students and teachers in local K-12 public schools.

TMA 458

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	TMA 102 & TMA 114; or instructor's consent.
Recommended	TMA 291, 292.
Taught	Fall
Programs	Containing TMA 458

Course Outcomes

Personal and Global Media Presence

Investigate the mediated world at large, considering personal media presence as well as the global media.

Media Education Theory and Strategy

Examine media education theories and strategies of media education practice.

Local and Global Media Outreach

Discuss and examine local and global media outreach and after school programs.

Personal Pedagogical Standards

Develop personal pedagogical standards from which they create and teach a media curriculum.

Documentaries

Create photo, audio, and video documentaries that demonstrate the principles of community storytelling.

Professional Collaboration

Prepare to interact with elementary and secondary students and teachers who are currently using media in their classroom curricula.

Top

Porfolio

Hands-on training in professional resumes, cover letters, job searches, and portfolio techniques for person-to-person layout, digital presentation, personal website creation and other emerging practices.

TMA 460

Hours	2.0 Credit, 0.0 Lecture, 0.0 Lab
Prerequisites	TMA 115; Theatre Studies major or minor status.
Taught	

Course Outcomes

Personal Development

Students will analyze and develop their own strengths and weaknesses in their areas of expertise.

Portfolio Development

Students will assess and refine their personal portfolio materials and demonstrate an ability to constructively critique other designers' portfolios.

Professional Networking

Students will present their personal work orally, digitally and through a professional web presence.

Top

Stage Management 2

Stage management of BYU productions. Stage managers for departmental productions are enrolled in this course.

TMA 461R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 361; Theatre arts studies major or minor status. Concurrent enrollment in TMA 360 and 369. Instructor's consent.
Taught	Fall, Winter, Spring
Programs	Containing TMA 461R

Course Outcomes

Skill Development

Students will apply complex skills of stage management in pre-production, rehearsals, tech rehearsals, performance/calling a show, and post-production responsibilities within educational, community, and professional settings.

Collaboration

Students, as stage managers, will collaborate with directors and creative teams as stage managers to create a fully mounted theatre production.

Professional Development

Students will synthesize their stage management responsibilities into a portfolio.

Top

History of Costume

Costume, clothing, and textiles as mediums for understanding stages and states of individuals, families, and societies; apparel diversity and cultural identity.

TMA
462

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall

Course Outcomes

EFFECTIVE RESEARCH

Students will demonstrate effective research techniques as resource for the production of historic costumes.

APPLIED HISTORY

Students will examine and write about the social, economic and political forces that influence clothing style throughout history.

COMMUNICATION

Students will teach what they have learned and demonstrate how they can serve others through their applied research.

Top

Production Design

Introduction to design for film and television. Techniques, basic design elements, analysis, concept boards, budgets, and visits to film locations.

TMA 463

Hours	2.0 Credit, 2.0 Lecture, 2.0 Lab
Prerequisites	TMA 363 or instructor's consent.
Taught	Contact Department

Course Outcomes

Production Design Projects

Students will create realized production designs for TMA student films or KBYU projects.

Production Design Practice

Students will demonstrate a working knowledge of production design for film and television through class assignments, field trips, and guest visits.

Top

Sound Reinforcement

Sound reinforcement theory and practice.

TMA
465

Hours	2.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall
Programs	Containing TMA 465

Course Outcomes

Foundational Knowledge

Students will describe key parts to a sound system.

Foundational Knowledge

Students will operate leading sound technology equipment.

Knowledge Application

Students will design and install sound systems to meet performance requirements.

Sound System Evaluation

Students will evaluate sound systems with advanced computer technology and explain the physics behind the analyzed results.

Career Development

Students will demonstrate skills working in groups and with other disciplines in a production scenario.

Top

Makeup Projects

Advanced projects in makeup application.

TMA
467R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter
Programs	Containing TMA 467R

Course Outcomes

Application

Students will use skills and knowledge in makeup projects.

Top

Clothing Understructures

Advanced skills in period clothing understructure construction.

TMA
468R

Hours	2.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only.
Taught	

Course Outcomes

Construction Experience

Students will demonstrate skills in costume construction on specialized topics.

Analysis and Problem Solving

Students will apply hands-on costume skills to real-life performance challenges.

Professional Presentation

Students will create professional presentations that document and represent the creative process with a final project that aims past the classroom to a professional audience.

Top

Fabric Dyes and Paints

Advanced skills in fabric manipulation with dyes and paints.

TMA 468R

Hours	2.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only.
Taught	

Course Outcomes

Construction Experience

Students will demonstrate skills in costume construction on specialized topics.

Analysis and Problem Solving

Students will apply hands-on costume skills to real-life performance challenges.

Professional Presentation

Students will create professional presentations that document and represent the creative process with a final project that aims past the classroom to a professional audience.

Top

Jewelry, Armor, and Masks

Advanced skills in jewelry, armor, and mask production.

TMA 468R

Hours	2.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only.
Taught	Fall, Winter

Course Outcomes

Construction Experience

Students will demonstrate skills in costume construction on specialized topics.

Analysis and Problem Solving

Students will apply hands-on costume skills to real-life performance challenges.

Professional Presentation

Students will create professional presentations that document and represent the creative process with a final project that aims past the classroom to a professional audience.

Top

Millinery and Footwear

Advanced skills in millinery and footwear construction.

TMA 468R

Hours	2.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only.
Taught	

Course Outcomes

Construction Experience

Students will demonstrate skills in costume construction on specialized topics.

Analysis and Problem Solving

Students will apply hands-on costume skills to real-life performance challenges.

Professional Presentation

Students will create professional presentations that document and represent the creative process with a final project that aims past the classroom to a professional audience.

↑Top

Specialty Costumes

Advanced skills in millinery, dyes, footwear, and allied project areas.

TMA
468R

Hours	2.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only.
Taught	Contact Department
Programs	Containing TMA 468R

Course Outcomes

CONSTRUCTION EXPERIENCE

Students will demonstrate skills in costume construction on specialized topics.

ANALYSIS AND PROBLEM SOLVING

Students will apply hands-on costume skills to real-life performance challenges.

PROFESSIONAL PRESENTATION

Students will create professional presentations that document and represent the creative process with a final project that aims past the classroom to a professional audience.

Top

Specialty Costumes: Dyes, Paint, and Fabric

Advanced skills in dyes, paint, fabric, and allied project areas.

TMA 468R

Hours	2.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only.
Taught	Fall odd years

Course Outcomes

Construction Experience

Students will demonstrate skills in costume construction on specialized topics.

Analysis and Problem Solving

Students will apply hands-on costume skills to real-life performance challenges.

Professional Presentation

Students will create professional presentations that document and represent the creative process with a final project that aims past the classroom to a professional audience.

↑Top

Specialty Costumes: Millinery and Mask

Advanced skills in millinery, mask, and allied project areas.

TMA
468R

Hours	2.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent only.
Taught	Fall even years

Course Outcomes

Construction Experience

Students will demonstrate skills in costume construction on specialized topics.

Analysis and Problem Solving

Students will apply hands-on costume skills to real-life performance challenges.

Professional Presentation

Students will create professional presentations that document and represent the creative process with a final project that aims past the classroom to a professional audience.

Top

Theatre Management

Basic philosophies of box office, front-of-house, and theatre marketing.

TMA 469

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Programs	Containing TMA 469

Course Outcomes

Skill Development

Students will, recognize the key elements vital to the operation of organizations in various performing arts facilities such as scheduling, budgeting, and marketing.

Practical Application

Students will demonstrate how to operate organizations in various performing arts facilities by creating budgets, marketing campaigns, and grant proposals.

Top

Capstone - Fiction

Collaborative writing, directing and editing an advanced student film.

TMA 473R

Hours	0.5 - 3.0 Credit, 6.0 Lecture, Arr Lab
Prerequisites	Media arts major status. By application only.
Taught	Contact Department
Programs	Containing TMA 473R

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Capstone - Non-Fiction

Collaborative developing, directing, shooting and editing advanced student non-fiction projects.

TMA 474R

Hours	0.5 - 3.0 Credit, 9.0 Lecture, Arr Lab
Prerequisites	Media arts major status. By instructor approval only.
Taught	Contact Department
Programs	Containing TMA 474R

Course Outcomes

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

Film Project: Pre- through Post- Production

Guide a film from pre-production, through production, to post-production.

Effective Communication

Collaborate effectively with other filmmakers in the creation of a film.

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration.

↑Top

Media Arts Capstone

Final collaborative project for media arts students. May be narrative, nonfiction, multimedia, writing, or critical studies format.

TMA
475R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Media arts major status. By application only.
Note	Fee.
Taught	Contact Department
Programs	Containing TMA 475R

Course Outcomes

Film Project: Pre- through Post- Production

Guide a film from pre-production, through production, to post-production.

Film Project: Pre- through Post- Production

Guide a film from pre-production, through production, to post-production

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers.

Expanding Knowledge

Students will improve their capacity as story tellers and filmmakers

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration.

Peer Evaluation and Collaboration

Students will present, discuss, analyze, and critique others work in the spirit of peer to peer collaboration.

Production Decision Making

Make practical production decisions.

Production Decision Making

Make practical production decisions

Top

Secondary Student Teaching

Capstone, field-based, semester-long experience in teaching secondary students; demonstrating proficiency in all program standards. Seminar required.

TMA 476

Hours	12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre education major status. Completion of all course work or departmental approval; requires a total GPA of 3.0 or higher; requires a C or higher in all education-related and major-required courses.
Taught	Fall, Winter
Programs	Containing TMA 476

Course Outcomes

Moral Dimensions of Teaching

Students will be able to understand and apply the Moral Dimensions of Teaching that are:

- Scholarship
- Enculturation for democracy
- Meaningful collaboration
- Access to knowledge
- Academic excellence
- Nurturing pedagogy
- Social competence

Top

Issues in Media Arts

In-depth study of key media arts issues, within context of gospel principles.

TMA 477R

Hours	3.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	TMA 291, 292; media arts major status.
Taught	Fall, Winter
Programs	Containing TMA 477R

Course Outcomes

New Media and Cultural Development

Explore the ways this significant media arts issue developed over time.

Literature Review

Clarify definitions and practical functioning of significant concepts and paradigms.

Analysis of key texts

Analyze key texts and their relationship to culture in relationship to key concerns.

Nurturing Spirituality

Consider ethical and spiritual implcations of the issue.

Collaboration/Discussion

Collaboratively identify and share information on current relating to the specific issue.

↑Top

Advanced Design

Advanced techniques in performance design.

TMA
479R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter

Course Outcomes

Application

Students will use skills and knowledge in advanced design.

Top

Advanced Design: Costumes

Advanced techniques in performance design for costumes.

TMA 479R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Application

Students will use skills and knowledge in advanced design of costumes.

Top

Advanced Design: Lighting

Advanced techniques in performance design for lighting.

TMA
479R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Application

Students will use skills and knowledge in advanced design of lighting.

↑Top

Advanced Design: Makeup

Advanced techniques in performance design for makeup.

TMA
479R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Application

Students will use skills and knowledge in advanced design of makeup.

↑Top

Advanced Design: Scenic

Advanced techniques in performance design for scenic.

TMA
479R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Professional Skills

Students will appraise and apply advanced design techniques on in-class projects.

Portfolio

Students will generate effective materials for their personal portfolios.

Top

Advanced Design: Sound

Advanced techniques in performance design for sound.

TMA 479R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	

Course Outcomes

Professional Skills

Students will appraise and apply advanced design techniques on in-class projects.

Portfolio

Students will generate effective materials for their personal portfolios.

↑Top

Special Topics in Theatre Research

Special topics in focused historical, theoretical, or critical areas of performance research.

TMA 480R

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 395; or TMA 396
Taught	Contact Department
Programs	Containing TMA 480R

Course Outcomes

Practical Experience

Students will gain in-depth practical experience in performance/research practices and methodologies not similarly treated elsewhere in the TMA curriculum.

Stay Current in Field

Students will become aware of and explore newly devloping ideas in theatre and performance studies.

Develop Research Strategies

Students will experience how a professional scholar deals with various research-related concerns: archives, methodologies, current academic conversations, etc.

Conduct Original Research

Students will conduct original research under the guidance of an expert in the subject area.

Professional Development

Students will become aware of the various ethical considerations that scholarship demands.

↑Top

Dramaturgy 2

Develop further research and hands-on theatrical skills in four critical studies areas: literary management, production dramaturgy, new play development, educational outreach.

TMA
483

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TMA 380
Taught	Winter

Course Outcomes

Evaluate Dramaturgy

Students will evaluate dramaturgical documents, presentations, and practices.

Collaboration

Students will collaborate with others in dramaturgical exercises.

Do Dramaturgy

Students will generate dramaturgical documents.

Self-Assessment

Students will assess their own dramaturgical work and practices.

Top

Production Dramaturgy

Experience as lead dramaturg for main-stage productions; building casebooks and overseeing audience education efforts. Rehearsal and production meeting attendance required.

TMA 485R

Hours	1.0 - 3.0 Credit, 2.0 Lecture, Arr Lab
Prerequisites	TMA 380 and instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 485R

Course Outcomes

Production Team Support

Students will generate research, conceptual, and textual support as needed and requested by the production team.

Collaborative Experience

Students will collaborate as a member of a production team and will collaborate with other dramaturgs in their production experiences.

Production Casebook Development

Students will process, document, and archive their production dramaturgy experience by creating a production casebook.

Top

Design for Production

Practical experience working as performance designers, or related topics.

TMA 489R

Hours	0.5 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 489R

Course Outcomes

Professional Skills

Students will create fully realized designs for season productions, to include all required supporting materials.

Collaboration

Students will practice advanced collaborative skills through hands-on participation on realized production teams.

Communication

Students will employ effective communication skills through pre-production meetings, shop interactions and post-production reviews.

Portfolio

Students will generate effective materials for their personal portfolios.

Top

Ethics, Aesthetics, and Theology

Analyzing and considering interrelationships of ethical, aesthetic, and theological dimensions of creating and performing media arts and theatre texts.

TMA 491

Hours	1.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	TMA 322 and 324 and 325. BFA acting major status.
Taught	Winter
Programs	Containing TMA 491

Course Outcomes

Ethical Decision Making

Students will examine, define, and clarify the individual process of ethical decision making.

Moral Reasoning and Judgment

Students will develop improved moral reasoning skills and understand judgment processes for informed ethical decision making in the arts.

Personal Code of Ethics

Students will construct a personal ethical framework and make a commitment to ethical conduct as a professional in theatre and media arts and as a member of social communities.

Latter Day Saint Representation in the Arts

Students will compare and contrast examples of LDS representation in the arts and prepare to discuss their findings with industry professionals in an objective and informed way.

Top

Media Arts Genres

Intensive analysis of a single major traditional media genre (i.e., western, musical, sitcom, or melodrama) with consideration of contextual, subtextual, and textual issues.

TMA
492R

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	TMA 291 or 292; media arts major or minor status.
Taught	Winter
Programs	Containing TMA 492R

Course Outcomes

Horror Genre Studies

To listen to a ton of lectures, read a ton of stories, and see a ton of films relating to a given genre. We will also learn about some of the social and historical factors that have informed narratives within that genre, as well as some of their many and evolving styles and conventions.

Analysis of a Specific Genre

Explore a specific genre as a microcosm of larger aesthetic and social development of popular cultural artifacts.

Scholarly Genre Study

Identify scholarly material related to genre study.

Context relationships

Consider the relationship of text, subtext, and context in genre film.

Analyze Conventions

Analyze the significance of conventions and themes both diachronically and synchronically.

Top

Transcendence: Religion and Film

Historical, stylistic, and thematic survey of approaches to religious and spiritual subject matter in film.

TMA
494

Hours	3.0 Credit, 6.0 Lecture, 0.0 Lab
Prerequisites	TMA 291; or TMA 292; media arts major or minor status.
Taught	Winter
Programs	Containing TMA 494

Course Outcomes

Transcendence in Cinema

Consider the history and nature of transcendence in cinema, it's operation in particular films, and the permutations of relationships between transcendence/spirituality and film.

Personal Paradigm

Explore and further articulate their personal paradigm of transcendence and film especially in its operation in specific cinematic texts.

Criticism Skills

Develop "experimental criticism" skills (as identified by C.S. Lewis), examining a text's impact on spectators and its relationship to the intent of its creators.

Scholarly Literature

Establish familiarity with the some of the scholarly literature on religion/values and film.

Top

Academic Internship

Off-campus experience or internship in theatre or media arts.

TMA 496R

Hours	0.5 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre Arts Studies and BFA Acting students: TMA 115; by application only. Theatre education students: completion of all course work or departmental approval; requires a GPA of 3.0 or higher; requires a C or higher in all education-related and major-required courses. Media students: TMA 112 and 114 and 185/105; by application only.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 496R

Course Outcomes

Expanding Knowledge

Students will improve their capacity as storytellers and filmmakers by observing and assisting in professional settings outside of BYU.

Effective Communication

Collaborate effectively with other professionals in the creation of a film, television series, or other media production.

↑Top

Academic Internship: Media

Off-campus experience or internship in media arts.

TMA 496R

Hours	0.5 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 112 & TMA 114 & TMA 185; by application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Expanding Knowledge

Students will improve their capacity as storytellers and filmmakers by observing and assisting in professional settings outside of BYU.

Effective Communication

Collaborate effectively with other professionals in the creation of a film, television series, or other media production.

↑Top

Academic Internship: Theatre

Off-campus experience or internship in theatre.

TMA 496R

Hours	0.5 - 12.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre Arts Studies and BFA Acting students; TMA 115; by application only. Theatre Education students: completion of all coursework or departmental approval; requires a GPA of 3.0 or higher; requires a C or higher in all education-related and major-required courses. Media students: TMA 112 and 114 and 185/105; by application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Specific to Internship

Because of the individual nature of the internship course students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program level learning outcomes.

↑Top

Media as a Mirror of Our Times

Interdisciplinary approach to media texts as aesthetic and historical documents expressing a people, place, and time.

TMA 497

Hours	3.0 Credit, 2.0 Lecture, 3.0 Lab
Prerequisites	TMA 291 or 292; media arts major or minor status.
Taught	Fall
Programs	Containing TMA 497

Course Outcomes

Understand and Explore Culture and Social Values

Student will explore media text as cultural and historical documents reflecting social values and anxieties.
Students will utilizeInterdisciplinary approaches to analyze media texts aesthetically as determined by culture.

Top

Special Topics in Media Arts

Consideration of compelling issues in media arts practice, theory, history, and criticism.

TMA 498R

Hours	3.0 Credit, 3.0 Lecture, 3.0 Lab
Prerequisites	TMA 291 or 292; media arts major or minor status.
Taught	Fall, Winter
Programs	Containing TMA 498R

Course Outcomes

Analysis

In-depth textual, contextual, and subtextual analyses of a compelling topic in media arts.

Paradigm Exploration

Paradigmatic exploration of emerging media arts issues in practice, theory and history.

Aesthetic and Historical implications

Thoughtful consideration of aesthetic and historical implications of special media arts topics.

Review of Applicable Texts

Consideration of representative texts of the media arts special topic.

Top

Special Projects 3

Advanced special projects in theatre or media arts.

TMA 515R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts students: by application.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 515R

Course Outcomes

Statement on Outcomes

Because this course serves as an umbrella for a number of different sections that provide a variety of learning experiences, the instructor of each section will list at least three (3) course-level learning outcomes for that section that are in line with the applicable program-level learning outcomes.

Top

Special Projects 3: Media

Advanced special projects in media arts.

TMA 515R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts students: by application.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Statement on Outcomes

Because this course serves as an umbrella for a number of different sections that provide a variety of learning experiences, the instructor of each section will list at least three (3) course-level learning outcomes for that section that are in line with the applicable program-level learning outcomes.

Top

Special Projects 3: Theatre

Advanced special projects in theatre.

TMA
515R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre and media arts students: by application.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Statement on Outcomes

Because this course serves as an umbrella for a number of different sections that provide a variety of learning experiences, the instructor of each section will list at least three (3) course-level learning outcomes for that section that are in line with the applicable program-level learning outcomes.

↑Top

Directing Workshop

Advanced experience in directing.

TMA
536R

Hours	0.5 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 436; application required.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 536R

Course Outcomes

Production Processes

Students will further strengthen their relationship with the Holy Spirit through preproduction work, rehearsals, and performances.

Skill Development

Students will further enlarge the intellectual range of their education by developing skills, breadth, and depth in the discipline of directing.

Character Building

Students will further build and strengthen their characters as they take full responsibility for a fully mounted performance.

Collaboration and Communication

Students will further test and refine their abilities to collaborate and communicate in creating theatrical performances.

Top

Playwriting 4

Workshop course designed to assist more advanced students in furthering their playwriting skills by writing or rewriting a play.

TMA 551R

Hours	3.0 Credit, 4.0 Lecture, 0.0 Lab
Prerequisites	TMA 451 or instructor's consent.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing TMA 551R

Course Outcomes

Theatrical Storytelling

Students demonstrate their mastery of the elements and principles of theatrical storytelling and character development through reading the work of other playwrights, writing full length adaptation of an existing text, and participating in classroom discussions and lectures.

Writing Processes

Students will establish and codify their own process of tapping inspirational sources for the content and subject matter of their plays by writing a full length adaptation of an existing text.

Theatrical Structures

Students will demonstrate their mastery of the elements of theatrical structures and character development through full length adaptation of an existing text, and participating in classroom discussions and lectures.

Script Analysis

Students will demonstrate the skills to accurately and thoughtfully analyze their own theatrical writing and the writing of others by full length adaptation of an existing text, and participating in classroom discussions and lectures.

↑Top

Stage Management Project

Hands-on training for student stage managers through assigned realized productions, including supervision through full positions on stage and media productions. Department-arranged assignments.

TMA 561R

Hours	1.0 - 6.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 461R. Theatre arts studies major or minor status. Instructor's consent.
Taught	Contact Department
Programs	Containing TMA 561R

Course Outcomes

Advanced Collaboration

Students, as stage managers, will collaborate with directors and creative teams as stage managers to create a fully mounted and challenging theatre production.

Skill Development

Students will apply complex skills of stage management in pre-production, rehearsals, tech rehearsals, performance/calling a show, and post-production responsibilities within educational, community, and professional settings.

Professional Development

Students will synthesize their stage management responsibilities into a portfolio.

↑Top

Master Seminar

Special topics seminar on topics relevant to the fields of media and/or performance studies.

TMA 590R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Instructor's consent.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Academic Internship

Off-campus experience or internship in theatre or media arts.

TMA 599R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre students: TMA 115; by application only. Media students: TMA 112 and 114 and 185/105; by application only. TMA graduate student: by application only.
Taught	Fall, Winter, Spring, Summer
Programs	Containing TMA 599R

Course Outcomes

Individual Experience Outcomes

Because of the individual nature of the internship course students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program level learning outcomes.

Top

Academic Internship: Media

Off-campus experience or internship in media arts.

TMA 599R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	TMA 112 & TMA 114 & TMA 185; by application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Experience Outcomes

Because of the individual nature of the internship course students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program level learning outcomes.

Top

Academic Internship: Theatre

Off-campus experience or internship in theatre.

TMA
599R

Hours	1.0 - 9.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Theatre students: TMA 115; by application only. TMA graduate student: application only.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

Individual Experience Outcomes

Because of the individual nature of the internship course students work with their advisor to list at least three (3) objectives they hope to achieve that are in line with the program level learning outcomes.

Top

Language Study: Tongan

Survival-level conversation, reading, listening, and culture skills in the target language.

TONGA 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Tongan

Beginning speaking, listening, reading, and writing skills.

TONGA 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Tongan

Second-semester speaking, listening, reading, and writing skills.

TONGA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TONGA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Tongan

Intermediate speaking, listening, reading, and writing skills.

TONGA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TONGA 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Tongan

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TONGA
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TONGA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TONGA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Tongan

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TONGA 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Tongan

Systematic review of grammar and syntax of target language.

TONGA 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TONGA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Tongan

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TONGA 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Tonga 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing TONGA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Tongan

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TONGA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TONGA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Tongan

Concentration on target-language and target-culture issues for specific careers.

TONGA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TONGA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Trukese

Survival-level conversation, reading, listening, and culture skills in the target language.

TRUKS 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Trukese

Beginning speaking, listening, reading, and writing skills.

TRUKS 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Trukese

Second-semester speaking, listening, reading, and writing skills.

TRUKS 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TRUKS 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Trukese

Intermediate speaking, listening, reading, and writing skills.

TRUKS 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TRUKS 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Trukese

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TRUKS 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TRUKS 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TRUKS 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Trukese

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TRUKS 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

↑Top

Advanced Grammar: Trukese

Systematic review of grammar and syntax of target language.

TRUKS 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TRUKS 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Trukese

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TRUKS 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Truks 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing TRUKS 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Trukese

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TRUKS 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TRUKS 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Trukese

Concentration on target-language and target-culture issues for specific careers.

TRUKS 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TRUKS 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Turkish

Survival-level conversation, reading, listening, and culture skills in the target language.

TURK
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Turkish

Beginning speaking, listening, reading, and writing skills.

TURK 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Turkish

Second-semester speaking, listening, reading, and writing skills.

TURK 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TURK 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Turkish

Intermediate speaking, listening, reading, and writing skills.

TURK 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TURK 102; or FLANG 102R
Note	Teacher may waive prerequisite based on prior experience.
Taught	
Programs	Containing TURK 201

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Turkish

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TURK 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TURK 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TURK 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Turkish

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TURK
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Turkish

Systematic review of grammar and syntax of target language.

TURK 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TURK 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Turkish

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TURK 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Turk 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing TURK 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Introduction to Literature: Turkish

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TURK
340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TURK 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Turkish

Concentration on target-language and target-culture issues for specific careers.

TURK 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TURK 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Twi

Survival-level conversation, reading, listening, and culture skills in the target language.

TWI
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Twi

Beginning speaking, listening, reading, and writing skills.

TWI
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Twi

Second-semester speaking, listening, reading, and writing skills.

TWI 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TWI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Twi

Intermediate speaking, listening, reading, and writing skills.

TWI
201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TWI 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Twi

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

TWI 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	TWI 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing TWI 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Twi

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

TWI
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Twi

Systematic review of grammar and syntax of target language.

TWI
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TWI 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Twi

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

TWI 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Twi 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing TWI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Twi

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

TWI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TWI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Twi

Concentration on target-language and target-culture issues for specific careers.

TWI
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	TWI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Ukrainian

Survival-level conversation, reading, listening, and culture skills in the target language.

UKRAI 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Ukrainian

Basic language skills.

UKRAI 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Ukrainian

Basic language skills.

UKRAI
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	UKRAI 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Ukrainian

Grammar review and conversation.

UKRAI 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	UKRAI 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Conversation

Intermediate listening comprehension and speaking skills.

UKRAI
211R

Hours	0.5 - 5.0 Credit, Arr Lecture, Arr Lab
Prerequisites	UKRAI 201
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Conversations

Speak comfortably about predictable, familiar topics related to daily activities; this includes the ability to Initiate, maintain, and close simple conversations and to ask and respond to simple questions.

Survival Transactions

Carry out "survival" transactions (shopping, getting directions, ordering meals, etc.)

Pronunciation and Accuracy

Be understood by native speakers accustomed to dealing with non-native speakers.

Top

Language Skills Development: Ukrainian

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

UKRAI 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Ukrainian

Systematic review of grammar and syntax of target language.

UKRAI 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	FLANG 202R
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Cultural History of Ukraine

Study of language and culture using interpersonal, presentational, and interpretive language skills.

UKRAI 330

Hours	3.0 Credit, 3.0 Lecture, 1.0 Lab
Prerequisites	Ukrai 201 or foreign residence experience.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing UKRAI 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Ukrainian

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

UKRAI 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	UKRAI 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Ukrainian

Concentration on target-language and target-culture issues for specific careers.

UKRAI 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	UKRAI 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

First-Year Seminar

Aims of a BYU education in a disciplinary context. Topics vary by section and semester.

UNIV
101R

Hours	0.5 - 2.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Topics in Global and Cultural Awareness

Survey or introductory approach to issues of global and cultural awareness.

UNIV
210R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	This course will fill the GE Global and Cultural Awareness requirement.
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

Top

Topics in Quantitative Reasoning

Introduction to principles of mathematics, statistics, quantitative reasoning, finance and/or accounting.

UNIV 213R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	This course will fill the GE Quantitative Reasoning requirement.
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

Top

Topics in the Arts

Survey or introductory approach to issues in the arts. Topics may include but are not limited to music, dance, fine art, design, film, interdisciplinary humanities, or area studies.

UNIV
214R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	This course will fill the GE Arts requirement.
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Topics in Literature

Survey or introductory approach to issues in literature.

UNIV
215R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	This course will fill the GE Letters requirement.
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

Top

Topics in Biological Sciences

Survey or introduction to principles of biological sciences; topics may include but are not limited to human, environmental, micro or molecular biology, health and disease, nutrition, genetics, etc.

UNIV 216R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	This course will fill the GE Biological Science requirement.
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Topics in Physical Science

Survey or introduction to principles of physical sciences; topics may include but are not limited to chemistry, physics, geology, etc.

UNIV
217R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	The course will fill the GE Physical Science requirement.
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Topics in Social Science

Survey or introductory approach to issues in the social sciences; topics may include but are not limited to anthropology, archaeology, economics, government, history, psychology, sociology, social work, etc.

UNIV
218R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	This course will fill the GE Social Science requirement.
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Unexpected Connections: Special Topics

The class, team-taught by professors from different disciplines, explores unities between life sciences, culture, physical sciences, social sciences, languages of learning, letters, or the arts. Through reading, writing, and conversation, students gain understanding and skills to engage real-life questions. Topics and disciplinary perspectives are announced in the class schedule.

UNIV
290R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WRTG 150; or ELANG 150
Recommended	Honrs 120.
Taught	Fall, Winter

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Unexpected Connections: Biology and Letters

The class, team-taught by professors from different disciplines, explores unities between biology and letters. Through reading, writing, and conversation, students gain understanding and skills to engage in real-life questions. Topics are announced in the class schedule.

UNIV 291

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WRTG 150; or PHIL 150; or ENGL 115; or ELang 150.
Taught	Fall, Winter

Course Outcomes

Interdisciplinary Approach

Recognize and understand the assumptions, methodologies and practices of two distinct disciplines.

Making Connections

Apply two different disciplinary perspectives to examine issues, problems and questions in order to discover connections.

Communication Skills

Clearly express concepts, ideas and conclusions through written, visual, oral, or other forms of communication.

GE Letters Outcomes

Students will 1. Demonstrate skills in critical reading as they analyze primary historical, philosophical, theological, or literary texts as artifacts worthy of study in themselves. 2. Demonstrate they can interpret and appreciate texts in their contexts, understanding a writer's cultural background, purpose, audience, and rhetorical strategies. 3. Show they can evaluate texts for their power to shape culture and their spiritual insight

GE Biological Sciences Outcomes

Students will be able to: 1. Demonstrate an understanding of the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process. 2. Appreciate the excitement of discovery that has accompanied important scientific developments. 3. Demonstrate how scientific methodology can be used to analyze real-world science-related problems. 4. Evaluate scientific data and claims in order to make rational decisions on public-policy science issues that affect their community. 5. Express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data. 6. Reflect rationally upon the interface between science and religion.

Top

Unexpected Connections: Physical Science and Culture

The class, team-taught by professors from different disciplines, explores unities between physical science and culture. Through reading, writing, and conversation, students gain understanding and skills to engage real-life questions. Topics are announced in the class schedule.

UNIV 292

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WRTG 150; or PHIL 150; or ENGL 115; or ELang 150.
Taught	Fall, Winter

Course Outcomes

Interdisciplinary Approach

Recognize and understand the assumptions, methodologies and practices of two distinct disciplines.

Making Connections

Apply different disciplinary perspectives to examine issues, problems, and questions in order to discover connections.

Communication Skills

Clearly express concepts, ideas and conclusions through written, visual, oral, or other forms of communication.

GE Physical Science Outcomes

Students will be able to: 1. Demonstrate an understanding of the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process. 2. Appreciate the excitement of discovery that has accompanied important scientific developments. 3. Demonstrate how scientific methodology can be used to analyze real-world science-related problems. 4. Evaluate scientific data and claims in order to make rational decisions on public-policy science issues that affect their community. 5. Express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data. 6. Reflect rationally upon the interface between science and religion.

GE Global & Cultural Awareness Outcomes

Students will: 1. Acquire informed awareness of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level. 2. Experience thoughtful reflection on the above, as demonstrated in a structured, guided manner under the direction of a faculty member. Evidence of reflection implies written or spoken analysis that will include a consideration of the student's own responses to the culture or global issue, often involving comparison, and will demonstrate informed awareness. 3. Develop greater empathy and charity, and will begin to gain a global perspective by learning to see themselves from another's point of view.

↑Top

Unexpected Connections: Social Science and Art

The class, team-taught by professors from different disciplines, explores the unities between social science and art. Through reading, writing, and conversation, students gain understanding and skills to engage real-life questions. Topics are announced in the class schedule.

UNIV
293

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WRTG 150; or PHIL 150; or ENGL 115; or ELang 150.
Taught	Fall, Winter

Course Outcomes

Interdisciplinary Approach

Recognize and understand the assumptions, methodologies and practices of two distinct disciplines.

Making Connections

Apply different disciplinary perspectives to examine issues, problems, and questions in order to discover connections.

Communication Skills

Clearly express concepts, ideas and conclusions through written, visual, oral, or other forms of communication.

GE Social Science Outcomes

1. Demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in the social sciences and the study of the Arts. 2. Apply sound and original thinking to address issues and problems in the world today. In so doing, demonstrate a mature understanding of the different roles that the social sciences and the arts play both in how we conceptualize and contextualize these issues and problems, and also in how we might deepen our understanding of and devise possible solutions for them. 3. Communicate effectively with diverse audiences on current issues and problems we face. 4. Model the disposition and character of an educated and faithful person. That is: 1. Take seriously both the course topic and your own responsibility to work towards solutions to current issues and problems. 2. Demonstrate the ability and the humility to learn from and collaborate productively with others who have backgrounds, views, or expertise different from your own. 3. Articulate thoughtfully how your spiritual faith influences your understanding of and response to questions relevant to biology, literature, and

philosophy. 4. Examine and evaluate the strengths and weaknesses of your own ideas and arguments, as well as those of others, withholding final judgment until sufficient information has been gathered and relevant implications considered. Be able to recognize when that point has been reached.

GE Art Outcomes

Students will: 1. Demonstrate an understanding of the elements, forms, aesthetic and compositional principles of at least one form of artistic expression (e.g., visual arts, dance, music, theatre, or film). 2. Become acquainted with a variety of representative works in at least one art form. 3. Demonstrate analytical literacy in at least one art form, meaning the ability to invoke the vocabulary, grammar, and theoretical models of the art form for the purpose of "reading" a work of art. 4. Develop the ability to recognize multiple possible interpretations of an art work, and identify the work's adherence to or departure from the genre's traditions and conventions. 5. Demonstrate the ability to engage in critical analysis of works of art, including an understanding of the historical and cultural factors that should inform an appreciation of such works.

⬆Top

Special Topics

Survey or introductory course on various approved topics with appeal or application to a broad undergraduate audience. May include one-time offerings, study abroad related courses, or other university-wide topics.

UNIV
295R

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

Top

Studies in Global and Cultural Awareness

Intensive examination of issues from a global or cultural perspective. Presumes some level of foundational content knowledge of familiarity with this approach.

UNIV 310R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Studies in the Arts

Intensive examination of issues in the arts. Topics may include but are not limited to music, dance, fine art, design, film, interdisciplinary humanities, or area studies. Presumes foundational or content knowledge, familiarity with principles of analysis, theory, vocabulary, etc.

UNIV
314R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Studies in Literature

Intensive examination of topics in literature. Presumes foundational knowledge in literary theory, criticism, and analysis.

UNIV
315R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Studies in Biological Sciences

Intermediate level study of principles of biological sciences requiring some foundational content knowledge; topics may include but are not limited to human, environmental, micro or molecular biology, health and disease, nutrition, genetics, etc.

UNIV 316R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

Top

Studies in Physical Science

Intensive examination of issues and topics in physical sciences requiring some foundation content knowledge; topics may include but are not limited to chemistry, physics, geology, etc.

UNIV
317R

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Studies in Social Science

Intensive examination of issues in the social sciences requiring familiarity with social science methods and vocabulary; topics may include but are not limited to anthropology, archaeology, economics, government, history, psychology, sociology, social work, etc.

UNIV 318R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Special Topics

Upper-level course on various approved topics with appeal or application to a broad undergraduate audience. May include one-time offerings, study abroad related courses, or other university-wide topics.

UNIV
395R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Contact Department
Offered	Through selected Study Abroad programs.

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Language Study: Urdu

Survival-level conversation, reading, listening, and culture skills in the target language.

URDU 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

↑Top

First-Year Language Study: Urdu

Beginning speaking, listening, reading, and writing skills.

URDU
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Urdu

Second-semester speaking, listening, reading, and writing skills.

URDU 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	URDU 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Urdu

Intermediate speaking, listening, reading, and writing skills.

URDU 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	URDU 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Urdu

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

URDU
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	URDU 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing URDU 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Urdu

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

URDU 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Urdu

Systematic review of grammar and syntax of target language.

URDU 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	URDU 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Urdu

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

URDU
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Urdu 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing URDU 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Urdu

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

URDU 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	URDU 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Urdu

Concentration on target-language and target-culture issues for specific careers.

URDU 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	URDU 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Vanuatu

Survival-level conversation, reading, listening, and culture skills in the target language.

VANTU 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

First-Year Language Study: Vanuatu

Beginning speaking, listening, reading, and writing skills.

VANTU 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Vanuatu

Second-semester speaking, listening, reading, and writing skills.

VANTU 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	VANTU 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Language Study: Vanuatu

Intermediate speaking, listening, reading, and writing skills.

VANTU 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	VANTU 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Vanuatu

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

VANTU 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	VANTU 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing VANTU 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Vanuatu

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

VANTU
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Vanuatu

Systematic review of grammar and syntax of target language.

VANTU 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	VANTU 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Vanuatu

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

VANTU 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Vantu 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing VANTU 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Vanuatu

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

VANTU 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	VANTU 330
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Vanuatau

Concentration on target-language and target-culture issues for specific careers.

VANTU 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	VANTU 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Top

Language Study: Vietnamese

Survival-level conversation, reading, listening, and culture skills in the target language.

VIET 100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Vietnamese

Beginning speaking, listening, reading, and writing skills.

VIET 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Vietnamese

Second-semester speaking, listening, reading, and writing skills.

VIET 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	VIET 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Please contact the individual department for outcome information.

↑Top

Second-Year Language Study: Vietnamese

Intermediate speaking, listening, reading, and writing skills.

VIET 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	VIET 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Vietnamese

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

VIET 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	VIET 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing VIET 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Vietnamese

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

VIET
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Vietnamese

Systematic review of grammar and syntax of target language.

VIET
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	VIET 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

Top

Advanced Language Proficiency Through Cultural Studies: Vietnamese

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

VIET 330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Viet 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing VIET 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Vietnamese

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

VIET 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	VIET 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

Top

Advanced Language Study for Career Purposes: Vietnamese

Concentration on target-language and target-culture issues for specific careers.

VIET 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	VIET 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Waray-Waray

Survival-level conversation, reading, listening, and culture skills in the target language.

WARAY
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Waray-Waray

Beginning speaking, listening, reading, and writing skills.

WARAY 101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Language Study: Waray-Waray

Second-semester speaking, listening, reading, and writing skills.

WARAY 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	WARAY 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Waray-Waray

Intermediate speaking, listening, reading, and writing skills.

WARAY 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	WARAY 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

Top

Second-Year Language Study: Waray-Waray

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

WARAY 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	WARAY 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing WARAY 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Waray-Waray

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

WARAY 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Waray-Waray

Systematic review of grammar and syntax of target language.

WARAY
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WARAY 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Waray-Waray

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

WARAY
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Waray 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing WARAY 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Waray-Waray

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

WARAY 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WARAY 330
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Waray-Waray

Concentration on target-language and target-culture issues for specific careers.

WARAY
350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WARAY 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Language Study: Welsh

Survival-level conversation, reading, listening, and culture skills in the target language.

WELSH
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Welsh

Pronunciation, grammar fundamentals, and vocabulary building, emphasizing conversation.

WELSH 101

Hours	4.0 Credit, 5.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

First-Year Welsh

Second-semester speaking, listening, reading, and writing skills.

WELSH
102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	WELSH 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Comprehension

Understand written and spoken target language relating to familiar topics.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

Second-Year Welsh

Intermediate speaking, listening, reading, and writing skills.

WELSH 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	WELSH 102; Welsh 101 and 102; or equivalents.
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Welsh

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

WELSH
202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	WELSH 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing WELSH 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

↑Top

Language Skills Development: Welsh

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

WELSH
305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Welsh

Systematic review of grammar and syntax of target language.

WELSH 321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WELSH 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Welsh

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

WELSH
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Welsh 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing WELSH 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Welsh

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

WELSH 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WELSH 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

🡅Top

Advanced Language Study for Career Purposes: Welsh

Concentration on target-language and target-culture issues for specific careers.

WELSH 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WELSH 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

↑Top

Honors Writing and Rhetoric

Processes of writing, reading, and research with an emphasis on argumentation and rhetorical analysis.

WRTG
150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fulfills General Education First-Year Writing requirement.
Taught	Fall, Winter, Spring, Summer

Course Outcomes

LO1

Use rhetoric responsibly to compose arguments in a variety of genres for specific audiences and purposes.

LO2

Critically read texts. This includes:

1. analyzing how a text functions in a specific situation, community, or public;
2. analyzing the nuances of language (diction, figures of speech, tone, etc.);
3. identifying and evaluating the elements of an argument-claims, reasons, assumptions, and ethical, emotional, and logical appeals.

LO3

Write coherent and unified texts (effective introductions, clear theses, supporting details, transitions, and strong conclusions) using a flexible and effective writing process, including prewriting, drafting, revising, and editing.

LO4

Use style—diction, figurative language, tone, grammar, punctuation, spelling, mechanics—genre, conventions, and document design correctly and for rhetorical effect.

LO5

Navigate the library to locate primary and secondary sources, evaluate the appropriateness and credibility of those sources, and effectively incorporate and accurately document outside sources in a research paper.

Top

Writing and Rhetoric

Processes of writing, reading, and research with an emphasis on argumentation and rhetorical analysis.

WRTG 150

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Note	Fulfills General Education First-Year Writing requirement.
Taught	Fall, Winter, Spring Contact Department
Programs	Containing WRTG 150

Course Outcomes

LO1

Use rhetoric responsibly to compose arguments in a variety of genres for specific audiences and purposes.

LO2

Critically read texts. This includes:

1. analyzing how a text functions in a specific situation, community, or public;
2. analyzing the nuances of language (diction, figures of speech, tone, etc.);
3. identifying and evaluating the elements of an argument-claims, reasons, assumptions, and ethical, emotional, and logical appeals.

LO3

Write coherent and unified texts (effective introductions, clear theses, supporting details, transitions, and strong conclusions) using a flexible and effective writing process, including prewriting, drafting, revising, and editing.

LO4

Use style—diction, figurative language, tone, grammar, punctuation, spelling, mechanics—genre, conventions, and document design correctly and for rhetorical effect.

LO5

Navigate the library to locate primary and secondary sources, evaluate the appropriateness and credibility of those sources, and effectively incorporate and accurately document outside sources in a research paper.

Top

(WS-Soc) Introduction to Global Women's Studies

An introduction to the most important issues affecting women's lives and to contributions made by women both nationally and internationally. The course will include historical, sociological, psychological, theological, legal, and/or cultural, and other approaches.

WS 222

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Fall, Winter, Spring
Programs	Containing WS 222

Course Outcomes

Basic Knowledge of Women's Studies

1. Students will be able to define and use the critical vocabulary basic to the field of women's studies.

Social Structures and Women's Lives

2. Students will be able to recognize the ways in which social structures and issues (government, family, education, health-care institutions, the media, etc.) have affected and affect women's lives.

Women's Contributions and History

3. Students will begin to gain an appreciation of the contributions of women throughout history and internationally.

Research and Communication Skills

4. Students will be able to perform and present research related to women's studies in oral and written formats.

Behavior and Decision-making

5. Students will begin to make informed choices about their own behavior, health, education, and employment decisions based on their understanding of the role gender plays in relationships and society.

↑Top

Mormon Women's History

The religious, domestic, economic, political, social and familial lives of Latter-day Saint women within the broader contexts of American women's history and Latter-day Saint history. Mormon women's relationship to national trends and their association with national women's organizations.

WS 332

Hours	3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Recommended	WS 222.
Taught	Winter
Programs	Containing WS 332

Course Outcomes

History and Context

1. Students will demonstrate knowledge of Mormon Women's history-religious, social, political, familial, cultural, intellectual, etc.-within a larger historiographical context.

Research

o 2. Students will be able to grapple with primary and secondary sources in analytical ways and will become skilled at asking important questions and forming and supporting their own conclusions.

↑Top

Medieval European Women Writers

Readings in European literature by women in the Middle Ages (prior to 1500).

WS 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	WS 222.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing WS 350

Course Outcomes

Key texts

Students will demonstrate familiarity with key texts written by women in medieval Europe

Women writers

Students will explain continuities found in the work of medieval women writers in Europe and later women writers in the West

↑Top

Early Modern European Women Writers

Readings in European literature by women prior to 1700.

WS
351

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	WS 222.
Taught	Contact Department
Programs	Containing WS 351

Course Outcomes

Textual Analysis

1. Students will be able to read critically women-authored texts and analyze them within their cultural and literary contexts in Early Modern Europe.

Cultural Awareness

2. Students will be able to recognize key female authors from this era, discern between literary genres and produce competent essays based on their critical engagement with course texts.

Appreciation of Women's Writing

3. Students will be able to evaluate, recognize the diversity of and develop an appreciation for "the other voice" in Early Modern Europe.

↑Top

Modern European Women Writers

Readings in European literature by women after 1700.

WS
352

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	WS 222.
Taught	Contact Department
Programs	Containing WS 352

Course Outcomes

Texts and Contexts

1. Students will demonstrate an ability to read critically women-authored literary texts and analyze them within their cultural and literary contexts in Modern Europe.

Research

2. Students will perform scholarly research on a text or texts related to the course and produce competent essays (literary criticism) to communicate that research.

↑Top

Pan American Women Writers

Readings in literature by women from throughout the Americas from 1600 to the present, with a particular focus on the intersections of gender, race, class, ethnicity, and age.

WS
354

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	WS 222.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing WS 354

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge of women writers.

↑Top

Women in Science

Women scientists, their challenges, and their contributions to scientific knowledge in many fields.

WS
370

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	None
Recommended	WS 222.
Taught	Fall Contact Department, Winter Contact Department
Programs	Containing WS 370

Course Outcomes

knowledge

Students will demonstrate an advanced level of knowledge of women in science

Top

German Women's Literature

WS
390R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Contributions and Representations of Women

Students will be able to demonstrate a knowledge of women's contributions to and representations in a particular field: literature, politics, psychology, music, or theater, etc.

Critical Thinking

Students will strengthen their critical thinking skills through research, writing, and/or oral presentation opportunities.

Learning Objectives

Upon successful completion of this course, students will have developed:

- practice and proficiency in critical thinking, writing, and reading through written assignments
- knowledge of selected female literary traditions throughout the Americas
- competence in utilizing methods of feminist analysis that emphasize the intersections of race, gender, and class in shaping of women's experience throughout the Americas
- understanding of the role of social diversity in shaping students' own attitudes and values

Top

Women in Scripture

WS 390R

Hours	2.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Contributions and Representations of Women

Students will be able to demonstrate a knowledge of women's contributions to and representations in a particular field: literature, politics, psychology, music, or theater, etc.

Critical Thinking

Students will strengthen their critical thinking skills through research, writing, and/or oral presentation opportunities.

Learning Objectives

Upon successful completion of this course, students will have developed:

- practice and proficiency in critical thinking, writing, and reading through written assignments
- knowledge of selected female literary traditions throughout the Americas
- competence in utilizing methods of feminist analysis that emphasize the intersections of race, gender, and class in shaping of women's experience throughout the Americas
- understanding of the role of social diversity in shaping students' own attitudes and values

↑Top

Women's Studies Special Topics

Subjects from a variety of disciplines related to women's studies and gender issues.

WS
390R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	Fall, Winter, Spring, Summer
Programs	Containing WS 390R

Course Outcomes

Contributions and Representations of Women

Students will be able to demonstrate a knowledge of women's contributions to and representations in a particular field: literature, politics, psychology, music, or theater, etc.

Critical Thinking

Students will strengthen their critical thinking skills through research, writing, and/or oral presentation opportunities.

Top

Women's Wellness

WS
390R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	None
Taught	

Course Outcomes

Contributions and Representations of Women

Students will be able to demonstrate a knowledge of women's contributions to and representations in a particular field: literature, politics, psychology, music, or theater, etc.

Critical Thinking

Students will strengthen their critical thinking skills through research, writing, and/or oral presentation opportunities.

Learning Objectives

Upon successful completion of this course, students will have developed:

- practice and proficiency in critical thinking, writing, and reading through written assignments
- knowledge of selected female literary traditions throughout the Americas
- competence in utilizing methods of feminist analysis that emphasize the intersections of race, gender, and class in shaping of women's experience throughout the Americas
- understanding of the role of social diversity in shaping students' own attitudes and values

↑Top

Women's Studies Colloquium

Scholarly findings presented by researchers on topics relating to women's lives and experiences throughout history, across the world, and within ethnic, educational, and economic segments of society.

WS 392R

Hours	1.0 Credit, Arr Lecture, 0.0 Lab
Prerequisites	None
Recommended	WS 222.
Taught	Fall, Winter
Programs	Containing WS 392R

Course Outcomes

Current Research in Women's Studies

1. Students will become aware of some of the latest research in the field of women’s studies carried out here at BYU and at other national and international institutions.

Engagement with Women's Studies Scholars

2. Students will engage with the lectures and lecturers by developing questions about the research and responding to each lecture.

Effective Oral Communication

3. Students will be able to formally introduce a speaker at a public event, respond to presentation in that setting, and/or lead a question & answer session.

Effective Written Communication and Analysis

4. Students will be able to evaluate and write clearly about the ideas presented in lectures.

Top

Mentored Study Experience

Readings and on-site research mentored by a faculty advisor and leading to a written product. Intended for students enrolled in a study abroad program or a course that takes place during a travel experience off campus.

WS
395R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	WS 222
Taught	Fall, Winter, Spring, Summer
Programs	Containing WS 395R

Course Outcomes

Contributions of Women in the Community

1. Students will demonstrate knowledge of the contributions of women (individually and collectively) to the history, culture, politics, religion, family, etc. of the community where the students are residing during their study experience.

Writing about Women in the Community

2. Students will read, write, and think analytically about the contributions and circumstances of women in that community.

↑Top

Women's Studies Internship

Credit for work on an international, national, or local internship relating to issues affecting women's lives. Students will submit a written report of their internship experience.

WS 399R

Hours	1.0 - 3.0 Credit, Arr Lecture, Arr Lab
Prerequisites	WS 222
Taught	Fall, Winter, Spring, Summer
Programs	Containing WS 399R

Course Outcomes

Application

Students will demonstrate and apply skills an advanced level of knowledge as they work in a professional setting.

↑Top

Theories of Women's Studies

Introduction to theoretical approaches to women's studies.

WS
422

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	WS 222 or instructor permission.
Taught	Fall, Winter Contact Department, Spring Contact Department, Summer Contact Department
Programs	Containing WS 422

Course Outcomes

Primary Theoretical Texts

1. Students will be able to analyze and demonstrate a sound knowledge of a selection of primary documents related to historical and contemporary theories of women's studies.

Research and Writing Skills

2. Students will be able to produce substantive and competent term papers and projects focused on issues raised by women's studies theories.

Primary Theoretical Texts

1. Students will be able to analyze and demonstrate a sound knowledge of a selection of primary documents related to historical and contemporary theories of women's studies.

Research and Writing Skills

2. Students will be able to produce substantive and competent term papers and projects focused on issues raised by women's studies theories.

Top

Women's Studies Capstone

Synthesis of interdisciplinary studies of women; knowledge and skills necessary for advanced study or work in the field; mentored research and senior capstone project required.

WS
492

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	WS 222 & WS 392R
Taught	Fall, Winter
Programs	Containing WS 492

Course Outcomes

Critical Thinking and Research

1. Students will demonstrate their ability to read, write, and think analytically, and to carry out original research through their capstone projects.

Knowledge Application

2. Students will be able to apply their knowledge and experience from interdisciplinary women's studies courses to their mentored research projects.

Mentoring Experience

3. Students will be able to edit and refine their writing and presentation, and expand and develop their research and communication skills with guidance from their faculty mentors.

Top

Language Study: Xhosa

Survival-level conversation, reading, listening, and culture skills in the target language.

XHOSA
100

Hours	2.0 Credit, 2.0 Lecture, 0.0 Lab
Prerequisites	None
Taught	Contact Department

Course Outcomes

Speaking

Speak target language well enough to ask for instructions and to carry out simple, routine survival-type transactions.

Social Situations

Function appropriately in familiar, routine social situations in the target culture.

Follow Instructions

Understand spoken and written target language well enough to follow simple instructions.

Top

First-Year Language Study: Xhosa

Beginning speaking, listening, reading, and writing skills.

XHOSA
101

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	None
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

↑Top

First-Year Language Study: Xhosa

Second-semester speaking, listening, reading, and writing skills.

XHOSA 102

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	XHOSA 101
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Comprehension

Understand written and spoken target language relating to familiar topics.

Speaking

Speak the target language well enough to satisfy immediate needs related to basic social situations, simple transactions, basic food and lodging, and routine travel.

Writing

In the target language, write short, simple messages consisting of structurally-accurate sentences on familiar topics.

Culture

Function appropriately in routine, familiar situations in the target culture.

Top

Second-Year Language Study: Xhosa

Intermediate speaking, listening, reading, and writing skills.

XHOSA 201

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	XHOSA 102
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Elaboration

Create structurally-accurate, elaborated utterances and begin to group utterances into paragraphs and narratives. Do this in present, past and future time.

Vocabulary

Broaden vocabulary for both reception (listening and reading comprehension) and production (speaking and writing).

Grammar

Review and increase understanding of basic language structures.

Culture

Discuss in the target language common products and practices related to every-day life in the target culture.

↑Top

Second-Year Language Study: Xhosa

Continued emphasis on communication skills, vocabulary building, and cultural awareness.

XHOSA 202

Hours	4.0 Credit, 5.0 Lecture, 1.0 Lab
Prerequisites	XHOSA 201
Note	Teacher may waive prerequisite based on prior experience. Culminating course for GE Languages of Learning requirement. Not an entry course for returned missionaries.
Taught	
Programs	Containing XHOSA 202

Course Outcomes

Communication Skills

In both written and spoken target language, communicate with reasonable accuracy about real-world activities with well-educated members of the target-culture accustomed to dealing with non-native speakers.

Comprehension

Understand every-day written and verbal instructions. Comprehend concrete details and global meaning of intermediate-level written and spoken passages related to familiar topics that native speakers encounter routinely in their daily life.

Cultural Knowledge

Discuss in the target language cultural practices related to every-day life in the target culture. Acquire basic background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Language Skills Development: Xhosa

Increasing proficiency in one or more of the following target-language or target-culture skills: speaking, listening, reading, writing, cultural awareness.

XHOSA 305

Hours	1.0 - 4.0 Credit, Arr Lecture, Arr Lab
Prerequisites	Instructor's consent.
Taught	Contact Department

Course Outcomes

Defined Special Purpose

Develop the overall language and cultural competence to meet the needs of a "special" purpose identified by the Center for Language Studies.

Communication

Communicate effectively enough to function in a variety of situations likely to be encountered when dealing with native speakers associated with the special purpose. This may include interpersonal, interpretive, and presentational (written and oral) modes of communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers associated with the special purpose.

Top

Advanced Grammar: Xhosa

Systematic review of grammar and syntax of target language.

XHOSA
321

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	XHOSA 202
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Analyze

Analyze target language morphology and syntax.

Apply

Apply grammar rules with accuracy to a variety of advanced grammatical and communicative tasks.

Independent Learning

Function as independent learners of the target language by using proper terms and appropriate resources for language analysis.

↑Top

Advanced Language Proficiency Through Cultural Studies: Xhosa

Study of target language culture(s) using interpersonal, presentational, and interpretive skills in the target language.

XHOSA
330

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	Xhosa 202 or equivalent.
Note	Entry course for returned missionaries or others of equivalent language experience. Required course for obtaining language credit by examination. May fulfill the GE Languages of Learning requirement.
Taught	
Programs	Containing XHOSA 330

Course Outcomes

Communication Skills

In both written and spoken target language, communicate accurately with well-educated members of the target-culture about real-world activities.

Comprehension

Understand detailed written and verbal instructions. Comprehend historical passages, newspaper and magazine articles, and broadcast news reports well educated native speakers encounter routinely in their daily life.

Cultural Knowledge

Acquire background knowledge of important achievements related to the target culture (historical figures and events, major literary and artistic movements, government and religious institutions, etc.). Discuss in the target language cultural practices related to major life events in the target culture (birth, marriage, death, etc.).

General Education Requirements

Complete Languages of Learning and Global & Cultural Awareness for General Education.

Top

Introduction to Literature: Xhosa

Advanced study of literature of target language. Continued emphasis on communication skills and culture.

XHOSA 340

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	XHOSA 330
Note	Teacher may waive prerequisite based on prior experience.
Taught	

Course Outcomes

Recognize and Analyze

Recognize and analyze the most important genres in target-language literature.

Key Characteristics

Identify and discuss key characteristics of the most important literary movements in the target culture.

Context

Place literature in a meaningful cultural and historical context.

Language Skills

Improve target-language reading, writing, and speaking skills.

↑Top

Advanced Language Study for Career Purposes: Xhosa

Concentration on target-language and target-culture issues for specific careers.

XHOSA 350

Hours	3.0 Credit, 3.0 Lecture, 0.0 Lab
Prerequisites	XHOSA 330
Taught	

Course Outcomes

Defined Career Purposes

Develop overall language and cultural competence needed to study and begin entry into a career agreed upon by the Center for Language Studies.

Knowledge

Carry out research to identify, understand, and discuss standards, processes, people and cultural norms associated with the target career.

Interpretive Competence

Understand, interpret and analyze advanced-level written and oral texts on topics related to the target career.

Communicative Competence

Communicate effectively at the advanced-level in order to function in a variety of situations likely to be encountered when dealing with native speakers who are associated with the target career. This will include interpersonal communication and both written and oral presentational communication.

Cultural Competence

Interact with cultural competence and understanding when dealing with native speakers who are associated with the target career.

Faculty

Top

A Legrand Richards

Associate Professor: Education > Educational Leadership and Foundations

BS, Brigham Young University, 1975
MEd, Harvard University, 1976
PhD, Brigham Young University, 1982

Top

A Woodruff Miller

Professor: Engineering and Technology > Civil and Environmental Engineering

BES, Brigham Young University, 1969
MS, Stanford University, 1970
ENG, Stanford University, 1972
PhD, Stanford University, 1975

Top

Aaron C Merrill

Assistant Teaching Professor: Fine Arts and Communications > School of Music

BA, Brigham Young University, 1997

Top

Aaron Christopher Eastley

Associate Professor: Humanities > English

BA, Brigham Young University, 1997
MA, Brigham Young University, 1998
PhD, University of California, San Diego, 2003

Top

Aaron H Skabelund

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1995
MA, Stanford University, 1997
MPhil, Columbia University, 2002
PhD, Columbia University, 2004

Top

Aaron M Wells

Associate Teaching Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1999
MEd, University of Nebraska, 2002
PhD, Brigham Young University, 2010

Top

Aaron Michael Miller

Assistant Teaching Professor: Business > Public Management

BA, Brigham Young University, 2002
JD, Brigham Young University, 2006
MPA, Brigham Young University, 2006

Top

Aaron P Schade

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1995
MA, The University of Toronto, 2000
PhD, The University of Toronto, 2005

Top

Aaron Paul Jackson

Associate Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1985
MA, Brigham Young University, 1989
PhD, University of Missouri, Columbia, 1993

Top

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Professor: Engineering and Technology > Electrical and Computer Engineering

BS, California Institute of Technology, 1994
MS, University of California, Santa Barbara, 1996
PhD, University of California, Santa Barbara, 1998

↑Top

Aaron W Johnson

Associate Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1995
MSPT, University of Alabama, Birmingham, 1997
PhD, Brigham Young University, 2007

Top

Abigail Marie McIntosh Allen

Assistant Professor: Business > School of Accountancy

BS University of Southern California 2006
MAcc University of Southern California 2006
PhD Harvard Business School 2013

Top

Adam Eric Apffel Rogers

↑Top

Adam Frank McBride

Top

Adam J Houghton

Associate Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1996
MFA, Carnegie Mellon University School of Drama, 2003

Top

Adam Michael Dynes

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 2005
MA and MPhil, Yale University, 2012
PhD, Yale University, 2015

Top

Adam Robert Brown

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 2004
MA, University of California, San Diego, 2006
PhD, University of California, San Diego, 2008

Top

Adam T Woolley

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1992
PhD, University of California, Berkeley, 1997

Top

Adrian H Pulfer

Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 1988

Top

Al H Merkley

Assistant Dean: Education

Top

Alan Dee Manning

Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1984
PhD, Louisiana State University, Baton Rouge, 1988

Top

Alan J Hawkins

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1979
MOB, Brigham Young University, 1984
PhD, Pennsylvania State University, 1990

Top

Alan Lee Wilkins

Professor: Business > Management

BA, Brigham Young University, 1972
MBA, Brigham Young University, 1974
PhD, Stanford University, 1979

Top

Alan R Harker

Professor: Life Sciences > Microbiology and Molecular Biology

BS, University of Utah, 1976
PhD, University of Utah, 1982

Top

Alan Roger Parkinson

Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1977
MS, University of Illinois, Urbana, 1979
PhD, University of Illinois, Urbana, 1982
MBA, Brigham Young University, 2003

Top

Alaska Heather Black

Assistant Professor: Education > Teacher Education

BA, Ohio Wesleyan University, 1990
MS, Pennsylvania State University, 2011
PhD, Pennsylvania State University, 2015

Top

Alessandro Antonio Rosborough

Assistant Professor: Education > Teacher Education

BA, Brigham Young University, 1996
MA, University of Utah, 2001
PhD, University of Nevada, Las Vegas, 2010

Top

Alexander Charles Jensen

Assistant Professor: Family Home and Social Sciences > School of Family Life

BA, Brigham Young University, 2009
MS, Purdue University, 2011
PhD, Purdue University, 2013

Top

Alexander George Woods

Assistant Professor: Fine Arts and Communications > School of Music

BA, University of Arizona, 2005
MM, Yale University, 2008

Top

Alexander Lewis Baugh

Chair: Church History and Doctrine

Professor: Religious Education > Church History and Doctrine

BS, Utah State University, 1981
MA, Brigham Young University, 1986
PhD, Brigham Young University, 1996

Top

Aliceann Crandall

Assistant Professor: Life Sciences > Health Science

BS, Brigham Young University, 2000
MPH, Loma Linda University, 2003
PhD, Johns Hopkins University, 2014

Top

Alisa Camille Kesler Lund

Assistant Professor: Family Home and Social Sciences > History

BA, University of Utah, 2002
MAT, University of San Diego, 2005
PhD, Michigan State University, 2012

Top

Allen Clive Parcell

Director: Human Performance Research Center

Top

Allen Clive Parcell

Chair: Exercise Sciences

Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1993
MS, Iowa State University, 1995
PhD, Ball State University, 1998

Top

Allen J Christenson

Professor: Humanities > Comparative Arts and Letters

BS, Brigham Young University, 1980
DDS, University of California, Los Angeles, 1984
MA, University of Texas, Austin, 1996
PhD, University of Texas, Austin, 1998

Top

Alma Keith Lawrence

Associate Professor: Humanities > English

BA, Brigham Young University, 1977
MA, Brigham Young University, 1980
PhD, University of Southern California, 1987

Top

Alonzo D Cook

Associate Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1989
MS, Brigham Young University, 1991
PhD, Massachusetts Institute of Technology, 1996

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Alonzo L Gaskill

Associate Professor: Religious Education > Church History and Doctrine

BA, Idaho State University, 1991
MA, University of Notre Dame, 1995
PhD, Trinity Theological Seminary, Liverpool, 2000

Top

Alvin F Sherman

Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1985
MA, Brigham Young University, 1987
PhD, University of Virginia, 1990

Top

Alyssa Jane Banford Witting

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Amy Annette Easton-Flake

Assistant Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 2001
MA, Brigham Young University, 2003
PhD, Brandeis University, 2011

Top

Amy D Williams

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Amy Harris

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1998
MA, American University, 2000
PhD, University of California, Berkeley, 2006

Top

Amy Jeppsen Tanner

Assistant Teaching Professor: Physical and Mathematical Sciences > Mathematics Education

BA, Brigham Young University, 2002
MA, Brigham Young University, 2005
PhD, University of Michigan, 2010

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Amy Petersen Jensen

Associate Dean: Fine Arts and Communications

Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1990
MA, Brigham Young University, 1998
PhD, University of Illinois, Urbana Champaign, 2004

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Anca Mitroi Sprenger

Associate Professor: Humanities > French and Italian

BA, University of Bucharest, Romania, 1984
DEA, University of Paris, 1991
PhD, University of Southern California, 1997

Top

Andrea Knestel

Assistant Clinical Professor: Student Life > Student Development

BA, Utah State University, 1999
MA, Syracuse University, 2008
MS, Syracuse University, 2008
PhD, Syracuse University, 2010

Top

Andrew C Skinner

Professor: Religious Education > Ancient Scripture

BS, University of Colorado, 1975
MAR, Iliff School of Theology, 1978
MTh, Harvard University, 1980
PhD, University of Denver, 1986

↑Top

Andrew Christopher Reed

Assistant Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 2004
MSt, Oxford University, 2005
MSt, Cambridge University, 2008
PhD, Arizona State University, 2014

↑Top

Andrew Horace Hedges

Associate Professor: Religious Education > Church History and Doctrine

BA, Weber State University, 1986
MA, Brigham Young University, 1991
PhD, University of Illinois, Urbana-Champaign, 1996

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Andrew Kim Smith

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Andrew L Holmes

Chair: Finance

Associate Professor: Business > Finance

BA, Texas A&M University, 1986
MS, Texas A&M University, 1988
PhD, University of Houston, 1992

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BA, Brigham Young University, 1992
MA, University of California, Santa Barbara, 1995
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BS, University of Utah, Salt Lake City, 2002
PhD, University of Utah, Salt Lake City, 2006

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BS, Brigham Young University, 2000
MS, Brigham Young University, 2006
PhD, University of Stuttgart, 2011

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BS, Brigham Young University, 2003
MS, Auburn University, 2005
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Director: Multicultural Student Services

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Assistant Professor: Fine Arts and Communications > Dance

BFA, Brigham Young University, 1998
MFA, Ohio State University, 1999

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Director: International and Area Studies

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BA, Brigham Young University, 2005
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Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1991
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DMA, University of Maryland, 2002

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BFA, University of Utah, 1999
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Anton E Bowden

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BS, Utah State University, 1996
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BM, University of Cincinnati, 1995
MM, University of Cincinnati, 1996
DMA, The Juilliard School, 2001

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BS, Brigham Young University, 1999
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MEd, Brigham Young University, 1982

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Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1982
MEd, Brigham Young University, 1985
PhD, Brigham Young University, 1997

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Professor: Business > Finance

BS, Brigham Young University, 1983
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PhD, University of Georgia, 1997

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Barry Allred

Director: Registrar

Top

Barry M Lunt

Director: School of Technology

Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 1978
MS, Brigham Young University, 1979
PhD, Utah State University, 1993

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Barry M Willardson

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BA, Brigham Young University, 1984
PhD, Purdue University, 1990

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Barry R Bickmore

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1994
PhD, Virginia Polytechnic Institute, 1999

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Bart J Kowallis

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1977
MS, University of Wisconsin, Madison, 1979
PhD, University of Wisconsin, Madison, 1981

Top

Ben William Lewis

Assistant Professor: Business > Management

BS, Brigham Young University, 2008
MAcc, Brigham Young University, 2008
PhD, Cornell University, 2014

Top

Benjamin C Iverson

Top

Benjamin Guild Gibbs

Assistant Professor: Family Home and Social Sciences > Sociology

BS, Brigham Young University, 2003
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PhD, Ohio State University, 2009

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Benjamin J Thevenin

Assistant Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 2006
MA, Florida State University, 2008
PhD, University of Colorado, Boulder, 2012

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Benjamin M Galvin

Assistant Professor: Business > Management

BS, Brigham Young University, 2000
MBA, Brigham Young University, 2003
PhD, Arizona State University, 2010

Top

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Dean: Family Home and Social Sciences

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BS, Brigham Young University, 1985
PhD, Brigham Young University, 1990

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Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2005
PhD, University of Denver, 2013

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Benjamin T Crookston

Assistant Professor: Life Sciences > Health Science

BS, Brigham Young University, 2003
MPH, Brigham Young University, 2006
PhD, University of Utah, 2009

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Benjamin Thomas Bikman

Assistant Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 2003
MS, Brigham Young University, 2005
PhD, East Carolina University, 2008

Top

Benjamin Walter Abbott

↑Top

Benjamin Zachary Webb

Assistant Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 2002
MS, Brigham Young University, 2004
PhD, Georgia Institute of Technology, 2011

Top

Bethanne Parker Andersen

Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 1976
MFA, Brigham Young University, 1979

Top

Beverly L Roeder

Professor: Life Sciences > Biology

BA, Wittenberg University, 1978
DVM, Ohio State University, 1982
MS, Kansas State University, 1986
PhD, Pennsylvania State University, 1990

Top

Blaine A Winters

Assistant Teaching Professor: Nursing > Nursing Program

BS, Brigham Young University, 1992
ADN, Salt Lake Community College, 1995
BS, University of Utah, 1999
MS, University of Utah, 2001
DNP, University of Utah, 2008

Top

Blaine D Griffen

Top

Blair Earl Bateman

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1991
MA, Brigham Young University, 1995
PhD, University of Minnesota, 2002

Top

Blake Darrell Hansen

Assistant Professor: Education > Counseling Psychology and Special Education

BA, University of Utah, 2004
MS, University of Utah, 2007
PhD, University of Kansas, 2010

Top

Blake Ellis Peterson

Chair: Mathematics Education

Professor: Physical and Mathematical Sciences > Mathematics Education

BA, Utah State University, 1986
MS, Washington State University, 1990
PhD, Washington State University, 1993

Top

Blake H Barker

Assistant Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 2007
MS, Brigham Young University, 2009
PhD, Indiana University, 2014

Top

Bonnie Brinton

Professor: Education > Communication Disorders

BA, University of Utah, 1975
MA, San Jose State University, 1977
PhD, University of Utah, 1981

Top

Bonnie Brinton Anderson

Chair: Information Systems

Associate Professor: Business > Information Systems

BS, Brigham Young University, 1995
MAcc, Brigham Young University, 1995
MPhil, Carnegie Mellon University, 2001
PhD, Carnegie Mellon University, 2001

Top

Brad Andrew Krueger Barber

Associate Teaching Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 2001
MFA, University of Southern California, 2005

Top

Brad L Hutchings

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, University of Utah, 1984
MS, University of Utah, 1987
PhD, University of Utah, 1992

Top

Brad Lee Neiger

Professor: Life Sciences > Health Science

BS, Brigham Young University, 1983
MS, Brigham Young University, 1984
PhD, University of Utah, 1991

Top

Bradford K Berges

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1999
PhD, University of Pennsylvania, 2005

Top

Bradley C Bundy

Associate Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 2004
MS, Stanford University, 2006
PhD, Stanford University, 2009

Top

Bradley Dale Geary

Professor: Life Sciences > Plant and Wildlife Sciences

DEGREES:BS, Brigham Young University, 1995
MS, Washington State University, 1997
PhD, Washington State University, 1999

Top

Bradley Dean Harris

Teaching Professor: Business > Experience Design and Management

BS, Brigham Young University, 1980
MS, Brigham Young University, 2007

Top

Bradley Jay Taylor

↑Top

Bradley Paul Owens

Associate Professor: Business > Public Management

BS, Brigham Young University, 2002
MPA, Brigham Young University, 2004
MOB, University of Washington, 2007
PhD, University of Washington, 2009

Top

Bradley R Adams

Associate Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1984
MS, Brigham Young University, 1985
PhD, University of Utah,1993

↑Top

Bradley Ray Wilcox

Associate Teaching Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1985
MEd, Brigham Young University, 1990
PhD, University of Wyoming, 1994

Top

Bradley Roy Agle

Professor: Business > Public Management

BA, Brigham Young University, 1986
PhD, University of Washington, 1993

Brandan Wayne Beerli

Director: Education

Top

Brandie R Siegfried

Associate Professor: Humanities > English

BA, Brigham Young University, 1988
MA, Brigham Young University, 1990
PhD, Brandeis University, 1993
MA, Brandeis University, 1993

Top

Brandon Plewe

Associate Professor: Family Home and Social Sciences > Geography

BS, Brigham Young University, 1992
MA, State University of New York, Buffalo, 1995
PhD, State University of New York, Buffalo, 1997

Top

Branton J Campbell

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1993
MA, University of California, Santa Barbara, 1995
PhD, University of California, Santa Barbara, 1999

Top

Brenden W Rensink

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 2003
MA, University of Nebraska - Lincoln, 2006
PhD, University of Nebraska - Lincoln, 2010

Top

Brennan Christopher Platt

Associate Professor: Family Home and Social Sciences > Economics

BS, Arizona State University, 2001
MA, University of Minnesota, 2005
PhD, University of Minnesota, 2006

↑Top

Brent Douglas Keck

Assistant Teaching Professor: Fine Arts and Communications > Dance

BA, Brigham Young University, 1997
MA, Brigham Young University, 2002

Top

Brent Edwin Nelson

Chair: Electrical and Computer Engineering

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, University of Utah, 1981
MS, University of Utah, 1983
PhD, University of Utah, 1984

Top

Brent Kennard Barson

Associate Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 1997
MFA, Art Center College of Design, 2003

Top

Brent L Top

Dean: Religious Education

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1976
MEd, Brigham Young University, 1980
PhD, Brigham Young University, 1984

Top

Brent Nielsen

Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1980
PhD, Oregon State University, 1985

Top

Brent Slife

Professor: Family Home and Social Sciences > Psychology

BA, William Jewell College, 1976
MS, Purdue University, 1977
PhD, Purdue University, 1981

Top

Brent T Yorgason

Associate Professor: Fine Arts and Communications > School of Music

BA, Utah State University, 1997
MM, Indiana University, 1999
Ph.D., Indiana University, 2009

Top

Brent W Chowen

Associate Teaching Professor: Education > Teacher Education

BA, Brigham Young University, 1991
MA, University of Utah, 1997
PhD, University of Texas at Austin, 2005

Top

Brent W Webb

Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1981
MS, Brigham Young University, 1982
PhD, Purdue University, 1986

Top

Brent Wilson

Top

Bret R Lyman

Assistant Professor: Nursing > Nursing Program

AS, Weber State University, 2004
BS, Weber State University, 2005
MS, University of Northern Colorado, 2007
PhD, University of Northern Colorado, 2010

Top

Brett Chan McInelly

Professor: Humanities > English

BA, Weber State College, 1992
MA, Brigham Young University, 1995
PhD, University of Cincinnati, 2000

Top

Brett M Merrill

↑Top

Brian A Mazzeo

Associate Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Massachusetts Institute of Technology, 2005
PhD, University of Cambridge, 2008

Top

Brian Cameron Harker

Professor: Fine Arts and Communications > School of Music

BA, Brigham Young University, 1990
MA, Brigham Young University, 1994
MPhil, Columbia University, 1995
PhD, Columbia University, 1997

Top

Brian Charles Capt

Associate Teaching Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 1992
MS, Brigham Young University, 1993

Top

Brian Clark Spilker

Professor: Business > School of Accountancy

BS, Brigham Young University, 1987
MAcc, Brigham Young University, 1987
PhD, University of Texas, Austin, 1993

↑Top

Brian D Christensen

Associate Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 1990
MFA, Washington University, 1993

Top

Brian D Iverson

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 2002
MS, Purdue University, 2004
PhD, Purdue University, 2008

Top

Brian D Jeffs

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1978
MS, Brigham Young University, 1982
PhD, University of Southern California, 1989

↑Top

Brian D Jensen

Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1996
MS, Brigham Young University, 1998
PhD, University of Michigan, 2004
MS, University of Michigan, 2004

Top

Brian David Jackson

Associate Professor: Humanities > English

BA, Brigham Young University, 2001
MA, Brigham Young University, 2003
PhD, University of Arizona, 2007

Top

Brian Douglas Poole

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1999
PhD, Pennsylvania State University, 2004

Top

Brian E Anderson

Assistant Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 2001
MS, Brigham Young University, 2003
PhD, The Pennsylvania State University, 2006

Top

Brian F Woodfield

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1986
MS, Brigham Young University, 1988
PhD, University of California, Berkeley, 1995

Top

Brian Howard Boyer

Associate Professor: Business > Finance

BA, Brigham Young University, 1996
PhD, University of Michigan, 2004

↑Top

Brian J Willoughby

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 2004
MS, University of Minnesota, 2006
PhD, University of Minnesota, 2009

Top

Brian Jack Hill

Professor: Business > Experience Design and Management

BS, Brigham Young University, 1986
PhD, Clemson University, 1994

Top

Brian K Evans

Top

Brian Lee Price

Associate Professor: Humanities > Spanish and Portuguese

DEGREES:BA, Brigham Young University, 2000
MA, University of Texas, Austin, 2003
PhD, University of Texas, Austin, 2007

↑Top

Brian Lynn Croxall

⬆Top

Brian Matthew Hartman

Assistant Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 2006
PhD, Texas A&M University, 2010

Top

Brian Michael Hauglid

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1984
MA, University of Utah, 1991
PhD, University of Utah, 1998

Top

Brian Philip Reschke

Assistant Professor: Business > Management

BS, Brigham Young University, 2010
MS, University of California, Berkeley, 2012
PhD, University of California, Berkeley, 2015

Top

Brian Q Cannon

Director: Charles Redd Center for Western Studies

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1984
MA, University of Utah, 1986
PhD, University of Wisconsin, 1992

Top

Brian R Roberts

Associate Professor: Humanities > English

BA, Brigham Young University, 2001
MA, Brigham Young University, 2003
PhD, University of Virginia, 2008

Top

Brianna Michele Magnusson

Assistant Professor: Life Sciences > Health Science

BS, Brigham Young University
MPH, Virginia Commonwealth University
PhD, Virginia Commonwealth University

Top

Brigham R Frandsen

Assistant Professor: Family Home and Social Sciences > Economics

BS, Brigham Young University, 2004
PhD, Massachusetts Institute of Technology, 2010

Top

Brittany Michelle May

Assistant Professor: Fine Arts and Communications > School of Music

BM, University of Utah, 2005
MM, Boston University, 2009
PhD, University of Utah, 2014

Top

Brock R McMillan

Chair: Plant and Wildlife Sciences

Professor: Life Sciences > Plant and Wildlife Sciences

BS, Utah State University, ????
MS, Kansas State University, ????
PhD, Kansas State University, ????

Top

Bronson S Argyle

Assistant Professor: Business > Finance

BS, Brigham Young University, 2008
MPhil, Columbia University, 2011
PhD, Columbia University, 2014

Top

Brooks Bradley Britt

Associate Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1982
MS, Brigham Young University, 1987
PhD, University of Calgary, 1993

Top

Bruce A Roundy

Professor: Life Sciences > Plant and Wildlife Sciences

BA, University of Nevada, Reno, 1973
MS, University of Nevada, Reno, 1977
PhD, Utah State University, 1984

Top

Bruce Leonard Brown

Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1965
MS, Brigham Young University, 1968
PhD, McGill University, 1969

Top

Bruce W Bailey

Associate Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1999
MS, Brigham Young University, 2001
PhD, University of Kansas, 2005

Top

Bruce Wilson Young

Associate Professor: Humanities > English

BA, Brigham Young University, 1975
MA, Columbia University, 1976
AM, Harvard University, 1978
PhD, Harvard University, 1983

↑Top

Bryan Franklin Howell

Associate Professor: Engineering and Technology > School of Technology

BFA, Brigham Young University, 1987
MFA, University of Texas, Austin, 2003

Top

Bryan G Hopkins

Professor: Life Sciences > Plant and Wildlife Sciences

AAS, Ricks College, 1988
BS, Brigham Young University, 1990
MS, Brigham Young University, 1991
PhD, Kansas State University, 1995

↑Top

Bryan G Peterson

Research Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1978
PhD, Brigham Young University, 1983

Top

Bryan Lorin Sudweeks

Associate Teaching Professor: Business > Finance

BA, Brigham Young University, 1980
MBA, Brigham Young University, 1982
PhD, George Washington University, 1987

Top

Bryan Stuart Morse

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1986
MA, Brigham Young University, 1990
PhD, University of North Carolina, Chapel Hill, 1995

Top

Bryan W Stewart

Assistant Professor: Business > School of Accountancy

BS, Utah State University, 2002
MA, University of Notre Dame, 2003
PhD, University of South Carolina, 2013

Top

Bryant Troy Jensen

Assistant Professor: Education > Teacher Education

BA, Arizona State University, 2003
MA, Arizona State University, 2006
PhD, Arizona State University, 2009

Top

Bryce D Bunting

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2006
MS, Brigham Young University, 2011
PhD, Brigham Young University, 2014

↑Top

Bryon K Draper

Associate Professor: Fine Arts and Communications > Art

BFA, Brigham Young University-Hawaii, 1990
MFA, Brigham Young University, 1995

Top

Byran Baird Korth

Associate Professor: Religious Education > Church History and Doctrine

BS, Brigham Young University, 1993
MS, Brigham Young University, 1995
PhD, Auburn University, 2000

Top

Byron James Adams

Professor: Life Sciences > Biology

BS, Brigham Young University, 1993
PhD, University of Nebraska, 1998

Top

Byron Robert Merrill

Teaching Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1972
JD, University of California, Davis, 1975

Top

C Jay Oliver

Top

C Riley Nelson

Professor: Life Sciences > Biology

BS, Utah State University, 1980
MS, Utah State University, 1984
PhD, Brigham Young University, 1986

Top

Cade T Charlton

Assistant Professor: Non-College and Other Units > University

BS Psychology - USU 2007
BS Economics - USU 2007
MS Business Administration - USU 2008
PhD Disability Disciplines - USU 2016

Top

Cameron Demetrius McCoy

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University 2002
MA., Texas A&M University, 2011
PhD, University of Texas at Austin, 2017

Top

Cameron K Peterson

Assistant Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 2000
MS, Johns Hopkins University, 2005
PhD, University of Maryland, 2012

Top

Candace Berrett

Assistant Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 2005
MS, The Ohio State University, 2007
PhD, The Ohio State University, 2010

↑Top

Cara Wiley

Director: Nursing

↑Top

Carl David Sorensen

Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1981
PhD, Massachusetts Institute of Technology, 1985

Top

Carl H Sederholm

Chair: Comparative Arts and Letters

Associate Professor: Humanities > Comparative Arts and Letters

AA, Long Beach City College, 1994
BA, University of California, Los Angeles, 1996
PhD, University of Utah, 2002

Top

Carl L Hanson

Chair: Health Science

Associate Professor: Life Sciences > Health Science

BS, Brigham Young University, 1990
MS, Brigham Young University, 1991
PhD, Southern Illinois University, Carbondale, 1994

Top

Carol Jane Ward

Associate Professor: Family Home and Social Sciences > Sociology

BA, North Texas State University, 1973
MA, North Texas State University, 1976
PhD, University of Chicago, 1992

↑Top

Carol Wilkinson

Associate Professor: Education > Teacher Education

BEd, Durham University, England, 1976
MS, Brigham Young University, 1981
EdD, Brigham Young University, 1983

↑Top

Carolyn Tuitupou

Assistant Dean: Undergraduate Education

Top

Carri P Jenkins

Top

Casey P Griffiths

Assistant Teaching Professor: Religious Education > Church History and Doctrine

BA BYU 2002
MA BYU 2007
PhD BYU 2012

Top

Casey Peterson

Associate Dean: Student Life

↑Top

Casey T Deccio

Assistant Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 2002
MS, Brigham Young University, 2004
PhD, University of California Davis, 2010

Top

Cassy J Budd

Teaching Professor: Business > School of Accountancy

BS, Brigham Young University, 1990
MA, Utah State University, 2002

Top

Cecilia Marie Peek

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1987
MA, University of California, Berkeley, 1991
PhD, University of California, Berkeley, 2000

Top

Cecilia Pincock

Top

Celeste Elizabeth Beesley

Assistant Professor: Family Home and Social Sciences > Political Science

AB, Princeton University, 2002
MA, University of California, San Diego, 2007
PhD, University of California, San Diego, 2013

Top

Chad D Jensen

Assistant Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2004
MS, University of Kansas, 2008
PhD, University of Kansas, 2011

Top

Chad Elkins Nelson

Assistant Professor: Non-College and Other Units > University

Top

Chad Fife Emmett

Associate Professor: Family Home and Social Sciences > Geography

BA, Utah State University, 1979
MA, Brigham Young University, 1983
PhD, University of Chicago, 1991

Top

Chad R Hancock

Associate Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 1998
PhD, University of Missouri, Columbia, 2005

Top

Chanda Mofu

Top

Chantal P Thompson

Teaching Professor: Humanities > French and Italian

BA, Brigham Young University, 1970
MA, Brigham Young University, 1972

Top

Chantel D Sloan

Assistant Professor: Life Sciences > Health Science

BS, Brigham Young University-Hawaii, 2004
PhD, Dartmouth College, 2009

Top

Charles L Swift

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1983
MA, Brigham Young University, 1987
PhD, Brigham Young University, 2003

Top

Charles R Graham

Chair: Instructional Psychology and Technology

Professor: Education > Instructional Psychology and Technology

BS, Brigham Young University, 1994
MS, University of Illinois, 1997
PhD, Indiana University, 2002

Top

Charles Raymond Smith

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1975
MM, Indiana University, Bloomington, 1976
DM, Indiana University, Bloomington, 1982

Top

Charles William Nuckolls

Professor: Family Home and Social Sciences > Anthropology

AB, University of Chicago, 1979
MA, University of Wisconsin-Madison, 1980
PhD, University of Chicago, 1987

Top

Charlotte Alighieria Stanford

Associate Professor: Humanities > Comparative Arts and Letters

DEGREES:BA, Brigham Young University, 1993
MA, University of Connecticut, 1996
PhD, Pennsylvania State University, 2003

Top

Chelom Eastwood Leavitt

↑Top

Cherice Michelle Montgomery

Assistant Professor: Humanities > Spanish and Portuguese

BA, Wichita State University, 1992
MEd, Wichita State University, 2002

Top

Cheryl Ann Corbett

Associate Teaching Professor: Nursing > Nursing Program

BS, Brigham Young University, 1989
MS, Brigham Young University, 1996

Top

Chia Chi Teng

Associate Professor: Engineering and Technology > School of Technology

BS, National Tsing Hua University, 1985
MS, University of Washington, 1993
PhD, University of Washington, 2007

↑Top

Chris Crippen

Director: Center for Service and Learning

Top

Chris E Silvia

Assistant Professor: Business > Public Management

BS, Boston University, 1996
MSPH, University of Utah, 2000
MPA, Brigham Young University, 2004
PhD, Indiana University, 2010

Top

Christian B Smith

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1991
MM, Brigham Young University, 1993
DMA, University of Michigan, 2006

↑Top

Christian J Faulconer

Executive Director: Executive Directors Office

Top

Christian Rolf Clement

Associate Professor: Humanities > German and Russian

BA, Hamburg College of Music and Dance, 1998
BA, University of Hamburg, 1999
MA, University of Hamburg, 2001
PhD, University of Utah, 2005

Top

Christian T Asplund

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1988
MA, Mills College, 1993
DMA, University of Washington, 1998

Top

Christian Vance Sabey

Assistant Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 2002
MS, University of Utah, 2011
PhD, Utah State University, 2015

Top

Christin Laray Porter

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1990
MS, Purdue University, West Lafayette, 1992
PhD, Purdue University, West Lafayette, 1996

↑Top

Christine Oakes

Top

Christine Tanner

Director: OneStop

⬆Top

Christophe Gerard Giraud-Carrier

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1991
MS, Brigham Young University, 1993
PhD, Brigham Young University, 1994

Top

Christopher Andrew Mattson

Associate Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1999
MS, Brigham Young University, 2001
PhD, Rensselaer Polytechnic Institute, 2003

Top

Christopher B Kirwan

Associate Professor: Family Home and Social Sciences > Psychology

BS, University of Utah, 2001
MA, Johns Hopkins University, 2004
PhD, Johns Hopkins University, 2006

Top

Christopher Croft Lynn

Associate Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 1999
MFA, The Ohio State University, 2002

Top

Christopher Cutri

Associate Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1995
MFA, Art Center College of Design, 1997

Top

Christopher David Dromey

Professor: Education > Communication Disorders

BA, Brigham Young University, 1985
MA, State University of New York, Buffalo, 1990
PhD, University of Colorado, Boulder, 1995

Top

Christopher E Crowe

Professor: Humanities > English

BA, Brigham Young University, 1976
MEd, Arizona State University, 1980
EdD, Arizona State University, 1986

↑Top

Christopher E Wilson

Assistant Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1999
MA, Brigham Young University, 2009
PhD, University of Florida, 2014

Top

Christopher F Karpowitz

Associate Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1994
MA, Brigham Young University, 1996
Certificate of Graduate Studies, Duke University, 1998
MA, Princeton University, 2000
PhD, Princeton University, 2006

Top

Christopher G Hodson

Associate Professor: Family Home and Social Sciences > History

BA, Utah State University, 1998
MA, Utah State University, 1999
PhD, Northwestern University, 2004

Top

Christopher L Rogers

Assistant Professor: Non-College and Other Units > University

BA, California State San Marcos, 2003
MA, San Diego State University, 2007
PhD, University of Utah, 2010

Top

Christopher Martin Flood

Assistant Professor: Humanities > French and Italian

BA, Brigham Young University, 2005
MA, Brigham Young University, 2007
CPhil, University of California, Los Angeles, 2011
PhD, University of California, Los Angeles, 2013

Top

Christopher P Grant

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1986
MS, Brigham Young University, 1988
PhD, University of Utah, 1991

Top

Christopher P Oscarson

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1997
MA, Brigham Young University, 2000
PhD, University of California, Berkeley, 2006

Top

Christopher Shane Reese

Dean: Statistics

Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 1994
MS, Brigham Young University, 1995
PhD, Texas A&M University, 1999

Top

Cindy P Brewer

Associate Professor: Humanities > German and Russian

BA, Brigham Young University, 1990
MA, Brigham Young University, 1991
PhD, University of Utah, 1998

Top

Clark S Monson

Assistant Teaching Professor: Family Home and Social Sciences > Geography

BA, Brigham Young University, 1985
MS, Brigham Young University, 1996
PhD, University of Hawaii, 2004

Top

Clemence Theodora Destribois

Top

Clifton B Farnsworth

Assistant Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2000
PhD, University of Utah, 2008

Top

Clinton Jeremy Whipple

Associate Professor: Life Sciences > Biology

BS, Brigham Young University, 2000
PhD, University of California, San Diego, 2006

Top

Clive Arden Pope

Professor: Family Home and Social Sciences > Economics

BS, Brigham Young University, 1978
PhD, Iowa State University, 1981
MS, Iowa State University, 1981

Top

Cody J Reeves

Assistant Professor: Business > Management

BS, Brigham Young University, 2008
PhD, University of Iowa, 2015

↑Top

Col Paul M Kucharek

Top

Colbrin Alan Wright

Associate Teaching Professor: Business > Finance

BS, Brigham Young University, 2001
PhD, Florida State University, 2007

Top

Collin Larsen Bradford

Associate Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 2005
MFA, University of Illinois, 2008

Top

Conan Carl Albrecht

Professor: Business > Information Systems

BS, Brigham Young University, 1997
MAcc, Brigham Young University, 1997
PhD, University of Arizona, 2000

Top

Corinna Eva Peterken

Assistant Professor: Education

BEd, Victoria College-Rusden, 1984
Grad Dip EC, Monash University, 2008
BEd Hons, Monash University, 2010
PhD, Monash University, 2016

Top

Corry L Cropper

Chair: French and Italian

Professor: Humanities > French and Italian

BA, Brigham Young University, 1993
MA, University of Illinois, Urbana, 1995
PhD, University of Illinois, Urbana, 1998

Top

Cory B Dennis

Assistant Professor: Family Home and Social Sciences > School of Social Work

BS, University of Utah, 2002
MSW, Brigham Young University, 2005
PhD, University at Albany, State University of New York, 2012

Top

Craig B Merrill

Professor: Business > Finance

BA, Brigham Young University, 1989
MA, University of Pennsylvania, 1992
PhD, University of Pennsylvania, 1994

Top

Craig E Harline

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1980
MA, Rutgers University, 1984
PhD, Rutgers Unviersity, 1986

Top

Craig Eliot Coleman

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1985
MS, Brigham Young University, 1987
PhD, Pennsylvania State University, 1992

↑Top

Craig H Hart

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1980
MS, Brigham Young University, 1982
PhD, Purdue University, 1987

Top

Craig James Ostler

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1977
MEd, Brigham Young University, 1979
PhD, Brigham Young University, 1995

Top

Craig Kent Manscill

Associate Professor: Religious Education > Church History and Doctrine

BS, Weber State College, 1978
MS, Brigham Young University, 1980
PhD, Brigham Young University, 1987

Top

Craig Nuttall

Assistant Teaching Professor: Nursing > Nursing Program

AS, Utah Valley State College, 2006
BS, Brigham Young University, 2008
MS, Brigham Young University, 2011

Top

Curt W Holman

Professor: Fine Arts and Communications > Dance

MA, Brigham Young University, 1996

Top

Curtis Andrew Kent

Assistant Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University 2006
MS, Brigham Young University 2008
PhD, Vanderbilt University 2013

Top

Curtis D Child

Assistant Professor: Family Home and Social Sciences > Sociology

BS, Brigham Young University, 2002
MPA, Indiana University at Bloomington, 2004
PhD, Indiana University at Bloomington, 2011

Top

Curtis D LeBaron

Associate Professor: Business > Management

BA, Brigham Young University, 1989
MA, University of Utah, 1993
PhD, University of Texas, Austin, 1998

Top

Cynthia Joyce Blair

Associate Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1989
MBA, Brigham Young University, 1994
PhD, Arizona State University, 2006

Top

Cynthia Leah Hallen

Associate Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1980
TESOL Graduate Certificate, Brigham Young University, 1981
MA, Brigham Young University, 1982
PhD, University of Arizona, 1991

Top

Cynthia Lynne Hogan

Assistant Professor: Fine Arts and Communications > Design

AA, Reedley Community College, 1985
BA, California Institute of the Arts, 1988
MFA, Hollins University, 2011

Top

Cynthia S Finlayson

Associate Professor: Family Home and Social Sciences > Anthropology

BA, George Washington University, 1974
MA, George Washington University, 1984
PhD, University of Iowa, 1998

Top

D Mark Hutchings

Associate Professor: Engineering and Technology > School of Technology

BA, Brigham Young University, 1977
MRECM, University of Denver, 1992
PhD, Texas A&M University, 2002

↑Top

Dah Jye Lee

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, National Taiwan University of Science and Technology, 1984
MS, Texas Tech University, 1987
PhD, Texas Tech University, 1990
MBA, Shenandoah University, 1999

Top

Dale Christopher Rowe

Associate Professor: Engineering and Technology > School of Technology

BEng, University of Kent, 2003
PhD, University of Kent, 2010

Top

Dale J Pratt

Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1990
PhD, Cornell University, 1994

Top

Dale L Cressman

Associate Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1985
MA, Brigham Young University, 1989
PhD, University of Utah, 2003

↑Top

Dale Reif Tree

Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1986
MS, Purdue University, 1988
PhD, University of Wisconsin, 1992

Top

Dallas R Jensen

Associate Clinical Professor: Student Life > Student Development

BA, Brigham Young University, 2000
MA, The Ohio State University, 2002
PhD, Brigham Young University, 2006

Top

Dallin Dixon Oaks

Associate Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1984
MA, University of Utah, 1986
PhD, Purdue University, 1990

↑Top

Dallin S Durfee

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1994
PhD, Massachusetts Institute of Technology, 1999

↑Top

Damon L Bahr

Associate Professor: Education > Teacher Education

BS, Brigham Young University, 1979
MEd, Utah State University, 1982
EdD, Brigham Young University, 1988

Top

Dan Aaron Ventura

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1992
MS, Brigham Young University, 1995
PhD, Brigham Young University, 1998

Top

Dan P Dewey

Associate Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1993
MA, Brigham Young University, 1997
PhD, Carnegie Mellon University, 2002

Top

Dana M Pike

Chair: Ancient Scripture

Professor: Religious Education > Ancient Scripture

BS, Brigham Young University, 1978
PhD, University of Pennsylvania, 1990

Top

Dana Scott Bourgerie

Professor: Humanities > Asian and Near Eastern Languages

BA, University of Minnesota, Minneapolis, 1982
MA, Ohio State University, Columbus, 1987
PhD, Ohio State University, Columbus, 1990

Top

Danette Paul

Associate Professor: Humanities > English

BA, Brigham Young University, 1987
MA, Brigham Young University, 1989
PhD, Pennsylvania State University, 1996

Top

Daniel Brian Everett

Assistant Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 2006
MFA, School of the Art Institute of Chicago, 2009

Top

Daniel Brice Kay

Assistant Professor: Family Home and Social Sciences > Psychology

BS, Washington State University, 2006
MS, University of Florida, 2009
PhD, University of Florida, 2013

Top

Daniel C Snow

Associate Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1996
MBA, Brigham Young University, 1998
PhD, University of California at Berkeley, 2004

Top

Daniel Carl Peterson

Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1977
PhD, University of California, Los Angeles, 1990

Top

Daniel E Austin

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1998
PhD, California Institute of Technology, 2003

↑Top

Daniel Elijah Smalley

Assistant Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Massachusetts Institute of Technology, 2006
MEng, Massachusetts Institute of Technology, 2006
MS, Massachusetts Institute of Technology, 2008
PhD, Massachusetts Institute of Technology, 2013

Top

Daniel Halsell Ess

Associate Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 2000
DEGREES:PhD, University of California, Los Angeles, 2007

Top

Daniel Howard Olsen

Associate Professor: Family Home and Social Sciences > Geography

BA, University of Waterloo, 1998
MS, Bowling Green State University, 2000
PhD, University of Waterloo, 2008

↑Top

Daniel K Judd

Associate Dean: Religious Education

Professor: Religious Education > Ancient Scripture

BS, Southern Utah State University, 1980
MS, Brigham Young University, 1985
PhD, Brigham Young University, 1987

Top

Daniel K Muhlestein

Associate Director: Office for the Study of Christian Values in Literature

Assistant Professor: Humanities > English

BA, Brigham Young University, 1984
MA, Brigham Young University, 1987
PhD, Rice University, 1992

Top

Daniel Kevin Siebert

Associate Professor: Physical and Mathematical Sciences > Mathematics Education

BS, Brigham Young University, 1989
MS, Brigham Young University, 1993
PhD, University of California, San Diego, 2000

Top

Daniel L Nielson

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1988
PhD, University of California, San Diego, 1997

Top

Daniel Lee Belnap

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1996
MA, Brigham Young University, 1999
MA, University of Chicago, 2002
PhD, University of Chicago, 2007

Top

Daniel Mark Alexander Zappala

Associate Professor: Physical and Mathematical Sciences > Computer Science

BS, Stanford University, 1990
PhD, University of Southern California, 1997

Top

Daniel Nathan Mortensen

↑Top

Daniel P Ames

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Utah State University, 1996
MS, Utah State University, 1998
PhD, Utah State University, 2002

Top

Daniel T Barney

Associate Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 1994
MA, Brigham Young University, 2004
PhD, University of Columbia, 2009

Top

Daniel W Graham

Professor: Humanities > Philosophy

BA, Davidson College, 1970
MA, Brigham Young University, 1975
PhD, University of Texas, Austin, 1980

Top

Danny R Olsen

Director: Institutional Assessment and Analysis

Top

Daphne Thomas

Assistant Professor: Nursing > Nursing Program

RN , Weber State University, 1992
MSN, Utah Valley University, 2013

Top

Darin A Ragozzine

Assistant Professor: Physical and Mathematical Sciences > Physics and Astronomy

BA, Harvard University, 2004
MS, California Institute of Technology, 2006
PhD, California Institute of Technology, 2009

Top

Darin R Oviatt

Associate Dean: Continuing Education

Top

Dario Mizrachi

Assistant Professor: Life Sciences > Physiology and Developmental Biology

PhD, Hebrew University of Jerusalem, Israel, 2002
MS, University of Santiago de Chile, Chile, 1995
BS, University of Santiago de Chile, Chile, 1994

Top

Darl E Larsen

Professor: Fine Arts and Communications > Theatre and Media Arts

BA, University of California, Santa Barbara, 1990
MA, Brigham Young University, 1993
PhD, Northern Illinois University, 2000

↑Top

Darrell Gordon Babidge

Associate Professor: Fine Arts and Communications > School of Music

BA, Royal Northern College of Music, 1997
Professional Studies Degree, Manhattan School of Music, 2001

Top

Darren Greg Hawkins

Professor: Family Home and Social Sciences > Political Science

BA/BS, University of Utah, 1990
MA, University of Wisconsin, Madison, 1991
PhD, University of Wisconsin, Madison, 1996

Top

Darrin M Doud

Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1992
MS, Brigham Young University, 1993
MS, University of Illinois, Urbana-Champaign, 1999
PhD, University of Illinois, Urbana-Champaign, 1999

↑Top

Darron M Billeter

Associate Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1996
MS, Northwestern University, 1998
MS, Carnegie Mellon University, 2004
PhD, Carnegie Mellon University, 2004

Top

Daryl Patrick Lee

Director: International Cinema Program

Associate Professor: Humanities > French and Italian

BA, Brigham Young University, 1992
MA, Yale University, 1993
PhD, Yale University, 1999

Top

Daryl Robert Hague

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1987
JD, University of Washington, 1990
MA, Brigham Young University, 1996
PhD, State University of New York, Binghamton, 2002

Top

Dave D Busath

Professor: Life Sciences > Physiology and Developmental Biology

BA, University of Utah, 1974
MD, University of Utah, 1978

Top

Dave Waddell

Director: Humanities

Top

Dave Waddell

Assistant Dean: Humanities

↑Top

David A Hunt

Top

David Aaron Wood

Associate Professor: Business > School of Accountancy

BA, Brigham Young University, 2005
MA, Brigham Young University, 2005
PhD, Indiana University, 2009

Top

David Alan Cardon

Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1990
MS, Stanford University, 1993
PhD, Stanford University, 1996

↑Top

David Allen Jensen

Associate Professor: Humanities > Philosophy

BA, Brigham Young University, 1996
MA, University of California, Los Angeles, 1998
PhD, University of California, Los Angeles, 2005

Top

David Allen Kaiser

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1984
MS, University of Florida, 1986
EdD, University of Florida, 1994

Top

David Allen Nelson

Associate Dean: School of Family Life

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1995
PhD, University of Minnesota, 1999

Top

David B Dahl

Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 1997
MS, Brigham Young University, 1998
PhD, University of Wisconsin-Madison, 2004

Top

David B Thomas

Top

David Blyth Magleby

Professor: Family Home and Social Sciences > Political Science

BA, University of Utah, 1973
MA, University of California, Berkeley, 1974
PhD, University of California, Berkeley, 1980

Top

David Brian Honey

Professor: Humanities > Asian and Near Eastern Languages

BA, University of California, Berkeley, 1980
MA, University of California, Berkeley, 1984
PhD, University of California, Berkeley, 1988

Top

David C Barney

Associate Professor: Education > Teacher Education

BS, Weber State University, 1989
MEd, Utah State University, 1995
EdD, Florida State University, 2002

Top

David C Brown

Associate Professor: Fine Arts and Communications > School of Music

BM, Indiana University, Bloomington, 1975
MM, University of Toledo, 1997

Top

David C Dollahite

Professor: Family Home and Social Sciences > School of Family Life

BA, Brigham Young University, 1983
MS, Brigham Young University, 1985
PhD, University of Minnesota, St Paul, 1988

Top

David C Morgan

Associate Professor: Engineering and Technology > School of Technology

MID, Rhode Island School of Design, 1995

Top

David D Allred

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1971
MS, Princeton University, 1973
PhD, Princeton University, 1977

Top

David E Morgan

Associate Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1985
MFA, National Theatre Conserv, 1990

Top

David Flake Boone

Associate Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1978
MA, Brigham Young University, 1981
EdD, Brigham Young University, 1992

Top

David Frederick Benson

Assistant Professor: Business > Management

BS, Brigham Young University, 1997
MS, University of Michigan, 2003
PhD, University of Michigan, 2010

Top

David G Kryscynski

Assistant Professor: Business > Management

BSE, University of Michigan, 2003
PhD, Emory University, 2011

Top

David G Long

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1982
MS, Brigham Young University, 1983
PhD, University of Southern California, 1989

Top

David Gordon Tingey

Research Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1983
MS, Brigham Young University, 1989

Top

David J Bryce

Associate Professor: Business > Management

BS, Brigham Young University, 1991
MAcc, Brigham Young University, 1991
MBA, Brigham Young University, 1991
PhD, University of Pennsylvania, 2003

↑Top

David J Felt

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 2005
MA, University of Colorado at Boulder, 2008
PhD, Stanford University, 2014

Top

David J Johnson

Associate Teaching Professor: Family Home and Social Sciences > Anthropology

BA, University of Utah, 1972
MA, University of Utah, 1981
PhD, University of Utah, 1986

↑Top

David Jarvis

Top

David John Michaelis

Assistant Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 2005
DEGREES:PhD, University of Wisconson-Madison, 2009

↑Top

David L Erickson

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, University of Lethridge, 1999
PhD, University of Calgary, 2003

Top

David L McPherson

Professor: Education > Communication Disorders

BS, Brigham Young University, 1966
MS, George Washington University, 1969
PhD, University of Washington, 1972

Top

David Lee Kooyman

Professor: Life Sciences > Physiology and Developmental Biology

AA, Ottumwa Heights College, 1974
BS, California State Polytechnic University, Pomona, 1982
MS, California State Polytechnic University, Pomona, 1986
PhD, Ohio University, Athens, 1993

↑Top

David M Stock

Assistant Professor: Humanities > English

BA, Brigham Young University, 2003
MA, Brigham Young University, 2005
PhD, Univeristy of Wisconsin-Madison, 2012

↑Top

David M Whitchurch

Associate Professor: Religious Education > Ancient Scripture

BS, Utah State University, 1977
MEd, Brigham Young University, 1982
PhD, Brigham Young University, 1991

↑Top

David Mark Cottrell

Professor: Business > School of Accountancy

BS, Brigham Young University, 1984
BS, Brigham Young University, 1985
MHA, Brigham Young University, 1985
PhD, Ohio State University, 1992

Top

David McConkie Erekson

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2004
MS, Columbia Teachers College, 2007
PhD, Brigham Young University, 2014

Top

David McKay Boren

Assistant Clinical Professor: Education > Educational Leadership and Foundations

BA, Brigham Young University, 2003
MEd, Brigham Young University, 2006
PhD, Brigham Young University, 2010

Top

David Milo Kirkham

Top

David Morley Thomson

Associate Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2001
PhD, East Carolina University, 2005

Top

David O Draper

Professor: Life Sciences > Exercise Sciences

BS, Utah State University, 1982
MA, Brigham Young University, 1984
EdD, Northern Illinois University, 1988

Top

David O Lignell

Associate Professor: Engineering and Technology > Chemical Engineering

BS, University of Utah, 2001
PhD, University of Utah, 2008

Top

David P Crandall

Associate Professor: Family Home and Social Sciences > Anthropology

BA, Brigham Young University, 1986
MPhil, Oxford University, England, 1989
DPhil, Oxford University, England, 1993

Top

David P Sims

Associate Professor: Family Home and Social Sciences > Economics

BS, Brigham Young University, 1999
PhD, Massachusetts Institute of Technology, 2004

Top

David Phillip Laraway

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1992
MA, Brigham Young University, 1994
MA, Cornell University, 1997
PhD, Cornell University, 1998

Top

David R Dibble

Assistant Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 2003
MFA, Academy of Art University, 2008

Top

David Rolph Seely

Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1981
MA, Brigham Young University, 1982
AM, University of Michigan, Ann Arbor, 1985
PhD, University of Michigan, Ann Arbor, 1990

Top

David S Eddington

Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1986
MA, Brigham Young University, 1989
PhD, University of Texas, Austin, 1993

Top

David Samuel Wood

Assistant Professor: Non-College and Other Units > University

Top

David T Fullwood

Professor: Engineering and Technology > Mechanical Engineering

BSc, University of York, 1987
MS, University of Utah, 1989
PhD, University of London, 1992
MS, Brigham Young University, 2005

Top

David V Dearden

Chair: Chemistry and Biochemistry

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1983
PhD, California Institute of Technology, 1989

Top

David W Jensen

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1980
MS, Massachusetts Institute of Technology, 1981
PhD, Massachusetts Institute of Technology, 1986

↑Top

David W Neilsen

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1992
MS, Brigham Young University, 1995
PhD, University of Texas, Austin, 1999

Top

David Wingate

Assistant Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 2002
MS, Brigham Young University, 2004
PhD, University of Michigan, 2008

Top

David Winther Hart

Associate Professor: Business > Public Management

BA, Brigham Young University, 1989
MPA, Brigham Young University, 1991
PhD, State University of New York, Albany, 1997

Top

Dawan Lynn Coombs

Assistant Professor: Humanities > English

BA, Brigham Young University, 2004
Masters of Education, University of Utah, 2008
PhD, University of Georgia, 2012

Top

Dawn Teuscher

Assistant Professor: Physical and Mathematical Sciences > Mathematics Education

BA, Brigham Young University, 1994
MS, University of Utah, 2000
PhD, University of Missouri, 2008

Top

Dawna Folsom Baugh

Assistant Teaching Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1980
MS, Utah State University, 1985
EdD, Brigham Young University, 1997

↑Top

Dawson Ward Hedges

Chair: Psychology

Professor: Family Home and Social Sciences > Psychology

BS, Weber State College, 1984
MD, University of Utah, 1988

Top

Dean A Wright

Director: Dining Services

↑Top

Dean Barley

Director: Comprehensive Clinic

↑Top

Dean M Busby

Director: School of Family Life

Professor: Family Home and Social Sciences > School of Family Life

BA, University of Utah, 1986
MS, Brigham Young University, 1988
PhD, Brigham Young University, 1990

Top

Dean Richard Wheeler

Professor: Engineering and Technology > Chemical Engineering

PhD, University of California, Berkeley, 2002

Top

Dean W Duncan

Associate Professor: Fine Arts and Communications > Theatre and Media Arts

BFA, Brigham Young University, 1987
MA, University of Southern California, 1991
PhD, Glasgow University, 1999

Top

Deborah Marie Dean

Professor: Humanities > English

BA, Brigham Young University, 1988
MEd, City University, Bellevue, WA, 1994
EdD, Seattle Pacific University, 1999

Top

Deborah O Himes

Assistant Professor: Nursing > Nursing Program

BS, Brigham Young University, 1991
MS, University of Utah, 1996

Top

Debra Ann Mills

Associate Teaching Professor: Nursing > Nursing Program

AS, Ricks College, 1974
BS, Brigham Young University, 1982
MS, Brigham Young University, 1989

Top

Debra K Wing

Assistant Teaching Professor: Nursing > Nursing Program

AS, Stevens Henagar College, 1981
ASN, Weber State University, 1994
BSN, Weber State University, 1996
MSNED, Westminster College, 2010

Top

Debra M Edmunds

Assistant Teaching Professor: Nursing > Nursing Program

CNE, Salt Lake Community College, 1997
AS, Salt Lake Community College, 2001
BSN, Brigham Young University, 2003
MSN, University of Utah, 2007

Top

Dee I Gardner

Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1983
TESOL Graduate Certificate, Brigham Young University, 1993
MA, Brigham Young University, 1994
PhD, Northern Arizona University, 1999

Top

Degan J Kettles

Top

Del T Scott

Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 1970
MS, Brigham Young University, 1973
PhD, Pennsylvania State University, 1977

↑Top

Delys Ann Waite Snyder

Assistant Teaching Professor: Humanities > English

BA, Brigham Young University, 1978
MA, Brigham Young University, 1990
PhD, Brigham Young University, 2007

↑Top

Denise Catherine Stephens

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1996
MS, New Mexico State University, 1999
PhD, New Mexico State University, 2002

Top

Denise Marie Halverson

Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1989
MS, Brigham Young University, 1994
PhD, University of Tennessee, Knoxville, 1999

Top

Dennis K Shiozawa

Chair: Biology

Professor: Life Sciences > Biology

BA, Weber State College, 1972
MS, Brigham Young University, 1974
PhD, University of Minnesota, St. Paul, 1978

Top

Dennis Lee Eggett

Director: Center for Statistical Research

Research Associate Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 1981
MS, Brigham Young University, 1983
PhD, North Carolina State University, 1987

Top

Dennis M Wright

Assistant Professor: Fine Arts and Communications > Theatre and Media Arts

BS, Brigham Young University, 1992
MFA, Boston University, 1998

Top

Dennis R Cutchins

Associate Professor: Humanities > English

BA, Brigham Young University, 1990
MA, Brigham Young University, 1992
PhD, Florida State University, 1997

↑Top

Dennis Ralph Perry

Associate Professor: Humanities > English

BA, Brigham Young University, 1979
MA, Brigham Young University, 1981
PhD, University of Wisconsin, Madison, 1986

Top

Derek Griner

Associate Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2002
PhD, Brigham Young University, 2008

↑Top

Derek Lloyd Hansen

Associate Professor: Engineering and Technology > School of Technology

BA, Brigham Young University, 1998
PhD, University of Michigan, 2007

Top

Derin J Cobia

Assistant Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2003
MS, St. Louis University, 2005
PhD, St. Louis University, 2008

Top

Deryle W Lonsdale

Associate Professor: Humanities > Linguistics and English Language

BSc, University of Alberta, Canada, 1981
MS, Carnegie Mellon University, 1992
PhD, Carnegie Mellon University, 1997

Top

Diane Thueson Reich

Associate Professor: Fine Arts and Communications > School of Music

BM, Utah State University, 1994
MM, Indiana University, 1997
DM, Indiana University, 2003

Top

Dianne Lindley Nielsen

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1977
PhD, Brigham Young University, 2001

Top

Dirk Allen Elzinga

Associate Professor: Humanities > Linguistics and English Language

BA, University of Utah, 1992
MA, University of Utah, 1993
PhD, University of Arizona, 1999

Top

Dixon J Woodbury

Chair: Physiology and Developmental Biology

Professor: Life Sciences > Physiology and Developmental Biology

BA, University of Utah, 1980
PhD, University of California, Irvine, 1986

Top

Don William Chapman

Associate Professor: Humanities > Linguistics and English Language

BS, Brigham Young University, 1987
MA, Brigham Young University, 1990
PhD, University of Toronto, 1995

Top

Donald L Peterson

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1976
MA, Brigham Young University, 1983
DMA, Arizona State University, 1986

Top

Donald Philip Breakwell

Director: Life Sciences

Teaching Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1986
MS, Purdue University, 1988
PhD, Purdue University, 1992

Top

Donald R Baum

Assistant Professor: Education > Educational Leadership and Foundations

BA, Brigham Young University, 2008
MEd, Brigham Young University, 2010
PhD, University of Minnesota, 2013

Top

Donald W Parry

Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1985
MA, Brigham Young University, 1986
PhD, University of Utah, 1992

Top

Donna Pauline Williams

Assistant Teaching Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 1992
MPA, Brigham Young University, 1998
PhD, Utah State University, 2011

Top

Donna Susan Freeborn

Associate Professor: Nursing > Nursing Program

AS, Brigham Young University, 1974
BS, Chapman University, 1983
MS, University of California, Los Angeles, 1994
PhD, Oregon Health and Science University, 2008

Top

Doran Kenneth Wilde

Associate Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1978
MS, Oregon State University, 1994
PhD, Oregon State University, 1995

Top

Douglas B Thomas

Assistant Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 2008
MA, University of Chicago, 2011
MFA, Maryland Institute College of Art, 2016

Top

Douglas Bryan Petersen

Top

Douglas Frank Prawitt

Professor: Business > School of Accountancy

BS, Brigham Young University, 1988
MAcc, Brigham Young University, 1988
PhD, University of Arizona, 1993

Top

Douglas J Lee

Director: Benefits

Top

Douglas J Weatherford

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1988
PhD, Pennsylvania State University, 1997

Top

Douglas L Dean

Associate Professor: Business > Information Systems

BS, University of Utah, 1987
MA, Brigham Young University, 1989
PhD, University of Arizona, 1995

Top

Douglas Lyman Corey

Associate Professor: Physical and Mathematical Sciences > Mathematics Education

BA, Brigham Young University, 1999
MA, Brigham Young University, 2001
MA, University of Michigan, 2004
PhD, University of Michigan, 2007

Top

Douglas R Tree

↑Top

Duane B Merrell

Associate Teaching Professor: Physical and Mathematical Sciences > Physics and Astronomy

AS, College of Eastern Utah, 1980
BS, Utah State University, 1985
MA, Utah State University, 1988

Top

Duke S Rogers

Professor: Life Sciences > Biology

BS, Texas A&M University, 1976
MS, Texas A&M University, 1979
PhD, University of California, Berkeley, 1986

↑Top

Dustin Andrew Bruening

Assistant Professor: Life Sciences > Exercise Sciences

BS, University of Utah, 2000
MS, University of Delaware, 2006
PhD, University of Delaware, 2009

Top

Earl Howard Fry

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1971
MA, Brigham Young University, 1972
PhD, University of California, Los Angeles, 1976

Top

Earl K Brown

Top

Earl Kay Stice

Professor: Business > School of Accountancy

BS, Brigham Young University, 1981
MAcc, Brigham Young University, 1982
MS, Cornell University, 1986
PhD, Cornell University, 1988

Top

Earl Vance Randall

Professor: Education > Educational Leadership and Foundations

BS, Brigham Young Univesity, 1975
MEd, Brigham Young University, 1978
PhD, Cornell University, 1989

Top

Edward Eugene Adams

Dean: Fine Arts and Communications

Professor: Fine Arts and Communications > School of Communications

AAS, Ricks College, 1982
BS, University of Phoenix, 1986
MA, Brigham Young University, 1991
PhD, Ohio University, Athens, 1993

Top

Edward Jeffrey Hill

Professor: Family Home and Social Sciences > School of Family Life

BA, Brigham Young University, 1977
MOB, Brigham Young University, 1984
PhD, Utah State University, 1995

Top

Edward L Carter

Chair: School of Communications

Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1996
MS, Northwestern University, 1999
JD, Brigham Young University, 2003
LLM, University of Edinburgh School of Law, 2009
MSt, University of Oxford, 2015

Top

Edward Paul Stratford

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 2000
MA, University of Chicago, 2002
PhD, University of Chicago, 2010

↑Top

Edward R Wilcox

Research Associate Professor: Life Sciences > Biology

BA, University of California, Davis, 1977
PhD, University of California, Davis, 1982

Top

Edward Smith Cutler

Associate Professor: Humanities > English

BA, Brigham Young University, 1990
MA, Brigham Young University, 1992
PhD, University of California, San Diego, 1997

Top

Edwin E Gantt

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1992
MA, Duquesne University, 1994
PhD, Duquesne University, 1998

Top

Elaine Lauritzen

Director: OIT Support Services

Top

Eleanor Shannon Neeley Tass

Associate Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 2001
MS, Brigham Young University, 2003
MA, Rice University, 2008
PhD, Rice University, 2008

Top

Elizabeth Ann Cutrer

↑Top

Ellie L Young

Associate Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1986
MEd, Brigham Young University, 1987
Spec, Brigham Young University, 1988
PhD, University of South Florida, 2001

Top

Elliott D Wise

Assistant Professor: Humanities > Comparative Arts and Letters

BS, Brigham Young University, 2007
MEd, Brigham Young University, 2009

Top

Emily Jennings Evans

Assistant Professor: Physical and Mathematical Sciences > Mathematics

BS, University of Utah, 1998
PhD, Worcester Polytechnic Institute, 2011

Top

Emily Kay Vaterlaus Patten

Assistant Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 2009
MS, Brigham Young University, 2012
PhD, Kansas State University, 2016

Top

Emron Lee Esplin

Assistant Professor: Humanities > English

BA, Brigham Young University, 2000
MA, Brigham Young University, 2003
PhD, Michigan State University, 2008

↑Top

Eric A Gillett

Chair: Design

Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 1991
MFA, University of Utah, 2003

Top

Eric A Hyer

Associate Professor: Family Home and Social Sciences > Political Science

BS, Brigham Young University, 1979
MA, Columbia University, 1981
M.Phil, Columbia University, 1983
PhD, Columbia University, 1990

Top

Eric Alden Eliason

Professor: Humanities > English

BA, Brigham Young University, 1992
MA, University of Texas, Austin, 1994
PhD, University of Texas, Austin, 1998

Top

Eric Carl Dahlin

Assistant Professor: Family Home and Social Sciences > Sociology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2003
PhD, University of Minnesota, 2010

Top

Eric D DeRosia

Associate Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1994
PhD, University of Michigan Business School, 2003

Top

Eric D Huntsman

Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1990
MA, University of Pennsylvania, 1992
PhD, University of Pennsylvania, 1997

Top

Eric G B Hintz

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Case Western Reserve University, 1988
BS, Case Western Reserve University, 1988
PhD, Brigham Young University, 1995

Top

Eric G Mercer

Associate Professor: Physical and Mathematical Sciences > Computer Science

BS, University of Utah, 1996
MS, University of Utah, 1999
PhD, University of Utah, 2002

Top

Eric H Christiansen

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1977
ScM, Brown University, 1981
PhD, Arizona State University, 1981

Top

Eric Kent McKell

Associate Teaching Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 1992
MS, Brigham Young University, 1997

Top

Eric L Swenson

Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1987
PhD, Brigham Young University, 1993

Top

Eric N Jellen

Associate Dean: Life Sciences

Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1986
MS, University of Minnesota, 1988
PhD, University of Minnesota, 1992

Top

Eric R Dursteler

Chair: History

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1988
MA, Brigham Young University, 1992
MA, Brown University, 1994
PhD, Brown University, 2000

↑Top

Eric R Homer

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 2006
MS, Brigham Young University, 2006
PhD, Massachusetts Institute of Technology, 2010

Top

Eric Raymond Eide

Professor: Family Home and Social Sciences > Economics

BS, Brigham Young University, 1988
MS, Brigham Young University, 1989
PhD, University of California, Santa Barbara, 1993

Top

Eric Roy Samuelsen

Associate Professor: Fine Arts and Communications > Theatre and Media Arts

Top

Eric S Meyers

Top

Eric T Sevy

Associate Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1994
MA, Columbia University, 1995
PHM, Columbia University, 1998
PhD, Columbia University, 1999

Top

Eric W Hirschmann

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1991
PhD, University of California, Santa Barbara, 1996

Top

Eric Wilson

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, Utah State University, 1990
MS, Utah State University, 1994
PhD, Montana State University, 2000

Top

Erik Matthew Larson

Assistant Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 2006
MA, University of California, Davis, 2008
PhD, University of California, Davis, 2012

↑Top

Erika Feinauer

Associate Professor: Education > Teacher Education

MEd, Harvard Graduate School of Education, 1999
EdD, Harvard Graduate School of Education, 2006

Top

Erin David Bigler

Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1971
PhD, Brigham Young University, 1975

Top

Erin Feinauer Whiting

Associate Professor: Education > Teacher Education

BS, Brigham Young University, 1997
MS, Brigham Young University, 1999
PhD, University of Missouri, Columbia, 2006

Top

Erin Kramer Holmes

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1998
MS, University of Delaware, 2001
PhD, University of Texas, Austin, 2006

Top

Ervin Black

Top

Eva Michelle Hunter Witesman

Assistant Professor: Business > Public Management

BUS, University of Utah, 2000
MPA, Indiana University, Bloomington, 2004
PhD, Indiana University, Bloomington, 2008

Top

Evan Dale Bingham

Assistant Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 2007
BS, Arizona State University, 2013
MS, Arizona State University, 2010
PhD, Arizona State University, 2014

Top

Evan L Thacker

Assistant Professor: Life Sciences > Health Science

BS, Brigham Young University, 2003
SM, Harvard, 2005
PhD, University of Washington, 2011

Top

Evan R Ward

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1995
MA, University of Georgia, 1997
PhD, University of Georgia, 2000

Top

Everett James Nelson

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1989
MS, Brigham Young University, 1990
PhD, Brigham Young University, 1994

Top

Fernando S Fonseca

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1987
MS, Brigham Young University, 1988
PhD, University of Illinois, Urbana, 1997

Top

Fidalis D Buehler

Assistant Professor: Fine Arts and Communications > Art

BFA, University of Hawaii, Manoa, 2004
MFA, Brigham Young University, 2007

Top

Fielding Greg Burton

Professor: Business > School of Accountancy

BA, Utah State University, 1984
MAcc, Utah State University, 1987
PhD, University of South Carolina, Columbia, 1994

Top

Forrest L Flake

Top

Forrest V. Cook

Chair: Military Science

⬆Top

Francesca Sborgi Lawson

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1977
MA, University of California, Los Angeles, 1980
PhD, University of Washington, 1988

Top

Francis R Jones

↑Top

Frank F Judd

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1993
MA, Brigham Young University, 1995
MA, University of North Carolina, Chapel Hill, 1997
PhD, University of North Carolina, Chapel Hill, 2003

Top

Frank Quinn Christianson

Associate Dean: Humanities

Associate Professor: Humanities > English

BA, Brigham Young University, 1994
MA, Brigham Young University, 1996
PhD, Brown University, 2005

Top

Fred Emmett Woods

Professor: Religious Education > Church History and Doctrine

BS, Brigham Young University, 1981
MA, Brigham Young University, 1985
PhD, University of Utah, 1991

Top

Fred Kevin McInnis

Associate Teaching Professor: Fine Arts and Communications > School of Music

BME, University of Southern Mississippi, 1987
MME, University of Southern Mississippi, 2000

↑Top

Frost M Steele

Associate Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 1985
MS, Brigham Young University, 1987
PhD, Purdue University, 1990

Top

Garold C Barton

Chair: Art

Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 1989
MFA, Ohio State University, 1994

Top

Garritt L Page

Assistant Professor: Physical and Mathematical Sciences > Statistics

BS, Southern Utah University, 2002
MS, Brigham Young University, 2005
PhD, Iowa State University, 2009

Top

Gary Ernest Seastrand

Director: Center for the Improvement of Teacher Education and Schooling

Top

Gary K Rhoads

Professor: Business > Marketing and Global Supply Chain

BS, Idaho State University, 1978
MBA, Idaho State University, 1982
PhD, Texas Tech University, 1988

Top

Gary Michael Burlingame

Professor: Family Home and Social Sciences > Psychology

BS, Andrews University, 1978
MS, University of Utah, 1981
PhD, University of Utah, 1983

Top

Gary P Williams

Teaching Professor: Business

↑Top

Gary R Lawlor

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1984
PhD, Stanford University, 1988

Top

Gary Reynolds

Director: Office of Research and Creative Activities

Top

Gary W Mack

Professor: Life Sciences > Exercise Sciences

BS, University of California, Davis, 1977
MA, University of California, Davis, 1981
PhD, John A. Burns School of Medicine, 1984

Top

Gary W Mack

Top

Gaye Louise Ray

Assistant Teaching Professor: Nursing > Nursing Program

AS, Brigham Young University, 1981
BSN, Brigham Young University, 1982
MSN, Georgia State University, 2008
Certificate, University of Albany, 2011
Graduate Certificate, University of Missouri, Columbia, 2012

Top

Gaye Strathearn

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1991
MA, Brigham Young University, 1992
PhD, Claremont Graduate University, 2004

Top

Gayla Sorenson

Assistant Dean: Law School

Top

Gayle Groo Lockwood

Teaching Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1968
MM, University of Utah, 1971

↑Top

Geoffrey Albert Wright

Associate Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 2001
MA, Chapman University, 2003
PhD, Brigham Young University, 2008

Top

Geoffrey Lynn Williams

Professor: Humanities > Spanish and Portuguese

BA, University of London, 1973
BA, University of London, 1975
PhD, University of London, 1978

Top

George A Pierce

Assistant Professor: Religious Education > Ancient Scripture

BA, Clearwater Christian College, 1999
MSC, University of York, 2004
MA, Wheaton College, 2005
PhD, University of California, Los Angeles, 2015

Top

George Browning Handley

Associate Dean: Humanities

Professor: Humanities > Comparative Arts and Letters

BA, Stanford University, 1989
MA, University of California, Berkeley, 1991
PhD, University of California, Berkeley, 1995

Top

George Darrell Nelson

Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1977
MFA, University of Washington, 1979

Top

George Richard Ryskamp

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1974
JD, Brigham Young University, 1979

Top

Gerald Kawika Allen

Assistant Professor: Education > Counseling Psychology and Special Education

BA, University of Utah, 1999
MS, University of Missouri, 2005
PhD, Duke University, 2011

Top

Geralyn A Giovannetti

Professor: Fine Arts and Communications > School of Music

BM, University of Western Ontario, 1978
MM, University of Western Ontario, 1980
DMA, University of Michigan, 1990

↑Top

GeriLynn Vorkink

Director: University Accessibility Center

↑Top

Gerrit J Dirkmaat

Assistant Professor: Religious Education > Church History and Doctrine

BA, Utah State University, 2002
PhD, University of Colorado, Boulder, 2010

Top

Gideon O Burton

Assistant Professor: Humanities > English

BA, Brigham Young University, 1989
MA, University of Southern California, 1991
PhD, University of Southern California, 1994
MPW, University of Southern California, 1995

Top

Gilbert W Fellingham

Professor: Physical and Mathematical Sciences > Statistics

BA, Occidental College, 1971
MS, Brigham Young University, 1977
MS, Brigham Young University, 1978
MS, University of Washington, 1988
PhD, University of Washington, 1990

Top

Glenn Leroy Christensen

Associate Professor: Business > Marketing and Global Supply Chain

BA, Brigham Young University, 1994
MBA, Brigham Young University, 1997
PhD, Pennsylvania State University, 2002

Top

Gordon Bruce Mower

Assistant Professor: Humanities > Philosophy

BA, University of Utah, 1988
MA, University of Utah, 1994
PhD, University of Utah, 2007

Top

Gordon E Limb

Chair: School of Social Work

Professor: Family Home and Social Sciences > School of Social Work

BS, Brigham Young University, 1994
MSW, University of Utah, 1997
PhD, University of Califonia, Berkeley, 2000

Top

Gordon Paul Broomhead

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1987
MM, Brigham Young University, 1990
PhD, University of Washington, 1999

Top

Gordon Stanley Gibb

Associate Professor: Education > Counseling Psychology and Special Education

BS, Eastern Montana College, 1976
MEd, Brigham Young University, 1988
PhD, University of Utah, 1994

Top

Gove Nathaniel Allen

Associate Professor: Business > Information Systems

BS, Brigham Young University, 1994
MAcc, Brigham Young University, 1994
PhD, University of Minnesota, 2001

Top

Graham Harris Brown

Assistant Professor: Fine Arts and Communications > Dance

BFA, University of Utah, 2006
MFA, University of Maryland, College Park, 2013

Top

Grant C Madsen

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1992
MA, University of Virginia, 1995
PhD, University of Chicago, 2011

↑Top

Grant George Schultz

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1994
MS, Brigham Young University, 1995
PhD, Texas A&M University, 2003

↑Top

Grant H Lundberg

Chair: German and Russian

Professor: Humanities > German and Russian

BA, Brigham Young University, 1992
MA, University of Kansas, 1994
PhD, University of Kansas, 1999

↑Top

Grant Maurice Boswell

Associate Professor: Humanities > English

BA, Brigham Young University, 1976
MA, University of Southern California, 1982
PhD, University of Southern California, 1986

↑Top

Grant R McQueen

Director: Master of Business Administration

Professor: Business > Finance

BA, Brigham Young University, 1981
MBA, Brigham Young University, 1984
PhD, University of Washington, 1989

Top

Grant Revon Underwood

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1977
MA, Brigham Young University, 1981
PhD, University of California, Los Angeles, 1988

Top

Grant Taylor Eckstein

Assistant Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 2005
MA, Brigham Young University, 2007
PhD, University of California- Davis 2014

Top

Grant W Hart

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1977
PhD, University of Maryland, College Park, 1983

Top

Greg Conner

Professor: Physical and Mathematical Sciences > Mathematics

BA, Humboldt State University, 1987
MS, University of Utah, 1989
PhD, University of Utah, 1992

Top

Greg Nordin

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1984
MS, University of California, Los Angeles, 1986
PhD, University of Southern California, 1992

Top

Greg V Jolley

Associate Teaching Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1995
MLA, Kansas State University, 1999

↑Top

Gregg Morris Warnick

Top

Gregory A Thompson

Assistant Professor: Family Home and Social Sciences > Anthropology

BA, University of Chicago, 1994
MS, University of Utah, 2001
MA, University of Chicago, 2003
PhD, University of Chicago, 2011

Top

Gregory Charles Stallings

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1989
MA, Brigham Young University, 1993
PhD, University of California, Irvine, 1999

Top

Gregory D Clark

Professor: Humanities > English

BA, Brigham Young University, 1972
MA, Brigham Young University, 1977
PhD, Rensselaer Polytechnic Institute, 1985

Top

Gregory Ernest Wilkinson

Assistant Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1998
MA, Arizona State University, 2000
PhD, University of Iowa, 2009

Top

Gregory L Adams

Associate Research Professor: Business > Finance

Top

Gregory L Thompson

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1999
MA, Brigham Young University, 2001
PhD, University of Arizona, 2006

Top

Gregory S Anderson

Associate Teaching Professor: Business > Information Systems

BS, Weber State College, 1989
MBA, University of Colorado-Colorado Springs, 2002
PhD, Indiana State University, 2010

Top

Gregory Scott Webb

Assistant Teaching Professor: Business > Marketing and Global Supply Chain

BA, College of Idaho, 1994
MS, Air Force Institute of Technology, 1999
PhD, Michigan State University, 2011

Top

Gregory T Carling

Assistant Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 2005
MS, Brigham Young University, 2007
PhD, University of Utah, 2012

Top

Gus L Hart

Associate Dean: Physics and Astronomy

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1994
MS, University of California, Davis, 1997
PhD, University of California, Davis, 1999

Top

Gus P Williams

Associate Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1987
PhD, Northwestern University, 1994

Top

Guy Lewis Dorius

Teaching Professor: Religious Education > Church History and Doctrine

BS, University of Utah, 1984
MEd, Brigham Young University, 1986
PhD, Brigham Young University, 1994

Top

H Eric Hansen

Professor: Fine Arts and Communications > School of Music

BA, Peabody Conservatory of Music, 1988
MA, Peabody Conservatory of Music, 1989

↑Top

Hal B Heaton

Professor: Business > Finance

BS, Brigham Young University, 1975
MBA, Brigham Young University, 1977
MA, Stanford University, 1981
PhD, Stanford University, 1983

Top

Hans Wilhelm Kelling

Professor: Humanities > German and Russian

Abitur, Gymnasium in Bremen, 1952
BA, Brigham Young University, 1958
MA, Stanford University, 1960
PhD, Stanford University, 1967

Top

Harold Dennis Tolley

Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 1970
PhD, University of North Carolina, Chapel Hill, 1974

Top

Harold L Miller

Professor: Family Home and Social Sciences > Psychology

BS, Arizona State University, 1970
PhD, Harvard University, 1975

↑Top

Hazel Christine Isom-Verhaaren

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1976
MA, University of Chicago, 1991
PhD, University of Chicago, 1997

Top

Heather Belnap

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1994
MA, Brigham Young University, 1997
PhD, University of Kansas, 2007

Top

Heather Hammond

Top

Heather Miriam Leary

Assistant Professor: Education > Instructional Psychology and Technology

BFA, Utah State University, 2000
MEd, Utah State University, 2005
PhD, Utah State University, 2012

↑Top

Heidi Abraham Nelson

Associate Clinical Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 2000
MS, Brigham Young University, 2004

↑Top

Henry Hank Ryan Smith

Assistant Teaching Professor: Religious Education > Ancient Scripture

BA, Dixie State University, 2002
MA, Utah State University, 2005
PhD, Brigham Young University, 2014

Top

Hokulea D Conklin

Assistant Clinical Professor: Student Life > Student Development

BA, BYU-Hawaii, 2005
PhD, Brigham Young University, 2011

Top

Iain Hunter

Professor: Life Sciences > Exercise Sciences

BA, Brigham Young University, 1996
MEd, Brigham Young University, 1997
PhD, Oregon State University, 2001

Top

Ignacio Molina Garcia

Professor: Family Home and Social Sciences > History

BA, Texas A&I University, 1976
MA, University of Arizona, 1989
PhD, University of Arizona, 1995

Top

Ilona Klein

Associate Professor: Humanities > French and Italian

Dottore in Lingue e Letterature Straniere Moderne, Universita La Sapienza, Rome, Italy, 1981
MA, University of Wisconsin, Madison, 1982
PhD, University of Wisconsin, Madison, 1986

Top

Irene Weiss Fox

Professor: Fine Arts and Communications > School of Music

BM, The Juilliard School, 1969
MS, The Juilliard School, 1972
DMA, Peabody Conservatory of Music, Johns Hopkins University, 1987

Top

J Brent Smith

Manager: Computer-Aided Engineering, Design, and Manufacturing Center

Top

J D Hucks

Director: Especially for Youth Programs

Top

J Matthew Shumway

Professor: Family Home and Social Sciences > Geography

BA, Brigham Young University, 1984
MS, Brigham Young University, 1987
PhD, Indiana University, 1991

Top

J Paul Warnick

Associate Professor: Humanities > Asian and Near Eastern Languages

BS, Brigham Young University, 1983
MA, Brigham Young University, 1989
PhD, Ohio State University, 1996

↑Top

J R Kearl

Director: Jerusalem Center for Near Eastern Studies

Professor: Family Home and Social Sciences > Economics

BA, Utah State University, 1971
PhD, Massachusetts Institute of Technology, 1975
PD, Harvard University, 1978

↑Top

J Ryan Stewart

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Utah State University, 1999
MS, Utah State University, 2001
PhD, Iowa State University, 2005

Top

Jack Chris Stoneman

Associate Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1998
MA, Columbia University, 2001
PhD, Columbia University, 2006

Top

Jacob D Rawlins

Assistant Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1999
MA, Brigham Young University, 2008
PhD, Iowa State University, 2013

↑Top

Jacob R Thornock

Associate Professor: Business > School of Accountancy

BS, Brigham Young University, 2006
MAcc, Brigham Young University, 2006
PhD, University of North Carolina at Chapel Hill, 2010

Top

Jacob Randall Hickman

Assistant Professor: Family Home and Social Sciences > Anthropology

BS/BA, Brigham Young University, 2005
MA, University of Chicago, 2007
PhD, University of Chicago, 2011

Top

Jacob S Rugh

Assistant Professor: Family Home and Social Sciences > Sociology

BS, Brigham Young University, 2001
MPA, Princeton University, 2008
URP, Princeton University, 2008
PhD, Princeton University, 2012

Top

Jacob William Crandall

Associate Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 2001
MS, Brigham Young University, 2004
PhD, Brigham Young University, 2006

Top

James A Davis

Associate Professor: Family Home and Social Sciences > Geography

BS, Brigham Young University, 1978
MA, California State University, Fullerton, 1987
PhD, Arizona State University, 1993

Top

James A Toronto

Associate Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1975
MEd, Brigham Young University, 1980
MA, Harvard University, 1984
PhD, Harvard University, 1992

Top

James Ballard Oldroyd

Associate Professor: Business > Management

BA, Brigham Young University, 1997
MBA, Brigham Young University, 2001
PhD, Northwestern University, 2007

Top

James C Brau

Professor: Business > Finance

BS, United States Military Academy, West Point, 1991
PhD, Florida State University, 1999

Top

James Crane

Assistant Dean: Graduate Studies

Top

James D Johnston

Associate Professor: Life Sciences > Health Science

BS, Weber State University, 1998
MSPH, University of Utah, 2000
PhD, University of Utah, 2010

↑Top

James D Moody

Top

James David George

Associate Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1984
MA, Brigham Young University, 1986
PhD, Arizona State University, 1995

Top

James David Stice

Professor: Business > School of Accountancy

BS, Brigham Young University, 1984
MAcc, Brigham Young University, 1984
PhD, University of Washington, 1988

Top

James Dee Higley

Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1980
MS, University of Wisconsin, Madison, 1983
PhD, University of Wisconsin, Madison, 1985

↑Top

James Derek LeCheminant

Associate Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1999
MS, Brigham Young University, 2001
PhD, University of Kansas, 2005

Top

James Douglas Gordon

Professor: Law School

BA, Brigham Young University, 1977
JD, University of California Berkeley, 1980

↑Top

James E Patterson

Associate Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1996
MS, Brigham Young University, 1998
PhD, University of Illinois, Urbana-Champaign, 2004

Top

James Eric Gaskin

Assistant Professor: Business > Information Systems

BS, Brigham Young University, 2008
MISM, Brigham Young University, 2008
PhD, Case Western Reserve University, 2012

Top

James Harold Cardon

Associate Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 1992
MA, Princeton University, 1995
PhD, Princeton University, 1996

Top

James K Archibald

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1981
MS, University of Washington, 1983
PhD, University of Washington, 1987

Top

James Packer Smith

Assistant Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 2003
MS, Brigham Young University, 2010
PhD, Texas A&M University, 2013

Top

James Paul Porter

Dean: Life Sciences

Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1976
MS, Brigham Young University, 1978
PhD, University of California, San Francisco, 1982

↑Top

James R Allison

Chair: Anthropology

Associate Professor: Family Home and Social Sciences > Anthropology

BS, Brigham Young University, 1985
MA, Brigham Young University, 1990
PhD, Arizona State University, 2000

↑Top

James R Rasband

Top

James Remington Krause

Assistant Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 2003
MA, Brigham Young University, 2005
PhD, Vanderbilt University, 2010

Top

James Russel Swensen

Assistant Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1998
MA, Brigham Young University, 2000
PhD, Arizona State University, 2009

Top

James Slaughter

Assistant Dean: Student Life

↑Top

Jamie Horrocks

Assistant Professor: Humanities > English

BA, Brigham Young University, 2000
MA, Brigham Young University, 2002
PhD, Indiana University, 2010

Top

Jamie L Jensen

Associate Professor: Life Sciences > Biology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2003
PhD, Arizona State University, 2008

Top

Jamin Creed Rowan

Assistant Professor: Humanities > English

BA, Brigham Young University, 1999
MA, University of Southampton (U.K.), 2001
MA, Boston College, 2002
PhD, Boston College, 2008

Top

Jane H Lassetter

Associate Dean: Nursing Program

Professor: Nursing > Nursing Program

AS, Brigham Young University, 1981
BS, Brigham Young University, 1998
MS, Brigham Young University, 2001
PhD, Oregon Health and Science University, 2008

Top

Janelle LaNae Bassett Macintosh

Assistant Professor: Nursing > Nursing Program

BSN, Radford University, 2001
PhD, University of Utah, 2011

Top

Janet L Losser

Associate Teaching Professor: Education > Teacher Education

BA, Utah State University, 1989
MEd, Brigham Young University, 1997
PhD, University of Georgia, 2004

Top

Janet S Scharman

Top

Jani Radebaugh

Associate Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1993
MS, Brigham Young University, 1999
PhD, University of Arizona, 2005

Top

Janice James Martin

Top

Janiece L Johnson

Top

Janis Bozic Nuckolls

Professor: Humanities > Linguistics and English Language

BA, University of Wisconsin-Madison, 1981
AM, University of Chicago, 1983
PhD, University of Chicago, 1990

Top

Jared Alexander Pierce

Assistant Professor: Fine Arts and Communications > School of Music

BM, California State University, Stanislaus, 2008
MM, Brigham Young University, 2012
DMA, University of Utah, 2015

Top

Jared P Whitehead

Assistant Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 2006
PhD, University of Michigan, 2012

Top

Jared S Klundt

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2009
PhD, Brigham Young University, 2014

↑Top

Jared Scott Warren

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1996
MA, University of Kansas, 1999
PhD, University of Kansas, 2003

Top

Jared W Ludlow

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1992
MA, University of California, Berkeley, 1994
PhD, University of California, Berkeley, 2000

Top

Jaren Clive Pope

Associate Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 2001
PhD, North Carolina State University, 2006

Top

Jaren Smith Hinckley

Professor: Fine Arts and Communications > School of Music

BM, University of Utah, 1993
MM, Indiana University, 1995
DM, Florida State University, 2002

↑Top

Jarica Linn Watts

Assistant Professor: Humanities > English

BA, Westminster College, 2002
MA, Wake Forest University, 2005
PhD, Univeristy of Utah, 2011

Top

Jaron C Hansen

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Utah State University, 1997
PhD, Purdue University, 2002

Top

Jasbir S Chahal

Professor: Physical and Mathematical Sciences > Mathematics

MA, Punjab University, India 1970
PhD, Johns Hopkins University, 1979

Top

Jason A Kerr

Assistant Professor: Humanities > English

BA, Arizona State University, 2003
PhD, Boston College, 2011

Top

Jason Brown Whiting

Top

Jason Donald Kenealey

Assistant Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 2005
PhD, University of Wisconsin-Madison, 2011

Top

Jason K McDonald

Associate Teaching Professor: Education > Instructional Psychology and Technology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2003
PhD, Brigham Young University, 2006

Jason Merrell Hansen

Assistant Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1994
MS, Brigham Young University, 1996
PhD, University of Michigan, 2001

Top

Jason Michael Weaver

Assistant Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 2006

Top

Jason S Carroll

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1996
MS, Brigham Young University, 1998
PhD, University of Minnesota, 2001

Top

Jay Harry Buckley

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1994
MA, Brigham Young University, 1996
PhD, University of Nebraska, 2001

↑Top

Jay Michael Goodliffe

Associate Professor: Family Home and Social Sciences > Political Science

SB, Massachuesetts Institute of Technology, 1992
MA, University of Rochester, 1996
PhD, University of Rochester, 1998

Top

Jay P Christofferson

Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 1980
MS, Brigham Young University, 1992
PhD, Colorado State University, 1996

↑Top

Jayson R Gifford

Assistant Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 2009
MS, Brigham Young University, 2011
PhD, University of Utah, 2015

Top

Jean-Francois S Van Huele

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brussels Free University, Belgium, 1979
PhD, Brussels Free University, Belgium, 1987

Top

Jeanette Eilskov Karnil Geslison

Assistant Professor: Fine Arts and Communications > Dance

BA, Brigham Young University, 1991
MA, Brigham Young University, 1995
MFA, University of Wisconsin-Milwaukee, 2016

Top

Jeff Fox

Director: Evening Classes

Top

Jeff Glen Edwards

Associate Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1994
PhD, University of Utah, 2003

Top

Jeff McClellan

Director: Publications and Graphics

Top

Jeffery D Nokes

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1991
MEd, Utah State University, 1996
PHD, University of Utah, 2005

Top

Jeffery L Campbell

Associate Professor: Engineering and Technology > School of Technology

AA, Ricks College, 1977
BS, Brigham Young University, 1984
MBA, University of Phoenix, 1990
PhD, University of Idaho, 1999

Top

Jeffery Richard Barrow

Associate Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1990
PhD, University of Utah, 1999

Top

Jeffery S Tessem

Assistant Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 2001
PhD, University of Colorado Health Science Center, 2007

Top

Jeffrey A Sheets

Associate Teaching Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University,1998

↑Top

Jeffrey Brant Goeders

Assistant Professor: Engineering and Technology > Electrical and Computer Engineering

BASc, University of Toronto, 2010
MASc, University of British Columbia, 2012
PhD, University of British Columbia, 2016

Top

Jeffrey Brent Feland

Associate Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1993
MSPT, Texas Woman's University, 1995
PhD, Brigham Young University, 1999

↑Top

Jeffrey C Humpherys

Professor: Physical and Mathematical Sciences > Mathematics

BS, Utah State University, 1995
MA, Indiana University, 1997
PhD, Indiana University, 2002

Top

Jeffrey D Keith

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1977
MS, University of Wisconsin, Madison, 1980
PhD, University of Wisconsin, Madison, 1982

Top

Jeffrey F Ringer

Top

Jeffrey Hansen Dyer

Professor: Business > Management

BS, Brigham Young University, 1982
MBA, Brigham Young University, 1984
PhD, University of California, Los Angeles, 1993

Top

Jeffrey Harris Macedone

Associate Teaching Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1999
PhD, Brigham Young University, 2004

↑Top

Jeffrey L Parkin

Teaching Professor: Fine Arts and Communications > Theatre and Media Arts

BFA, University of Southern California, 1990
BFA, University of Southern California, 1990
MFA, University of Southern California, 1991

Top

Jeffrey Lyne Jenkins

Assistant Professor: Business > Information Systems

BS, Brigham Young University, 2009
MISM, Brigham Young University, 2009
PhD, University of Arizona, 2013

Top

Jeffrey Merrill Shumway

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University-Hawaii, 1992
MA, Brigham Young University, 1994
PhD, University of Arizona, 1999

Top

Jeffrey Olani Durrant

Associate Professor: Family Home and Social Sciences > Geography

BA, Brigham Young University, 1995
MS, Brigham Young University, 1996
PhD, University of Hawaii, Manoa, 2001

Top

Jeffrey P Dew

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 2000
MS, The Pennsylvania State University, 2003
PhD, The Pennsylvania State University, 2007

Top

Jeffrey P Dotson

Associate Professor: Business > Marketing and Global Supply Chain

BS, Southern Utah University, 2002
MBA, University of Utah, 2003
M.Stat, University of Utah, 2005
PhD, The Ohio State University, 2009

Top

Jeffrey R Chadwick

Professor: Religious Education > Church History and Doctrine

BA, Weber State College, 1978
MA, Brigham Young University, 1984
PhD, University of Utah, 1992

Top

Jeffrey R Parker

Assistant Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 2008
MA, The Ohio State University, 2010
MA, The Ohio State University, 2013
PhD, The Ohio State University, 2016

Top

Jeffrey S Bednar

Assistant Professor: Business > Management

BS, Brigham Young University, 2007
MAcc, Brigham Young University, 2007
PhD, University of Michigan, 2013

Top

Jeffrey S Hardy

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 2001
MA, Brigham Young University, 2006
PhD, Princeton University, 2011

Top

Jeffrey S Larson

Assistant Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 2002
MS, Wharton School of Business, 2005
PhD, Wharton School of Business, 2006

Top

Jeffrey Scott Turley

Chair: Spanish and Portuguese

Associate Professor: Humanities > Spanish and Portuguese

MA, Brigham Young University, 1984
PhD, University of California, Berkeley, 1992

Top

Jeffrey Todd Denning

Assistant Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 2010
MS, University of Texas at Austin, 2012
PhD, University of Texas at Austin, 2015

Top

Jeffry Allen Thompson

Associate Professor: Business > Public Management

BA, Brigham Young University, 1992
MBA, Brigham Young University, 1995
PhD, University of Minnesota, 1999

Top

Jennie L Bingham

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2006
PhD, Brigham Young University, 2011

Top

Jennifer Ann Watson

Assistant Professor: Non-College and Other Units > University

Top

Jennifer Bown

Associate Professor: Humanities > German and Russian

BA, Brigham Young University, 1991
MA, Ohio State University, 1993
MEd, Ohio State University, 1999
PhD, Ohio State University, 2004

Top

Jennifer Burrows Nielson

Associate Dean: Chemistry and Biochemistry

Teaching Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

DEGREES:BS, Brigham Young University, 1988
MS, University of California, San Diego, 1992
PhD, University of California, San Diego, 1997

Top

Jennifer J Wimmer

Assistant Professor: Education > Teacher Education

BS, Brigham Young University, 1995
MA, Brigham Young University, 2004
PhD, University of Nevada, Las Vegas, 2010

Top

Jennifer Lynn Haraguchi

Assistant Professor: Humanities > French and Italian

BA, Brigham Young University, 1992
MA, University of Virginia, 1997
PhD, University of Chicago, 2010

Top

Jenny Hale Pulsipher

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1985
MA, Brigham Young University, 1989
PhD, Brandeis University, 1999

Jeremiah John Christenot

Assistant Dean: Business

↑Top

Jeremy Andrew Johnson

Assistant Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 2006
PhD, Massachusetts Institute of Technology, 2011

↑Top

Jeremy B Yorgason

Director: Family Studies Center

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1997
MS, Kansas State University, 2000
PhD, Virginia Polytechnic Institute and State University, 2003

Top

Jeremy Clayne Pope

Associate Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1997
MA, Stanford University, 2002
PhD, Stanford University, 2004

Top

Jeremy Michael Browne

Assistant Research Professor: Humanities > Digital Humanities Program

BA, Brigham Young University, 2001
PhD, Brigham Young University, 2007

Top

Jeremy N Grimshaw

Associate Dean: Fine Arts and Communications

Associate Professor: Fine Arts and Communications > School of Music

BM, University of Utah, 1998
MA, Eastman School of Music, 2002
PhD, Eastman School of Music, 2005

Jerryl Lindsay Garns

Associate Teaching Professor: Fine Arts and Communications > Design

BA, Art Center College of Design, 1979

Top

Jessica Lauren Zurcher

Top

Jessica R Preece

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 2003
MA, University of California, Los Angeles, 2006
PhD, University of California, Los Angeles, 2010

Top

Jill N Crandell

Assistant Teaching Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1981
MA, Brigham Young University, 2010

Top

Jill Terry Rudy

Associate Professor: Humanities > English

BA, Brigham Young University, 1987
MA, Brigham Young University, 1990
PhD, Indiana University, Bloomington, 1997

Top

Jim L Trent

Assistant Dean: Engineering and Technology

Top

Jini L Roby

Professor: Family Home and Social Sciences > School of Social Work

BS, Brigham Young University, 1977
MSW, Brigham Young University, 1984
MS, Brigham Young University, 1984
JD, Brigham Young University, 1990

↑Top

Joel Jay Campbell

Associate Teaching Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1987
MA, Ohio State University, 2000

Top

Joel Sawat Selway

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 2002
MA, University of Michigan, 2006
PhD, University of Michigan, 2009

Top

Joel Shelby Griffitts

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, Stanford University, 1999
PhD, University of California, San Diego, 2004

Top

John A Barrick

Associate Professor: Business > School of Accountancy

BS, Brigham Young University, 1991
MAcc, Brigham Young University, 1991
PhD, University of Nebraska, Lincoln, 1998

Top

John B Haws

Assistant Professor: Religious Education > Church History and Doctrine

BS, Weber State University, 1997
MA, Brigham Young University, 2003
PhD, University of Utah, 2010

↑Top

John Boschen Holbein

Top

John Byron Bingham

Chair: Management

Professor: Business > Management

BA, University of Utah, 1998
MS, University of Utah, 2000
PhD, Texas A&M University, 2005

Top

John C Lewis

Top

John Calvin Price

Assistant Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Utah State University, 2001
PhD, Pennsylvania State University, 2005

Top

John Carlile Dallon

Professor: Physical and Mathematical Sciences > Mathematics

BA, University of Utah, 1989
MS, University of Utah, 1991
PhD, University of Utah, 1996

↑Top

John Christian vom Lehn

Assistant Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 2009
MS, Princeton University, 2011
PhD, Princeton University, 2014

Top

John Christopher Talbot

Associate Professor: Humanities > English

BA, University of Utah, 1990
MA, Boston University, 1993
PhD, Boston University, 2001

Top

John D Beard

Top

John D Hedengren

Assistant Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 2001
MS, Brigham Young University, 2002
PhD, University of Texas at Austin, 2005

Top

John E Stovall

Assistant Professor: Family Home and Social Sciences > Economics

BS, Brigham Young University, 2004
MA, University of Rochester, 2006
PhD, University of Rochester, 2006

Top

John E Taylor

Associate Dean: Continuing Education

Top

John Edward Clark

Professor: Family Home and Social Sciences > Anthropology

BS, Brigham Young University, 1976
MA, Brigham Young University, 1979
PhD, University of Michigan, 1994

↑Top

John Eric Bybee

Assistant Professor: Education > Teacher Education

BA, Brigham Young University, 2007
MS, Pace University, 2009
PhD, University of Texas at Austin, 2015

Top

John Henry McBride

Chair: Geological Sciences

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, University of Arkansas, 1978
MS, University of Arkansas, 1980
PhD, Cornell University, 1987

Top

John K Flanagan

Top

John L Gee

Research Professor: Non-College and Other Units > Neal A. Maxwell Institute for Religious Scholarship

BA, Brigham Young University, 1988
MA, University of California, Berkeley, 1991
PhD, Yale University, 1998

Top

John L Hilton

Assistant Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 2000
MEd, Harvard University, 2004
PhD, Brigham Young University, 2010

Top

John LaNay Salmon

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, University of Calgary, 2004
MS, Utah State University, 2006
MS, Georgia University of Technology, 2010
PhD, Georgia University of Technology, 2013

Top

John M Chaston

Assistant Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 2005
PhD, University of Wisconsin-Madison, 2011

Top

John N Harb

Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1983
MS, University of Illinois, Chicago, 1985
PhD, University of Illinois, Urbana, 1988

Top

John P Hoffmann

Professor: Family Home and Social Sciences > Sociology

BS, James Madison University, 1984
MS, American University, 1985
PhD, State University of New York, Albany, 1991
MPH, Emory University, 1994

Top

John R Rosenberg

Professor: Humanities > Spanish and Portuguese

DEGREES:BA, Brigham Young University, 1979
MA, Brigham Young University, 1981
PhD, Cornell University, 1985

Top

John Robert Walz

Associate Teaching Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1982

Top

John S Colton

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1994
MS, University of California, Berkeley, 1997
PhD, University of California, Berkeley, 2000

Top

John S Lawson

Professor: Physical and Mathematical Sciences > Statistics

AA, Los Angeles Valley College, 1967
BS, Brigham Young University, 1969
MS, Brigham Young University, 1971
MS, Rutgers College, 1976
PhD, Polytechnic Institute of New York, 1984

Top

John S Miller

Dean: Humanities

Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1982
MA, Princeton University, 1986
PhD, Princeton University, 1988

↑Top

John Sai Keong Kauwe

Associate Professor: Life Sciences > Biology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2001
PhD, Washington University, St. Louis, 2007

Top

John Serge Bennion

Associate Professor: Humanities > English

BA, Utah State University, 1977
MA, Brigham Young University, 1981
PhD, University of Houston, 1989

Top

John Spencer Fluhman

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1998
MA, University of Wisconsin, Madison, 2000
PhD, University of Wisconsin, Madison, 2006

Top

John Wallace Gardner

Assistant Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1999
MBA, Brigham Young University, 2003
PhD, Ohio State University, 2012

Top

Jon Kau

↑Top

Jon Tyson Hopkins

Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1996
MS, Indiana State University, 1997
PhD, Indiana State University, 2000

Top

Jonathan A Jarvis

Assistant Professor: Family Home and Social Sciences > Sociology

BA, University of Alberta, 1998
MS, Brigham Young University, 2005
MA, University of Hawaii at Manoa, 2008
PhD, University of Hawaii at Manoa, 2015

Top

Jonathan C Cox

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2001
PhD, Brigham Young University, 2008

Top

Jonathan D Blotter

Professor: Engineering and Technology > Mechanical Engineering

BS, Utah State University, 1991
MS, Utah State University, 1993
PhD, Virginia Polytechnic Institute and State University, 1996

Top

Jonathan G Sandberg

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1993
MS, Brigham Young University, 1995
PhD, Kansas State University, 1998

Top

Jonathan Mark Balzotti

Assistant Professor: Humanities > English

BA, University of Utah, 2007
MA, University of Utah, 2009
PhD, Iowa State University, 2014

Top

Jonathan W Ostenson

Associate Professor: Humanities > English

BA, Brigham Young University, 1997
MEd, University of Utah, 2005
PhD, University of Utah, 2010

Top

Jonathon T Hill

Assistant Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 2005
PhD, Columbia University, 2010

↑Top

Joseph A Olsen

Assistant Dean: Family Home and Social Sciences

Associate Professor: Family Home and Social Sciences

MS, University of Utah, 1978
PhD, Brigham Young University, 1994

Top

Joseph Charles McMurray

Assistant Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 2004
PhD, University of Rochester, 2010

Top

Joseph Clark Franklin

Assistant Professor: Humanities > English

BA, Brigham Young University, 2007
MA, Ohio University, 2009
PhD, Texas Tech, 2012

Top

Joseph Cory Barker

Teaching Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1982
PhD, Brigham Young University, 1994

Top

Joseph D Parry

Chair: Philosophy

Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1985
MA, Brigham Young University, 1987
PhD, University of Utah, 1995

Top

Joseph Devon Ogden

Associate Teaching Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1995
MBA, Brigham Young University, 2001

Top

Joseph Evan Ostraff

Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 1982
MFA, University of Washington, 1984

Top

Joseph Pratt Price

Associate Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 2003
PhD, Cornell University, 2007

Top

Joseph Q Monson

Associate Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1996
MA, Brigham Young University, 1996
MA, Ohio State University, 1999
PhD, Ohio State University, 2004

Top

Joseph Ward Moody

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1980
MS, University of Michigan, Ann Arbor, 1984
PhD, University of Michigan, Ann Arbor, 1986

Top

Joshua Adam Stowers

Associate Director: Life Sciences

Assistant Teaching Professor: Life Sciences > Biology

BS, Brigham Young University, 1999
MA, Western Governors University, 2004

Top

Joshua Andersen

Assistant Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 2001
DEGREES:PhD, University of Utah, 2006

Top

Joshua Cameron Lindsay

↑Top

Joshua H West

Assistant Professor: Life Sciences > Health Science

BA, Utah State University, 2005
MPH, San Diego State University, 2005
PhD, University of California, San Diego/San Diego State University, 2008

Top

Joshua L Price

Assistant Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 2003
PhD, University of Wisconsin, 2008

↑Top

Joshua R Gubler

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 2002
MA, University of Utah, 2005
PhD, University of Michigan, 2011

Top

Joyce Adams

Associate Teaching Professor: Family Home and Social Sciences

BA, Brigham Young University, 1992
Masters, Brigham Young University, 1995
PhD, Brigham Young University, 2006

Top

Juan Alberto Arroyo

Assistant Professor: Life Sciences > Physiology and Developmental Biology

BS, University of Puerto Rico, 1991
PhD, Southern Illinois University School of Medicine, 2003

Top

Juan Andres Freire

Assistant Professor: Education

Top

Julee Braithwaite

Director: Fine Arts and Communications

Top

Julia D Ashworth

Associate Teaching Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1996
MA, New York University, 2002

Top

Julianne Holt-Lunstad

Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1994
MS, Brigham Young University, 1998
PhD, University of Utah, 2001

Top

Julianne House Grose

Assistant Professor: Life Sciences > Microbiology and Molecular Biology

BS, University of Utah, 1994
PhD, University of Utah, 2003

Top

Julie Ann Damron

Associate Teaching Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1991
MAT, School of International Training, 1993
PhD, Purdue University, 2000

Top

Julie Crockett

Associate Professor: Engineering and Technology > Mechanical Engineering

BS, University of Denver, 2002
MS, University of California, San Diego, 2004
PhD, University of California, San Diego, 2007

Top

Julie Dawn Melville Hite

Professor: Education > Educational Leadership and Foundations

BS, Brigham Young University, 1980
MOB, Brigham Young University, 1995
PhD, University of Utah, 1999

Top

Julie Elizabeth Preece

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1985
MEd, Brigham Young University, 1988
PhD, Brigham Young University, 1994

Top

Julie Kalani Smith Allen

Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1998
MA, Harvard University, 2000
PhD, Harvard University, 2005

Top

Julie L Franklin

Director: Residence Life

Top

Julie Lyn Valentine

Assistant Professor: Nursing > Nursing Program

BSN, University of Arizona, 1984
MS, University of Utah, 2009

↑Top

Juno Baik

Top

Justin B Kunz

Assistant Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 1999
MFA, Laguna College of Art and Design, 2011

Top

Justin B Peatross

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1988
MS, University of Rochester, 1990
PhD, University of Rochester, 1993

Top

Justin Earl Weidman

Assistant Professor: Engineering and Technology > School of Technology

MS, Brigham Young University, 2010
PhD, Virginia Tech, 2012

Top

Justin Fred White

Assistant Professor: Humanities > Philosophy

BA, Brigham Young University, 2008
MA, University of California, Riverside, 2012
PhD, University of California, Riverside, 2015

Top

Justin S Giboney

↑Top

K James Hartshorn

Director: English Language Center

Top

Kara Irene Cattani

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1996
MS, Florida State University, 2000
PhD, Florida State University, 2003

Top

Kara J Stowers

Assistant Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, University of Utah, 2006
BS, University of Utah, 2006
PhD, University of Michigan, 2012

↑Top

Karen E Carter

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1995
MA, Brigham Young Univeristy, 2000
PhD, Georgetown University, 2006

Top

Karen Elaine Auman

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1985
MA, San Jose State University, 2005
PhD, New York University, 2013

↑Top

Karen Evans

Director: University Advisement Center

Top

Karen Huesmann Delacruz

Associate Teaching Professor: Nursing > Nursing Program

BS, California State University, 1987
MS, University of Phoenix, 2001

Top

Karen Miller Lundberg

Associate Teaching Professor: Nursing > Nursing Program

AS, Brigham Young University, 1979
BS, University of Utah, 2005
MS, University of Utah, 2007

↑Top

Karine Marguerite Chesnel

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

MS, Ecole Normale Superieure, 1999
PhD, Joseph Fourier University, France, 2002

↑Top

Karl Brandon Diether

Professor: Business > Finance

BA, Brigham Young University, 1998
PhD, University of Chicago, 2004

↑Top

Karl Foster Warnick

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1994
PhD, Brigham Young University, 1997

Top

Karlen E Luthy

Associate Professor: Nursing > Nursing Program

ADN, Utah Valley State College, 2000
BS, Brigham Young University, 2003
MS, Brigham Young University, 2005
DNP, Rush University, 2008

Top

Kat Tumblin Green

Assistant Teaching Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2009
PhD, Brigham Young University, 2014

Top

Kate Ruth Johnson

Assistant Professor: Physical and Mathematical Sciences > Mathematics Education

BA, Miami University, Ohio, 2002
MEd, University of Pittsburgh, 2004
PhD, Michigan State University, 2013

Top

Katharina Anne Paxman

Assistant Professor: Humanities > Philosophy

BA, University of Victoria, 2002
MA, Dalhousie University Halifax, Nova Scotia, 2005
Ph.D., University of Western Ontario, 2010

Top

Kathryn L MacKay

Assistant Teaching Professor: Education > Teacher Education

BS, Brigham Young University, 1983
MA, Brigham Young University, 2004
PhD, Brigham Young University, 2015

Top

Kathryn Lynne Cabbage

↑Top

Kathryn Whitenight

Assistant Dean: Nursing

BS, Brigham Young University, 1976
MPA, Brigham Young University, 1986

Top

Katie Edna Steed

Associate Clinical Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 2000
MS, Brigham Young University, 2004

Top

Katreena C Merrill

Associate Dean: Nursing Program

Associate Professor: Nursing > Nursing Program

AS, Brigham Young University, 1983
BS, Brigham Young University, 1985
PhD, University of Utah, 2010

Top

Keith Jay Wilson

Associate Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1976
MA, Brigham Young University, 1981
PhD, University of Utah, 1995

Top

Keith P Vorkink

Associate Dean: Business

Professor: Business > Finance

BA, Brigham Young University, 1994
MS, University of Rochester, 1996
PhD, University of Rochester, 1999

Top

Keith Rigby Leatham

Professor: Physical and Mathematical Sciences > Mathematics Education

AS, Brigham Young University-Idaho, 1989
BS, Utah State University, 1992
MS, Utah State University, 1998
PhD, University of Georgia, 2002

Top

Kelly D Patterson

Associate Dean: Family Home and Social Sciences

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1982
MA, Brigham Young University, 1984
PhD, Columbia University, 1989

Top

Kelly Scott Weber

Assistant Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1998
MS, Brigham Young University, 2000
PhD, University of Illinois, 2005

Top

Kelly T Loosli

Teaching Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1996

Top

Kendall Walker Brown

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1973
MA, Duke University, 1975
PhD, Duke University, 1979

Top

Kendall Wayne Stiles

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1982
MA, Brigham Young University, 1983
PD, Johns Hopkins University, 1987

Top

Kendra Maria Hall-Kenyon

Chair: Teacher Education

Professor: Education > Teacher Education

BS, Brigham Young University, 1996
MA, Columbia University, 2002
PhD, Columbia University, 2002

Top

Kening Lu

Professor: Physical and Mathematical Sciences > Mathematics

BS, Sichuan University, China, 1982
MS, Sichuan University, China, 1985
PhD, Michigan State University, 1988

Top

Kenneth A Christensen

Associate Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1992
PhD, University of Michigan, 1997

Top

Kenneth Dean Plowman

Associate Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1977
MPA, George Washington University, 1981
PhD, University of Maryland, 1995

Top

Kenneth J Rodham

Teaching Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1990
MS, Brigham Young University, 1992
PhD, Brigham Young University, 1995

↑Top

Kenneth L Kuttler

Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1974
MS, Brigham Young University, 1976
PhD, University of Texas, Austin, 1981

Top

Kenneth Lowell Alford

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1979
MA, University of Southern California, 1982
MA, University of Illinois Urbana-Champaign, 1988
PhD, George Mason University, 2000

Top

Kent D Blad

Teaching Professor: Nursing > Nursing Program

AA, Snow College, 1983
BS, University of Utah, 1987
MS, Brigham Young University, 1999
DNP, University of Utah, 2010

Top

Kent Eldon Seamons

Associate Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1986
PhD, University of Illinois, Urbana, 1996

Top

Kent L Gee

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 2001
MS, Brigham Young University, 2002
PhD, Pennsylvania State University, 2005

Top

Kent Richmond Brooks

Associate Teaching Professor: Religious Education > Church History and Doctrine

BS, Brigham Young University, 1979
MEd, Brigham Young University, 1981
PhD, Brigham Young University, 1988

↑Top

Kerk Layne Phillips

Associate Professor: Family Home and Social Sciences > Economics

BS, Brigham Young University, 1986
MA, University of Rochester, 1990
PhD, University of Rochester, 1991

Top

Kerry David Soper

Professor: Humanities > Comparative Arts and Letters

BFA, Utah State University, 1992
MA, Emory University, 1994
PhD, Emory University, 1998

Top

Kerry M Muhlestein

Professor: Religious Education > Ancient Scripture

BS, Brigham Young University, 1994
MA, Brigham Young University, 1997
PhD, University of California, Los Angeles, 2003

Top

Kerry Michael Hull

Professor: Religious Education > Ancient Scripture

BA, Utah State University
MS, Georgetown University
PhD, The University of Texas at Austin

Top

Keven A Prusak

Associate Professor: Education > Teacher Education

BS, Brigham Young University, 1986
MEd, Utah State University, 1990
PhD, Arizona State University, 2000

Top

Kevin Darrell Seppi

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1982
MS, Santa Clara University, 1987
PhD, University of Texas, Austin, 1990

Top

Kevin Kimball John

Assistant Professor: Fine Arts and Communications > School of Communications

BS, Brigham Young University, 2007
MA, Brigham Young University, 2009
PhD, University of Utah, 2015

Top

Kevin M Shafer

Assistant Professor: Family Home and Social Sciences > School of Social Work

BA, The Ohio State University, 2002
MA, The Ohio State University, 2005
PhD, The Ohio State University, 2009

Top

Kevin W Franke

Assistant Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Utah State University, 2004
MBA, University of Washington, 2005
PhD, Brigham Young University, 2011

Top

Kevin Worthen

Top

Kim Leslie O'Neill

Professor: Life Sciences > Microbiology and Molecular Biology

BSc, University Of Ulster, Northern Ireland, 1980
DPhil, University of Ulster, Northern Ireland, 1986

Top

Kimberly Johnson

Professor: Humanities > English

BA, University of Utah, 1992
MA, Johns Hopkins University, 1995
MFA, University of Iowa, 1997
PhD, University of California, Berkeley, 2003

Top

Kip Christensen

Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 1980
MS, Brigham Young University, 1982
PhD, Colorado State University, 1991

Top

Kirk Andrew Hawkins

Associate Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1993
MA, Brigham Young University, 1995
MA, Duke University, 1998
PhD, Duke University, 2003

Top

Kirk Wayne Larsen

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1992
MA, Harvard University, 1994
PhD, Harvard University, 2000

Top

Kirt Raymond Saville

Director: School of Music

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1976
MM, North Texas State University, 1983
EdD, Utah State University, 1991

Top

Klinton E Hobbs

Top

Kori Anne Wakamatsu

Assistant Teaching Professor: Fine Arts and Communications > Dance

BA, Brigham Young University, 2002
MA, California State University, Long Beach, 2007

Top

Kory Lynn Katseanes

Professor: Fine Arts and Communications > School of Music

AA, Ricks College, 1974
BA, University of Utah, 1976
MA, University of Utah, 1979

Top

Kristen Bell DeTienne

Professor: Business > Management

BA, California State University, Long Beach, 1987
MA, University of Southern California, 1990
PhD, University of Southern California, 1991

Top

Kristie K Seawright

Associate Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1977
BS, University of Utah, 1987
MBA, University of Utah, 1989
PhD, University of Utah, 1994

Top

Kristin L Matthews

Associate Professor: Humanities > English

BA, Brigham Young University, 1995
MA, University of Wisconsin, Madison, 1997
PhD, University of Wisconsin, Madison, 2004

Top

Kristina S Withers Hansen

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2001
PhD, Brigham Young University, 2012

Top

Kristine Marie Tanner

Assistant Professor: Education > Communication Disorders

BS, Brigham Young University, 1997
MS, Brigham Young University, 1999
PhD, The University of Utah, 2005

Top

Kristoffer D Boyle

Assistant Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 2001
MA, Brigham Young University, 2005
PhD, Texas Tech University, 2008

Top

Kurt W Sandholtz

Assistant Teaching Professor: Business > Management

BA, Brigham Young University, 1983
MS, Brigham Young University, 1988
PhD, Stanford University, 2013

↑Top

Kyle M Rollins

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1982
PhD, University of California, Berkeley, 1987

Top

L Maureen Rice

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1977
MA, Brigham Young University, 1980
PhD, Brigham Young University, 1997

Top

L Scott Hobson

Teaching Professor: Business > School of Accountancy

BS, Brigham Young University, 1983
MAcc, Brigham Young University, 1983

Top

Lacey Miller Eden

Assistant Teaching Professor: Nursing > Nursing Program

BS, Brigham Young University, 2002
MS, Brigham Young University, 2009

↑Top

LaNae Valentine

Top

Lance David Erickson

Associate Professor: Family Home and Social Sciences > Sociology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2001
PhD, University of North Carolina, Chapel Hill, 2005

Top

Lance E Davidson

Assistant Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 2000
MS, Brigham Young University, 2002
PhD, Queens University, Canada, 2007

Top

Lance Eric Larsen

Chair: English

Professor: Humanities > English

BA, Brigham Young University, 1985
MA, Brigham Young University, 1987
PhD, University of Houston, 1993

↑Top

Lane Fischer

Chair: Counseling Psychology and Special Education

Associate Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1979
MA, Brigham Yound University, 1982
PhD, University of Minnesota, 1991

↑Top

Larry A Stott

Director: University Police

Top

Larry Allan Tucker

Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1978
MS, Brigham Young University, 1979
PhD, Southern Illinois University, 1981

Top

Larry Howard Peer

Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1963
MA, Brigham Young University, 1965
PhD, University of Maryland, College Park, 1969

Top

Larry J Nelson

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1994
MS, Brigham Young University, 1996
PhD, University of Maryland, College Park, 2000

↑Top

Larry L Howell

Associate Dean: Mechanical Engineering

Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1987
MS, Purdue University, 1991
PhD, Purdue University, 1993

Top

Larry Lin Baxter

Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1983
PhD, Brigham Young University, 1989

Top

Lars John Lefgren

Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 1996
PhD, University of Chicago, 2001

Top

Laura Catharine Smith

Associate Professor: Humanities > German and Russian

BA, Queen's University, Kingston (Canada), 1994
BEd, Queens University, Kingston (Canada), 1995
MA, University of Calgary, 1997
MA, University of Wisconsin, Madison, 2000
PhD, University of Wisconsin, Madison, 2004

Top

Laura Clarke Bridgewater

Associate Dean: Life Sciences

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1989
PhD, George Washington University, 1995

Top

Laura Kahealani Jefferies

Assistant Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 1994
MS, Brigham Young University, 1998
PhD, Utah State University, 2011

Top

Laura Padilla Walker

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Central Michigan University, 1999
MA, University of Nebraska, Lincoln, 2001
PhD, University of Nebraska, Lincoln, 2005

Top

Lauren Alyssa Bone Barnes

Assistant Clinical Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 2008
MS, Brigham Young University, 2010
PhD, Brigham Young University

Top

Laurence Michael Lowe

Professor: Fine Arts and Communications > School of Music

BM, San Francisco Conservatory of Music, 1980
MM, Eastman School of Music, 1981

↑Top

Lawrence Brent Rees

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1976
MS, University of Maryland, College Park, 1979
PhD, University of Maryland, College Park, 1983

Top

Lee Alford Daniels

Associate Teaching Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1981
MA, Sophia University, 1991

Top

Lee Ann Robinson

Associate Clinical Professor: Education > Communication Disorders

BS, Brigham Young University, 1992
MS, Brigham Young University, 1994

↑Top

Lee Glines

Dean: Continuing Education

Top

Lee N Johnson

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1993
MS, Utah State University, 1996
PhD, Kansas State University, 1998

Top

Lee Tom Perry

Dean: Business

Professor: Business > Management

BS, Brigham Young University, 1974
MA, Brigham Young University, 1977
PhD, Yale University, 1982

Top

Leigh A Johnson

Assistant Director: Monte L. Bean Life Science Museum

Professor: Life Sciences > Biology

BS, Brigham Young University, 1991
PhD, Washington State University, 1996

↑Top

Leigh Knight Smith

Associate Professor: Education > Teacher Education

AS, Brigham Young University, 1975
BS, Brigham Young University, 1989
MA, Brigham Young University, 1995
PhD, University of Utah, 2002

Top

Lennard Frank Bakker

Professor: Physical and Mathematical Sciences > Mathematics

BS, University of Victoria, Canada, 1991
MS, University of Victoria, Canada, 1993
PhD, Queens University, Canada, 1997

Top

Leslee Thorne-Murphy

Associate Professor: Humanities > English

BA, Brigham Young University, 1990
MA, Brigham Young University, 1993
PhD, Brandeis University, 2001

Top

Leslie A Hadfield

Associate Professor: Family Home and Social Sciences > History

BA, Utah State University, 2002
MA, Ohio University, 2005
PhD, Michigan State University, 2010

Top

Leslie Willden Miles

Associate Teaching Professor: Nursing > Nursing Program

AD, Brigham Young University, 1983
BS, Brigham Young University, 1999
MS, University of Utah, 2004
DNP, Rush University, 2012

Top

Lincoln Harris Blumell

Associate Professor: Religious Education > Ancient Scripture

BA, University of Calgary, 2001
MA, University of Calgary, 2003
MSt, University of Oxford, 2004
PhD, University of Toronto, 2009

↑Top

Lincoln Kevin Kelly

Associate Teaching Professor: Fine Arts and Communications > School of Communications

BFA, Art Center Collage of Design, Pasadena, 1977

Top

Linda Ann Reynolds

Professor: Fine Arts and Communications > Design

AA, Ricks College, 1977
BA, Brigham Young University, 1981
MFA, University of Utah, 1993

Top

Linda Jordan Mabey

Associate Teaching Professor: Nursing > Nursing Program

BSN, Idaho State University, 1978
MS, University of Utah, 1988
DNP, University of Utah, 2009

Top

Lindsay Adamson Livingston

Assistant Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 2003
MA, University of California, Los Angeles, 2004
PhD, The Graduate Center, the City University of New York, 2013

↑Top

Lisa Mali Jones

Assistant Professor: Business > Management

BA, University of California, Berkeley, 1991
MA, Brigham Young University-David M. Kennedy School, 2001
MBA, Brigham Young University- Marriott School of Management, 2001
Ph.D., University of North Carolina, Kenan-Flagler Business School, 2007

Top

Lloyd David Newell

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1980
MA, Brigham Young University, 1985
PhD, Brigham Young University, 1999

Top

Loreen Allphin Flinders

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1991
MS, Brigham Young University, 1992
PhD, University of Utah, 1996

Top

Loren Dean Marks

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1997
MS, Brigham Young University, 1999
PhD, University of Delaware, 2002

↑Top

Lori Andersen Spruance

Assistant Professor: Life Sciences > Health Science

↑Top

Lori Gardiner

Director: Admissions

Top

Lori L Seely

Top

Lori L Wadsworth

Director: Public Management

Associate Professor: Business > Public Management

AS, West Valley College, 1980
BS, Brigham Young University, 1982
MPA, Brigham Young University, 1995
PhD, University of Utah, 2003

Top

Louise Fidalgo Wheeler

Top

Loy Clark Callahan

Associate Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1995
MA, West Texas A&M University, 1995
PhD, University of Oklahoma, 2002

Top

Luke Benjamin Howard

Associate Professor: Fine Arts and Communications > School of Music

BMusEd, Sydney Conservatorium of Music, 1990
MA, Brigham Young University, 1994
PhD, University of Michigan, 1997

↑Top

Lynn E Henrichsen

Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1973
TESL Graduate Certificate, Brigham Young University, 1974
MA, Brigham Young University, 1975
EdD, University of Hawaii, Manoa, 1987

Top

Lynne Ann Bennion

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1981
MS, Purdue University, 1983
PhD, Purdue University, 1986

Top

Lynnette Bloom Erickson

Associate Dean: Education

Associate Professor: Education > Teacher Education

BA, Brigham Young University, 1978
MA, Brigham Young University, 1987
PhD, Arizona State University, 1996

Top

M Gerald Bradford

Director: Neal A. Maxwell Institute for Religious Scholarship

↑Top

Mac John Wilson

Assistant Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 2005
MA, Brigham Young University, 2008
PhD, Rutgers University, 2014

Top

MacLeans Anthony Geo-JaJa

Professor: Education > Educational Leadership and Foundations

BSc, Morehead State University, 1976
MSc, Indiana State University, 1980
PhD, University of Utah, 1986

Top

Malcolm R Skinner

Associate Teaching Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1992
MS, Brigham Young University, 1996

↑Top

Manuel Berrondo

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, University of Mexico, 1966
PhD, University of Uppsala, Sweden, 1969

Top

Mara Lucy Garcia

Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1990
MA, Brigham Young University, 1992
PhD, University of Kentucky, Lexington, 1997

↑Top

Marc D Killpack

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 2007
MS, Georgia Institute of Technology, 2008
MSc, ENSAM, 2009
PhD, Georgia Institute of Technology, 2013

Top

Marc David Hansen

Associate Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1997
PhD, Stanford, 2002

Top

Marc Louis Olivier

Associate Professor: Humanities > French and Italian

BA, Brigham Young University, 1991
MA, University of Washington, 1993
PhD, University of Washington, 1999

Top

Marc R Dotson

Assistant Professor: Business > Marketing and Global Supply Chain

BS, Southern Utah University, 2008
MSc, The London School of Economics and Political Science, 2009
PhD, The Ohio State University, 2016

↑Top

Marc T Yamada

Assistant Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1997
MA, Brigham Young University, 2000
PhD, University of California, Berkely, 2006

Top

Marden Clark

Top

Maria Betio Zanandrea

Associate Professor: Education > Teacher Education

BS, Brigham Young University, 1983
MA, Brigham Young University, 1984
EdD, Brigham Young University, 1992

Top

Maria Lelinneth Lagman Beloy Novilla

Associate Professor: Life Sciences > Health Science

BS, University of the Philippines, 1986
MD, University of the City of Manila, College of Medicine, 1991
MPH, University of Utah, 1999

Top

Marie Orton

Professor: Humanities > French and Italian

BA, Brigham Young University, 1989
MA, University of Chicago, 1990
PhD, University of Chicago, 1997

Top

Marilyn Berrett

Chair: Dance

Professor: Fine Arts and Communications > Dance

BA, University of Utah, 1979
MA, Brigham Young University, 1984

Top

Marin Leggat Roper

Top

Mark A Allen

Assistant Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 2007
MA, Purdue University, 2009
PhD, Purdue University, 2013

Top

Mark Alan Widmer

Professor: Business > Experience Design and Management

BA, Brigham Young University, 1988
MA, Brigham Young University, 1990
PhD, University of Utah, 1993

Top

Mark Alan Wright

Assistant Professor: Religious Education > Ancient Scripture

BA, University of California, Los Angeles, 2003
MA, University of California, Riverside, 2004
PhD, University of California, Riverside, 2008

↑Top

Mark Alden Callister

Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1988
BA, Brigham Young University, 1988
MBA, Brigham Young University, 1991
PhD, University of Arizona-Tucson, 1997

Top

Mark Allen Graham

Professor: Fine Arts and Communications > Art

BFA, University of Utah, 1978
MBA, New York University, 1986
PhD, Columbia University, 2001

Top

Mark Allen Magleby

Director: Museum of Art

Top

Mark B Colton

Associate Teaching Professor: Engineering and Technology > Mechanical Engineering

BS, University of Utah, 1997
MS, University of Utah, 2001
PhD, University of Utah, 2006

Top

Mark C Belk

Professor: Life Sciences > Biology

AS, Ricks College, 1983
BS, Brigham Young University, 1985
MS, Brigham Young University, 1987
PhD, University of Georgia, 1992

↑Top

Mark Clegg

Director: BYU Store

Top

Mark Clifford Hughes

Top

Mark D Ellison

Top

Mark Dryden Ogletree

Associate Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1987
MA, Northern Arizona University, 1994
PhD, Utah State University, 2000

Top

Mark E White

Top

Mark Edward Davies

Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1986
MA, Brigham Young University, 1989
PhD, University of Texas, Austin, 1992

Top

Mark Foster Zimbelman

Professor: Business > School of Accountancy

BS, Brigham Young University, 1984
PhD, University of Arizona, 1996

Top

Mark H Showalter

Chair: Economics

Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 1986
PhD, Massachusetts Institute of Technology, 1991

Top

Mark Heber Butler

Professor: Family Home and Social Sciences > School of Family Life

BA, Brigham Young University, 1986
MS, Brigham Young University, 1990
PhD, Texas Tech University, 1996

Top

Mark Hillam Hansen

Assistant Professor: Business > Management

BS, Brigham Young University, 1990
MBA, Brigham Young University, 1990
PhD, Texas A&M University, 1996

↑Top

Mark Irvan Choate

Associate Professor: Family Home and Social Sciences > History

BA, Yale University, 1995
MA, Yale University, 1996
MPhil, Yale University, 1998
PhD, Yale University, 2002

↑Top

Mark J Johnson

Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1979
MA, University of Illinois, Urbana, 1983
MFA, Princeton University, 1984
PhD, Princeton University, 1986

Top

Mark J Keith

Associate Professor: Business > Information Systems

BS, Brigham Young University, 2003
MISM, Brigham Young University, 2004
PhD, Arizona State University, 2009

Top

Mark Joel Clement

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1985
MS, Brigham Young University, 1989
PhD, Oregon State University, 1994

Top

Mark Kenneth Transtrum

Assistant Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 2006
MS, Cornell University, 2010
PhD, Cornell University, 2011

Top

Mark Richard Purves

Associate Professor: Humanities > German and Russian

DEGREES:BA, Brigham Young University, 2001
MA, University of Virginia, 2004
PhD, University of Virginia, 2007

Top

Mark W Tanner

Assistant Professor: Humanities > Linguistics and English Language

BA, University of Utah, 1982
MA, University of Southern California, 1985
PhD, University of Pennsylvania, 1991

Top

Marlene Hansen Esplin

Assistant Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 2001
MA, Brigham Young University, 2003
PhD, Michigan State University, 2012

Top

Martha M Peacock

Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1978
MA, Ohio State University, Columbus, 1985
PhD, Ohio State University, Columbus, 1989

Top

Martin Fujiki

Chair: Communication Disorders

Professor: Education > Communication Disorders

BS, University of Idaho, 1972
MS, University of Utah, 1974
PhD, University of Utah, 1980

Top

Mary Anne Prater

Dean: Education

Professor: Education > Counseling Psychology and Special Education

BM, University of Utah, 1975
MS, University of Utah, 1982
PhD, Utah State University, 1987

↑Top

Mary Feller Davis

Assistant Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 2008
MS, Vanderbilt University, 2013
PhD, Vanderbilt University, 2013

Top

Mary Jane Woodger

Professor: Religious Education > Church History and Doctrine

BS, Brigham Young University, 1980
MEd, Utah State University, 1992
EdD, Brigham Young University, 1997

Top

Mary Kathleen Eyring

Assistant Professor: Humanities > English

BA, Brigham Young University, 2006
MA and C.Phil, University of California, San Diego, 2010
PhD, University of California, San Diego, 2012

Top

Mary Williams

Associate Professor: Nursing > Nursing Program

BS, Brigham Young University, 1971
MS, University of Utah, 1980
PhD, University of Arizona, 1991

Top

Masakazu Watabe

Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1972
MA, Brigham Young University, 1973
PhD, University of Southern California, 1978

↑Top

Mathew David Duerden

Assistant Professor: Business > Experience Design and Management

BS, Brigham Young University, 2003
MS, Brigham Young University, 2006
PhD, Texas A&M University, 2009

Top

Matt A Peterson

Associate Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Utah State University, 1987
BS, Utah State University, 1987
PhD, University of Arizona, 1992

↑Top

Matthew Bruce Christensen

Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1988
MA, Ohio State University, Columbus, 1990
PhD, Ohio State University, Columbus, 1994

Top

Matthew C Asplund

Associate Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1992
PhD, University of California, Berkeley, 1998

Top

Matthew D Madsen

Assistant Professor: Life Sciences > Plant and Wildlife Sciences

BS Utah State University, 2004
MS Utah State University, 2006
PhD Brigham Young University, 2010

↑Top

Matthew E Mason

Associate Professor: Family Home and Social Sciences > History

BA, University of Utah, 1995
MA, University of Maryland, 1997
PhD, University of Maryland, 2002

Top

Matthew Farr Wickman

Associate Professor: Humanities > English

BA, Brigham Young University, 1992
MA, New York University, 1994
PhD, University of California, Los Angeles, 2000

Top

Matthew Frank Bekker

Associate Professor: Family Home and Social Sciences > Geography

BS, Brigham Young University, 1994
MS, Pennsylvania State University, 1996
PhD, University of Iowa, 2002

↑Top

Matthew Garry Ancell

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1998
MA, University of California, Irvine, 2001
PhD, University of California, Irvine, 2007

↑Top

Matthew J Baker

Top

Matthew J Grey

Assistant Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 2003
MA, Andrews University, 2005
MSt, University of Oxford, 2006
PhD, University of North Carolina at Chapel Hill, 2011

Top

Matthew J Heaton

Assistant Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 2006
MS, Brigham Young University, 2007
PhD, Duke University, 2011

Top

Matthew J Memmott

Assistant Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 2005
MS, Massachusetts Institute of Technology, 2007
PhD, Massachusetts Institute of Technology, 2009

↑Top

Matthew K Seeley

Associate Professor: Life Sciences > Exercise Sciences

BS, Utah State University, 2000
MS, Utah State University, 2002
PhD, University of Kentucky, 2006

Top

Matthew O Richardson

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1987
MEd, Brigham Young University, 1990
EdD, Brigham Young University, 1996

Top

Matthew P Coleman

Assistant Professor: Fine Arts and Communications > School of Music

BM, Eastern Washington University, 2005
MM, Arizona State University, 2007
DMA, Arizona State University, 20012

Top

Matthew R Jones

Associate Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1988
MS, University of Illinois, Urbana, 1990
PhD, University of Illinois, Urbana, 1993

Top

Matthew Richard Linford

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1990
MS, Stanford University, 1996
PhD, Stanford University, 1996

Top

Mauro Properzi

Assistant Professor: Religious Education > Church History and Doctrine

BS, Brigham Young University, 2000
MTS, Harvard Divinity School, 2002
M.Phil, Cambridge University, 2004
PhD, Durham University, 2010

Top

Megan Sanborn Jones

Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1995
MA, Brigham Young University, 1997
PhD, University of Minnesota, Twin Cities, 2004

Top

Melinda Semadeni

Top

Melissa Ann Heath

Associate Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1975
PhD, Texas A&M University, 1996

Top

Melissa Ann Newberry

Associate Professor: Education > Teacher Education

BA, Brigham Young University, 1998
MA, Ohio State University, 2006
PhD, Ohio State University, 2008

Top

Melissa Fay Western

Associate Professor: Business > School of Accountancy

BS, California State University, Fresno, 2001
MS, Indiana University, 2004
PhD, Indiana University, 2007

Top

Melissa Kay Jones

Assistant Teaching Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2001
MS, University of Maryland, 2004
PhD, University of Maryland, 2006

Top

Melissa Paul Larson

Assistant Teaching Professor: Business > School of Accountancy

BS, Brigham Young University, 1998
MAcc, Brigham Young University, 1998

↑Top

Merrill J Christensen

Chair: Nutrition Dietetics and Food Science

Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 1977
PhD, Massachusetts Institute of Technology, 1982

Top

Merritt Brooks Andrus

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1986
PhD, University of Utah, 1991

Top

Michael A Goodman

Associate Professor: Religious Education > Church History and Doctrine

BA, University of Oregon, 1989
MS, Western Oregon State College, 1995
PhD, Brigham Young University, 2004

↑Top

Michael A Goodrich

Chair: Computer Science

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1992
MS, Brigham Young University, 1995
PhD, Brigham Young University, 1996

↑Top

Michael A Scott

Assistant Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 2005
MS, Brigham Young University, 2006
MS, University of Texas at Austin, 2008
PhD, University of Texas at Austin, 2011

Michael Aaron Owens

Top

Michael Allen Jensen

Dean: Electrical and Computer Engineering

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1990
MS, Brigham Young University, 1991
PhD, University of California, Los Angeles, 1994

Top

Michael Brett Borup

Associate Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Humboldt State University, 1980
MS, Utah State University, 1983
PhD, Clemson University, 1985

Top

Michael Brooks

Top

Michael Cornel Thomas

Assistant Teaching Professor: Nursing > Nursing Program

AS, College of Eastern Utah, 2005
BSN, Utah Valley University, 2006
MSN, University of Utah, 2009

Top

Michael D Adams

Associate Clinical Professor: Student Life > Student Development

BA, Brigham Young University, 1998
MS, Indiana State University, 2001
PhD, Indiana State University, 2005

Top

Michael D Barnes

Associate Dean: Life Sciences

Professor: Life Sciences > Health Science

AS, Ricks College, 1986
BS, Brigham Young University, 1989
MS, Brigham Young University, 1990
PhD, Southern Illinois University, Carbondale, 1993

Top

Michael D Brown

Teaching Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1993
MS, Colorado State University, 1998
PhD, Colorado State University, 1999

Top

Michael D Hicks

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1980
MM, University of Illinois, Urbana-Champaign, 1981
DMA, University of Illinois, Urbana-Champaign, 1984

Top

Michael D Jones

Associate Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1995
MS, Brigham Young University, 1997
PhD, University of Utah, 2001

Top

Michael DeLoss Joner

Research Professor: Physical and Mathematical Sciences > Physics and Astronomy

AA, Clark College, 1975
BS, Brigham Young University, 1979
MS, Brigham Young University, 1981

Top

Michael F Bown

Associate Teaching Professor: Engineering and Technology > School of Technology

BS, California State University Northridge, 1986
MS, University of Michigan, 1989
MBA, University of Michigan, 1989

↑Top

Michael F Pope

Assistant Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 2005
MA, Brigham Young University, 2007
MA, University of Chicago, 2010
PhD, University of Chicago, 2014

Top

Michael Frank Whiting

Professor: Life Sciences > Biology

BS, Brigham Young University, 1990
PhD, Cornell University, 1994

Top

Michael Greg Hendron

Associate Teaching Professor: Business > Management

BA, Brigham Young University, 1996
MBA, University of Virginia, 2000

Top

Michael Gregg Bond

Assistant Teaching Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1998
MBA, Indiana University, 2003

↑Top

Michael Hubbard MacKay

Assistant Professor: Religious Education > Church History and Doctrine

BA, Weber State University, 2003
MA, University of York, 2005
PhD, University of York, 2009

Top

Michael Hunter

↑Top

Michael J Borden

Top

Michael J Clay

Associate Professor: Family Home and Social Sciences > Geography

BS, Brigham Young University, 1999
MCRP, Iowa State University, 2001
PhD, University of California, Davis, 2005

Top

Michael J Griffin

Top

Michael J Larson

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2002
MS, University of Florida, 2004
PhD, University of Florida, 2008

Top

Michael J Swenson

Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1980
MBA, University of Utah, 1981
PhD, University of Oregon, 1989

Top

Michael J Ware

Associate Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1999
PhD, Brigham Young University, 2001

Top

Michael J Wirthlin

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1992
PhD, Brigham Young University, 1997

Top

Michael Jay Barber

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 2008
MA, Princeton University, 2011
PhD, Princeton University, 2014

Top

Michael John Dorais

Research Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1980
MS, University of Oregon, 1983
PhD, University of Georgia, 1987

↑Top

Michael John Dorff

Chair: Mathematics

Professor: Physical and Mathematical Sciences > Mathematics

BA, Brigham Young University, 1986
MS, University of New Hampshire, 1992
PhD, University of Kentucky, Lexington, 1997

Top

Michael John Richardson

Assistant Professor: Education > Teacher Education

BS, Brigham Young University, 1995
MS, University of Utah, 2003
PhD, Brigham Young University, 2009

Top

Michael Josiah Call

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 2000
MA, Yale University, 2002
MPhil, Yale University, 2004
PhD, Yale University, 2006

↑Top

Michael Lavers

Assistant Professor: Humanities > English

BA, Brigham Young University, 2008
MFA, Johns Hopkins University, 2010
PhD, University of Utah, 2015

Top

Michael Paul Miles

Professor: Engineering and Technology > School of Technology

BS, University of Idaho, 1989
MS, Ohio State University, Columbus, 1991
PhD, Ecole des Mines de Paris, 1995

Top

Michael Paul Taylor

Assistant Professor: Humanities > English

BA, Brigham Young University, 2010
MA, Ruprecht-Karls-Universität Heidelberg, 2012
PhD, University of British Columbia, 2016

Top

Michael Paul Thompson

Associate Dean: Business

Associate Professor: Business > Management

BA, Brigham Young University, 1974
MA, Rensselaer Polytechnic Institute, 1978
PhD, Rensselaer Polytechnic Institute, 1985

Top

Michael R Cope

Assistant Professor: Family Home and Social Sciences > Sociology

BA, University of Utah, 2002
MS, Brigham Young University, 2009
MA, Louisiana State University, 2011
PhD, Louisiana State University, 2015

Top

Michael R Orme

Top

Michael R Ransom

Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 1977
MA, Princeton University, 1980
PhD, Princeton University, 1983

Top

Michael Ray Kelly

Associate Professor: Humanities > German and Russian

BS, Brigham Young University, 1978
MA, Ohio State University, 1990
PhD, Ohio State University, 1996

Top

Michael Rice

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Louisiana Tech University, 1987
PhD, Georgia Institute of Technology, 1991

Top

Michael Robert Stark

Professor: Life Sciences > Physiology and Development Biology

BS, Brigham Young University, 1992
MS, Idaho State University, 1994
PhD, University of California, Irvine, 1998

Top

Michael Roberts

Top

Michael S Kraczek

Assistant Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1999
MFA, Yale University, 2010

Top

Michael Stephen Buxton

Associate Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1985
MS, University of Georgia, 1989
PhD, University of Georgia, 1993

Top

Michael Stephen Drake

Associate Professor: Business > School of Accountancy

BS, Brigham Young University, 2003
MAcc, Brigham Young University, 2003
PhD, Texas A&M University, 2009

Top

Michael T Searcy

Assistant Professor: Family Home and Social Sciences > Anthropology

BA, University of North Texas, 2000
MA, Brigham Young University, 2005
PhD, University of Oklahoma, 2010

↑Top

Michael William Child

Assistant Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 2004
MA, Brigham Young University, 2009
PhD, University of Arizona, 2014

↑Top

Michelle La Ree Kesler

Assistant Professor: Fine Arts and Communications > School of Music

BM, University of Colorado in Boulder, 2008
MM, Arizona State University, 2011
DMA, Arizona State University, 2014

Top

Michelle Stott James

Associate Professor: Humanities > German and Russian

BA, Weber State College, 1978
MA, University of Utah, 1981
PhD, University of Utah, 1987

Top

Mikaela Jean Dufur

Associate Professor: Family Home and Social Sciences > Sociology

BA, Brigham Young University, 1994
MA, Ohio State University, Columbus, 1996
PhD, Ohio State University, Columbus, 2000

↑Top

Mike L Dunn

Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 1987
MS, Brigham Young University, 1989
PhD, Cornell University, 1996

Top

Mike Todd Diede

Associate Teaching Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1994
MS, Indiana State University, 1996
PhD, University of Arizona, 2005

Top

Mikel R Stevens

Professor: Life Sciences > Plant and Wildlife Sciences

AS, Snow College, 1975
BS, Brigham Young University, 1977
MS, Brigham Young University, 1983
PhD, University of Arkansas, 1993

↑Top

Mikle Don South

Associate Professor: Family Home and Social Sciences > Psychology

BA, Yale University, 1994
MS, University of Utah, 2001
PhD, University of Utah, 2005

Top

Miles Fleming Romney

Top

Miranda Wilcox

Associate Professor: Humanities > English

BA, Brigham Young University, 1999
MMS, University of Notre Dame, 2002
PhD, University of Notre Dame, 2006

Top

Mitsuru Saito

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1981
MS, University of Virginia, 1983
PhD, Purdue University, West Lafayette, 1988

Top

Monte F Shelley

Director: Instructional Applications Services

Top

Monte L Belknap

Associate Professor: Fine Arts and Communications > School of Music

BM, University of Cincinnati Conservatory of Music, 1991
MM, University of Cincinnati Conservatory of Music, 1994

Top

Monte R Swain

Professor: Business > School of Accountancy

BS, Brigham Young University, 1987
MAcc, Brigham Young University, 1987
PhD, Michigan State University, 1991

↑Top

Morris Dee Argyle

Associate Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1990
PhD, University of California, Berkeley, 2003

Top

Nancy Gayle Wentworth

Director: Center for Teaching and Learning

Professor: Education > Teacher Education

BA, University of Utah, 1971
MA, University of Utah, 1972
PhD, University of Utah, 1993

Top

Nancy L Christiansen

Associate Professor: Humanities > English

BA, Brigham Young University, 1978
MA, Brigham Young University, 1983
PhD, University of California, Los Angeles, 1994

Top

Natalie Ann Kirtley

↑Top

Natalie Hancock

Natalie Jean Blades

Associate Professor: Physical and Mathematical Sciences > Statistics

AB, Wellesley College, 1997
MSE, Johns Hopkins University, 2002
PhD, Johns Hopkins University, 2003

Top

Nathan C Priddis

Assistant Professor: Physical and Mathematical Sciences > Mathematics

---

↑Top

Nathan D Powers

Assistant Teaching Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 2006
MS, University of Nebraska at Lincoln, 2009
PhD, University of Nebraska at Lincoln, 2014

Top

Nathan James Rockwood

Top

Nathan Merrill Stokes

Assistant Professor: Life Sciences > Nutrition Dietetics and Food Science

AAS, Brigham Young University Idaho
BS, Brigham Young University Idaho
MS, Texas Tech University
PhD, Iowa State University

Top

Nathan Terry Balser

Assistant Professor: Fine Arts and Communications > Dance

BS, Brigham Young University, 1998
MFA, University of Utah, 2000

Top

Nathaniel Todd Kramer

Associate Professor: Humanities > Comparative Arts and Letters

PhD, University of California, Los Angeles, 2005

Top

Neal Cox

Top

Neil C Hansen

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1992
MS, Brigham Young University, 1994
PhD, University of Minnesota, 1998

Top

Neil Edward Peterson

Assistant Professor: Nursing > Nursing Program

BS, Brigham Young University, 2007
MSN, University of Virginia, 2011
Post-Master's, University of Virginia, 2013
PhD, University of Virginia, 2014

Top

Neil Longley York

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1973
MA, Brigham Young University, 1975
PhD, University of California, Santa Barbara, 1978

Top

Neil R Lundberg

Chair: Experience Design and Management

Associate Professor: Business > Experience Design and Management

BS, Brigham Young University, 1995
MS, Brigham Young University, 1997
PhD, Indiana University, 2006

Top

Neil S Thornock

Associate Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 2001
MM, Brigham Young University, 2003
DM, Indiana University, 2006

Top

Newel Anthony Brown

Professor: Humanities > German and Russian

BA, Southern Methodist University, 1998
MA, Bryn Mawr College, 2002
PhD, Bryn Mawr College, 2004

Nicholas A Mason

Professor: Humanities > English

BA, Brigham Young University, 1993
MA, Brigham Young University, 1995
PhD, State University of New York, Stony Brook, 1999

Top

Nicholas J Frederick

Assistant Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 2004
MA, Brigham Young University, 2006
PhD, Claremont University, 2013

Top

Nicolaas Unlandt

Associate Professor: Humanities > French and Italian

BA, University of Amsterdam, 1983
MA, University of Amsterdam, 1985
PhD, University of Amsterdam, 1993

Top

Nieves Perez Knapp

Associate Teaching Professor: Humanities > Spanish and Portuguese

BA, University of Oviedo, Spain, 1986
BA, University of Oviedo, Spain, 1990
MA, Brigham Young University, 1995
PhD, University of Oviedo, Spain, 2003

Top

Nile W Hatch

Associate Professor: Business > Management

BS, Brigham Young University, 1988
MS, Brigham Young University, 1989
PhD, University of California, Berkeley, 1995

Top

Niwako Yamawaki

Associate Professor: Family Home and Social Sciences > Psychology

BS, University of Utah, 1995
MS, University of Utah, 1998
PhD, University of Utah, 2002

↑Top

Norman B Finlinson

Top

Norman L Jones

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1986
MS, University of Texas, Austin, 1988
PhD, University of Texas, Austin, 1990

Top

Norman Wall Evans

Associate Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1979
MA, Brigham Young University, 1981
EdD, University of Southern California, 2001

Top

Ole M Smith

Top

Olga Bogach Stoddard

Assistant Professor: Family Home and Social Sciences > Economics

BS, Brigham Young University- Hawaii, 2005
MA, University of Hawaii, 2008
PhD, University of Hawaii, 2012

Top

Oliver Kent Johnson

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 2010
PhD, Massachusetts Institute of Technology, 2015

Top

Orlando Alba

Professor: Humanities > Spanish and Portuguese

BA, Catolica Madre y Maestra, 1972
MA, University of Puerto Rico, 1978
PhD, Univ. Nacional de Educacion a Distancia, Madrid, Spain, 1988

↑Top

Oscar Arthur Pike

Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Brigham Young University, 1980
MS, Brigham Young University, 1982
PhD, Purdue University, 1986

Top

Pace Peterson Nielsen

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 2001
PhD, University of California, Berkeley, 2006

Top

Pam Marie Van Ry

Top

Pam Williamson

Director: Engineering and Technology

⬆Top

Pamela Jo Brubaker

Assistant Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 2000
MA, Brigham Young University, 2002
PhD, The Pennsylvania State University, 2012

↑Top

Pamela Rust Hallam

Chair: Educational Leadership and Foundations

Associate Professor: Education > Educational Leadership and Foundations

BS, Brigham Young University, 1979
MS, Brigham Young University, 1990
EdD, University of Utah, 2006

Top

Pamela S Musil

Professor: Fine Arts and Communications > Dance

BS, Brigham Young University, 1978
MA, Brigham Young University, 1985

Top

Parley Cougar Hall

Associate Professor: Life Sciences > Health Science

BS, Brigham Young University, 1998
MS, University of Utah, 2003
PhD, University of Utah, 2009

Top

Parris K Egbert

Professor: Physical and Mathematical Sciences > Computer Science

BS, Utah State University, 1986
MS, University of Illinois, Urbana, 1990
PhD, University of Illinois, Urbana, 1992

Top

Pat Roy Vehrs

Associate Professor: Life Sciences > Exercise Sciences

BS, Northern Illinois University, 1984
MS, Northern Illinois University, 1986
PhD, Brigham Young University, 1991

Top

Patricia Kay Ravert

Dean: Nursing

Professor: Nursing > Nursing Program

AS, Brigham Young University, 1974
BS, Brigham Young University, 1975
MS, Brigham Young University, 1994
PhD, University of Utah, 2004

Top

Patrick Charles Madden

Professor: Humanities > English

BS, University of Notre Dame, 1993
MA, Brigham Young University, 1999
PhD, Ohio University, 2004

Top

Patrick R Steffen

Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1993
MS, University of Miami, 1996
PhD, University of Miami, 1998

Top

Patti Ann Freeman

Associate Dean: General Education Program

Professor: Business > Experience Design and Management

BS, Brigham Young University, 1988
MS, Western Illinois University, 1990
PhD, Indiana University, Bloomington, 1993

Top

Paul Aaron Westover

Associate Professor: Humanities > English

BA, Brigham Young University, 1998
MA, Brigham Young University, 2002
PhD, Indiana University, 2008

↑Top

Paul Bennett Savage

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1988
PhD, University of Wisconsin, Madison, 1993

Top

Paul Caldarella

Associate Professor: Education > Counseling Psychology and Special Education

BA, Rhode Island College, 1989
MS, Utah State University, 1995
PhD, Utah State University, 1998

Top

Paul Charles Godfrey

Professor: Business > Management

BS, University of Utah, 1983
MBA, University of Washington, 1989
PhD, University of Washington, 1994

Top

Paul E Kerry

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1989
MA, Bowling Green State University, 1991
MA, University of Chicago, 1995
DPhil, University of Oxford, 1998

Top

Paul Hardin

Director: Instructional Technology Center

Top

Paul M Jenkins

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 2000
MS, Brigham Young University, 2002
PhD, University of Wisconsin, Madison, 2006

Top

Paul R Stavast

Director: Museum of Peoples and Cultures

Top

Paul Ross Roper

Associate Teaching Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1976
MS, Brigham Young University, 1979

Top

Paul Rulon Reynolds

Associate Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1999
MS, Brigham Young University, 2001
PhD, University of Cincinnati, 2004

Top

Paul S Adams

Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 1992
MFA, Utah State University, 1996

Top

Paul T Skaggs

Associate Professor: Engineering and Technology > School of Technology

BFA, Brigham Young University, 1980
MFA, Rochester Institute of Technology, 2001

Top

Paul William Richards

Associate Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 2000
MS, University of California, San Diego, 2003
PhD, University of California, San Diego, 2004

Top

Paula Landon

↑Top

Peggy Hammond Anderson

Associate Teaching Professor: Nursing > Nursing Program

AS, Brigham Young University, 1983
BS, Brigham Young University, 1999
MS, Brigham Young University, 2001

Top

Perpetua Lynne Nielsen

Associate Teaching Professor: Physical and Mathematical Sciences > Statistics

BS, University of Philippines, 1973
MS, Brigham Young University, 1984

Top

Perry Gene Ridge

Assistant Professor: Life Sciences > Biology

BS, Brigham Young University, 2005
MS, University of Nebraska-Lincoln, 2008
PhD, Brigham Young University, 2013

Top

Perry J Hardin

Professor: Family Home and Social Sciences > Geography

BS, Brigham Young University, 1982
MA, Brigham Young University, 1984
PhD, University of Utah, 1989

Top

Peter Daniel Leman

Assistant Professor: Humanities > English

BA, University of Idaho, 2003
MA, Univeristy of California, Irvine, 2006
PhD, University of California, Irvine, 2011

Top

Peter H Everett

Professor: Fine Arts and Communications > Art

BFA, Brigham Young University, 1996
MFA, Pratt Institute, 2000

Top

Peter J Maughan

Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1990
MS, Brigham Young University, 1991
PhD, Virginia Polytechnic Institute and State University, 1994

Top

Peter J Rich

Associate Professor: Education > Instructional Psychology and Technology

BA, Brigham Young University, 2002
PhD, University of Georgia, 2007

Top

Peter Joseph Ward

Associate Professor: Business > Experience Design and Management

BA, University of Utah, 1997
MBA, University of Utah, 2003
PhD, University of Utah, 2007

Top

Peter Micah Madsen

Associate Professor: Business > Management

BS, Brigham Young University, 2001
PhD, University of California, Berkeley, 2006

↑Top

Petr Ruda

BS, Brigham Young University 2009
MS, Brigham Young University 2015

Top

Phil S Allen

Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1983
MS, Brigham Young University, 1985
PhD, University of Minnesota, 1990

↑Top

Phillip A Snyder

Associate Professor: Humanities > English

BA, Brigham Young University, 1977
MA, Brigham Young University, 1980
PhD, University of North Carolina, Chapel Hill, 1988

Top

Phillip D Rash

Assistant Dean: Undergraduate Education

Associate Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1994
MS, Brigham Young University, 1996
PhD, Brigham Young University, 2004

Top

Phillip S Richards

Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1981
MA, Brigham Young University, 1983
PhD, University of Minnesota, 1988

↑Top

Quinn O Snell

Professor: Physical and Mathematical Sciences > Computer Science

BS, Utah State University, 1992
MS, Utah State University, 1993
PhD, Iowa State University, 1997

Top

Quint B Randle

Associate Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1984
MA, Pepperdine University, 1995
PhD, Michigan State University, 2001

↑Top

R Bruce Money

Director: Kay and Yvonne Whitmore Global Management Center

Professor: Business > Marketing and Global Supply Chain

BA, Brigham Young University, 1983
MBA, Harvard Business School, 1988
PhD, University of California, Irvine, 1995

Top

R D C Boardman

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2004
PhD, Brigham Young University, 2009

Top

R Don Cook

Associate Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1980
MM, Brigham Young University, 1982
DMA, University of Kansas, 1987

Top

R Paul Evans

Assistant Professor: Life Sciences > Microbiology and Molecular Biology

PhD, Medical College of Virginia, 1983
BS, Brigham Young University, 1995

↑Top

R Scott Elkins

Director: Employee Relations

Top

Rachel Cope

Associate Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 2001
MA, Brigham Young University, 2003
PhD, Syracuse University, 2009

Top

Raissa Vulfovna Solovieva

Associate Teaching Professor: Humanities > German and Russian

BA, Tomsk State University, Russia, 1971
MA, Novosibirsk State University, Russia, 1982
PhD, Kharkov State University, Ukraine, 1987

Top

Ralph C Hancock

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1977
MA, Harvard University, 1980
PhD, Harvard University, 1983

Top

Ramon B Zabriskie

Professor: Business > Experience Design and Management

BS, Brigham Young University, 1989
MA, Brigham Young University, 1993
PhD, Indiana University, Bloomington, 2000

↑Top

Ramona Maile Cutri

Associate Professor: Education > Teacher Education

BA, University of California, Los Angeles, 1988
PhD, University of California, Los Angeles, 1997

Top

Ramona Ovard Hopkins

Professor: Family Home and Social Sciences > Psychology

AS, Brigham Young University, 1975
BS, Westminster College, 1988
MS, University of Utah, 1992
PhD, University of Utah, 1996

Top

Randal Winston Beard

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, University of Utah, 1991
MS, Rensselaer Polytechnic Institute, 1993
MS, Rensselaer Polytechnic Institute, 1994
PhD, Rensselaer Polytechnic Institute, 1995

Top

Randall Smith

Director: Business

Top

Randall Spencer Davies

Assistant Professor: Education > Instructional Psychology and Technology

BS, University of Alberta, 1984
BEd, University of Alberta, 1985
PhD, Brigham Young University, 2002

Top

Randall Wayne Boothe

Associate Professor: Fine Arts and Communications > School of Music

BA, Brigham Young University-Hawaii, 1975
MM, Brigham Young University, 1979

Top

Randy M Page

Professor: Life Sciences > Health Science

BS, Brigham Young University, 1979
MHE, Brigham Young University, 1980
PhD, Southern Illinois University, 1982

Top

Randy S Lewis

Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1989
PhD, Massachusetts Institute of Technology, 1995

Top

Randy T Larsen

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 2004
MS, Brigham Young University, 2006
PhD, Utah State University, 2008

Top

Ray Dean Nelson

Associate Professor: Business > Public Management

BA, Brigham Young University, 1975
MA, University of California, Berkeley, 1978
MS, University of California, Berkeley, 1978
PhD, University of California, Berkeley, 1981

Top

Ray M Merrill

Professor: Life Sciences > Health Science

BA, Brigham Young University, 1986
MS, Brigham Young University, 1989
PhD, Arizona State University, 1994
MPH, Harvard University, 1995

Top

Ray Thomas Clifford

Associate Dean: Humanities

Professor: Humanities > Center for Language Studies

BA, Brigham Young University, 1968
MA, Brigham Young University, 1970
PhD, University of Minnesota, 1977

Top

Ray Thomas Clifford

Director: Center for Language Studies

Top

Rayman David Meservy

Associate Professor: Business > Information Systems

BS, Brigham Young University, 1977
MAcc, Brigham Young University, 1977
PhD, University of Minnesota, 1985

Top

Raymond Vern Christensen

Associate Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1984
JD, Harvard University, 1987
MA, Harvard University, 1990
PhD, Harvard University, 1992

Top

Rebecca Allred Lundwall

Assistant Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1987
MEd, Brigham Young University, 1990
MS, Rice University, 2011
PhD, Rice University, 2013

Top

Rebecca Louise Sansom

Assistant Teaching Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Boston University, 2001
MS, Harvard University, 2005
MS, Southern Utah University, 2013

Top

Rebecca Lyn DeSchweinitz

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1992
MA, University of Virginia, 1997
PhD, University of Virginia, 2004

Top

Rebekka Matheson

Top

Reid A Robison

Assistant Teaching Professor: Education

BA, Brigham Young University, 1975
MBA, Northwestern, 1978
PhD, University of Nebraska-Lincoln, 2002

Top

Renata A Forste

Director: International and Area Studies

Professor: Family Home and Social Sciences > Sociology

BS, Brigham Young University, 1984
MS, Brigham Young University, 1986
PhD, University of Chicago, 1992

↑Top

Renata Forste

Director: David M. Kennedy Center

Top

Renea Lindstrom Beckstrand

Professor: Nursing > Nursing Program

AS, Ricks College, 1979
AS, Brigham Young University, 1981
BS, Brigham Young University, 1983
MS, Brigham Young University, 1987
PhD, University of Utah, 2001

↑Top

Rex L Facer

Associate Professor: Business > Public Management

BA, Brigham Young University, 1991
MPA, Brigham Young University, 1993
PhD, University of Georgia, 2002

Top

Rex P Nielson

Assistant Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 2002
MA, Brown University, 2004
AM, Brown University, 2007
PhD, Brown University, 2010

Top

Richard A Crane

Associate Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 2000
MM, Brigham Young University, 2003
DMA, Michigan State University, 2005

Top

Richard A Robison

Chair: Microbiology and Molecular Biology

Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1978
MS, Brigham Young University, 1980
PhD, Brigham Young University, 1988

Top

Richard Allen Moody

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1984
MS, Kansas State University, 1991
PsyD, Central Michigan University, 1996

Top

Richard Angus Gill

Associate Professor: Life Sciences > Biology

BS, Brigham Young University, 1993
PhD, Colorado State University, 1998

Top

Richard B Miller

Chair: Sociology

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1982
MS, Brigham Young University, 1984
PhD, University of Southern California, 1989

Top

Richard Brent Adams

Professor: Physical and Mathematical Sciences > Computer Science

BUS, University of Utah, 1982
MFA, University of Utah, 1992

Top

Richard Dana Davis

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1975
MA, Brigham Young University, 1979
MA, Syracuse University, 1983
PhD, Syracuse University, 1986

Top

Richard E Fry

Associate Professor: Engineering and Technology > School of Technology

BFA, Brigham Young University, 1989
MFA, University of Illinois, Urbana-Champaign, 1994

Top

Richard Edmond Bennett

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1972
MA, Brigham Young University, 1975
PhD, Wayne State University, 1984

Top

Richard Edward West

Associate Professor: Education > Instructional Psychology and Technology

AA, Ricks College, 1998
BA, Utah State University, 2002
MS, Brigham Young University, 2005
PhD, University of Georgia, 2009

Top

Richard Ian Kimball

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1993
MA, Purdue University, West Lafayette, 1995
PhD, Purdue University, West Lafayette, 1999

Top

Richard Kent Watt

Associate Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1993
PhD, University of Wisconsin-Madison, 1998

↑Top

Richard Lyman Warr

Top

Richard N Williams

Director: Wheatley Institution

Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1974
MS, Purdue University, 1978
PhD, Purdue University, 1981

Top

Richard Neitzel Holzapfel

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1978
MA, University of California, Irvine, 1990
PhD, University of California, Irvine, 1993

Top

Richard P White

Top

Richard R Sudweeks

Professor: Education > Instructional Psychology and Technology

BS, Brigham Young University, 1965
MA, Brigham Young University, 1973
PhD, University of Illinois, 1978

↑Top

Richard R Vanfleet

Chair: Physics and Astronomy

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1992
MS, University of Illinois, 1994
PhD, University of Illinois, 1997

Top

Richard Wesley Gibbs

Associate Teaching Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1993
MS, University of Minnesota-Twin Cities, 2000
PhD, University of Minnesota-Twin Cities, 2007

Top

Richard Y Duerden

Associate Professor: Humanities > English

BA, Brigham Young University, 1979
MA, Brigham Young University, 1981
PhD, University of Chicago, 1989

Top

Rick Williams

Top

Rickelle Richards

Associate Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, Utah State University, 2001
MPH, Tulane University School of Public Health & Tropical Medicine, 2003
PhD, RD, University of Minnesota, 2007

Top

Rob Alan Martinsen

Associate Professor: Humanities > Spanish and Portuguese

DEGREES:BA, Arizona State University, 1999
MA, Northern Arizona University, 2003
PhD, University of Texas, Austin, 2007

Top

Robert A Chaney

Assistant Professor: Life Sciences > Health Science

BS, Washington State University, 2008
MS, West Virginia University, 2010
MS, University of Cincinnati, 2012
PhD, University of Cincinnati, 2014

Top

Robert A Holcombe

Director: Conferences and Workshops

Top

Robert Alan Richardson

Assistant Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 2010
PhD, University of California Santa Cruz, 2015

Top

Robert B McFarland

Associate Professor: Humanities > German and Russian

BA, Brigham Young University, 1992
MA, Brigham Young University, 1995
PhD, University of California, Berkeley, 2000

↑Top

Robert C Freeman

Associate Dean: Religious Education

Professor: Religious Education > Church History and Doctrine

BS, Brigham Young University, 1985
JD, Western State University, 1989

Top

Robert Clinton Davis

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1989
PhD, University of Utah, 1996

Top

Robert D Ridge

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1987
PhD, University of Minnesota, 1993

Top

Robert David Brandt

Assistant Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 2002
MM, Brigham Young University, 2004
DM, Indiana University, 2010

↑Top

Robert Douglas Hyldahl

Assistant Professor: Life Sciences > Exercise Sciences

BS, University of Utah, 2003
MS, University of Massachusetts, Amherst, 2008
PhD, University of Massachusetts, Amherst, 2011

Top

Robert E Dunn

Professor: Fine Arts and Communications > School of Music

BA, Brigham Young University, 1977
MM, Brigham Young University, 1989
PhD, Northwestern University, 1994

Top

Robert Gammell Erickson

Assistant Professor: Humanities > French and Italian

BA, Brigham Young University, 1971
MA, Middlebury College, 1975
PhD, Brigham Young University, 2000

↑Top

Robert Irwin Wakefield

Associate Professor: Fine Arts and Communications > School of Communications

DEGREES:BA, Brigham Young University, 1980
MA, Brigham Young University, 1990
PhD, University of Maryland, 1997

↑Top

Robert J Jensen

Associate Professor: Business > Management

BA, Brigham Young University, 1997
MOB, Brigham Young University, 2000
PhD, Wharton School, University of Pennsylvania, 2006

↑Top

Robert James Hudson

Assistant Professor: Humanities > French and Italian

BA, Brigham Young University, 2004
MA, Brigham Young University, 2005
PhD, University of California, Los Angeles, 2008

Top

Robert Jay Schonlau

Assistant Professor: Business > Finance

BS, Brigham Young University, 2000
MBA, Brigham Young University, 2004
MSBA, University of Washington, 2008
PhD, University of Washington, 2010

Top

Robert Joshua Reynolds

BS, Brigham Young University, 2008
MA, The Ohio State University, 2012
PhD, UiT The Arctic University of Norway, 2016

Top

Robert Kay Christensen

Associate Professor: Business > Public Management

BA, Brigham Young University, 1997
PhD, Indiana University, Bloomington, 1997
MPA, Brigham Young University, 2000
JD, Brigham Young University, 2000

↑Top

Robert Kirk Belnap

Director: National Middle East Language Resource Center

Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1983
MA, Brigham Young University, 1986
PhD, University of Pennsylvania, 1991

Top

Robert L Colson III

Assistant Professor: Humanities > Comparative Arts and Letters

BA, University of Utah, 2003
MA, University of California, Irvine, 2004
PhD, University of California, Irvine, 2010

↑Top

Robert L Johnson

Research Associate Professor: Life Sciences > Biology

DEGREES:BS, Brigham Young University, 1991
MS, Brigham Young University, 1993
PhD, Brigham Young University, 2008

Top

Robert Machoian Graham

Associate Professor: Fine Arts and Communications > Design

BA, California State University at Monterey Bay, 2007
MFA, University of California- Davis, 2010

Top

Robert N Smead

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1981
MA, Brigham Young University, 1983
PhD, University of Texas, Austin, 1988

Top

Robert Quinn Mecham

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1997
MA, Stanford University, 1999
PhD, Stanford University, 2006

Top

Robert Steven Call

Professor: Fine Arts and Communications > School of Music

BM, Utah State University, 1971
MM, Utah State University, 1975
PhD, University of Utah, 2000

Top

Robert Steven Turley

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1978
PhD, Massachusetts Institute of Technology, 1984

Top

Robert T Barrett

Professor: Fine Arts and Communications > Design

BFA, University of Utah, 1973
MA, University of Iowa, 1975
MFA, University of Iowa, 1976

↑Top

Robert Todd Bronson

Associate Teaching Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1996
PhD, Brigham Young University, 2003

Top

Robert V Bullough

Professor: Education > Teacher Education

BS, University of Utah, 1971
MEd, University of Utah, 1973
PhD, Ohio State University, 1976

Top

Robin Otho Roundy

Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1978
MS, Brigham Young University, 1980
PhD, Stanford University, 1984

Top

Rodger Dale Sorensen

Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1972
MA, Brigham Young University, 1974
PhD, University of Texas, Dallas, 1999

Top

Rodney H Newman

↑Top

Rodney Scheetz

Director: Earth Science Museum

Top

Rodney W Forcade

Professor: Physical and Mathematical Sciences > Mathematics

BS, University of Chicago, 1961
MS, University of Chicago, 1963
PhD, University of Washington, 1971

Top

Roger Clive Baker

Professor: Physical and Mathematical Sciences > Mathematics

BS, Birkbeck College, London, 1968
PhD, Birkbeck College, London, 1971

↑Top

Roger G Harrison

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Utah State University, 1986
PhD, University of Utah, 1993

↑Top

Roger L Reynolds

Top

Roger Minert

Professor: Religious Education > Church History and Doctrine

BA, Brigham Young University, 1977
MA, Ohio State University, 1987
PhD, Ohio State University, 1991

Top

Roger T Koide

Professor: Life Sciences > Biology

BA, Pamona College, 1980
PhD, University of California, Berkeley, 1984

Top

Roger T Macfarlane

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1985
MA, University of Michigan, Ann Arbor, 1987
PhD, University of Michigan, Ann Arbor, 1991

Top

Rollin Hull Hotchkiss

Chair: Civil and Environmental Engineering

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Brigham Young University, 1976
MS, Utah State University, 1979
PhD, University of Minnesota, 1989

Top

Ronald Albert Harris

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, University of Oregon, 1982
MS, University of Alaska, Fairbanks, 1985
PhD, University of London, 1989

Ronald Brent Nuttall

Clinical Professor: Fine Arts and Communications > Dance

↑Top

Ronald Gene Worsham

Associate Professor: Business > School of Accountancy

BS, Brigham Young University, 1985
MAcc, Brigham Young University, 1985
PhD, University of Florida, 1994

↑Top

Ronald K Chapman

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1975
PhD, Brigham Young University, 1983

Top

Ronald L Hager

Associate Professor: Life Sciences > Exercise Sciences

BS, Brigham Young University, 1991
MS, Brigham Young University, 1994
PhD, Arizona State University, 1997

Top

Ronald M Saltmarsh

Associate Teaching Professor: Fine Arts and Communications > School of Music

BA, Brigham Young University, 1987
MBA, Brigham Young University, 1989

Top

Roni Jo Draper

Professor: Education > Teacher Education

BS, University of Nevada, Reno, 1991
MS, University of Nevada, Reno, 1995
PhD, University of Nevada, Reno, 2000

Top

Rory Rahn Scanlon

Associate Dean: Fine Arts and Communications

Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1980
MFA, University of Illinois, Urbana-Champaign, 1984

Top

Rosalind Beth Hall

Associate Professor: Fine Arts and Communications > School of Music

BM, Royal Academy of Music, 1977
MM, Brigham Young University, 1992

Top

Rosemary Thackeray

Professor: Life Sciences > Health Science

BS, Utah State University, 1991
MPH, University of Utah, 1996
PhD, University of Utah, 2000

Top

Ross Allen Andrew Larsen

Assistant Professor: Education > Instructional Psychology and Technology

BS, Brigham Young University, 2004
MS, Brigham Young University, 2006
PhD, Texas A&M University, 2010

Top

Roy A Bean

Associate Professor: Family Home and Social Sciences > School of Family Life

BA, Brigham Young University, 1992
MS, Brigham Young University, 1995
PhD, Brigham Young University, 1997

Top

Roy B Huff

Top

Roy W Silcox

Associate Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1981
MS, North Carolina State University, 1984
PhD, North Carolina State University, 1986

Top

Royal Jon Skousen

Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1969
MA, University of Illinois, Urbana, 1971
PhD, University of Illinois, Urbana, 1972

🡅Top

Royce Matthew Kimmons

Assistant Professor: Education > Instructional Psychology and Technology

BA, Brigham Young University, 2005
MA, Southern Oregon University, 2008
PhD, The University of Texas at Austin, 2012

↑Top

Rulon D Maynes

Chair: Mechanical Engineering

Professor: Engineering and Technology > Mechanical Engineering

BS, Utah State University, 1992
MS, Utah State University, 1993
PhD, University of Utah, 1997

Top

Rulon J Barlow

Director: Student Health Services

Top

Russell Ben Rader

Professor: Life Sciences > Biology

BS, Brigham Young University, 1977
MS, Brigham Young University, 1982
PhD, Colorado State University, 1987

Top

Russell Bryant

Associate Director: Independent Study

Top

Russell G Nielson

Assistant Dean: Life Sciences

Top

Russell James Bailey

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2004
PhD, Brigham Young University, 2010

Top

Ryan Daniel Cordner

Top

Ryan David Pratt

Assistant Professor: Business > Finance

BS, University of Utah, 2004
PhD, Duke University, 2012

Top

Ryan G Christensen

Assistant Professor: Humanities > Philosophy

BA, Brigham Young University, 2002
MA, Stanford University, 2006
PhD, Stanford University, 2008

↑Top

Ryan Jay Rasmussen

Assistant Teaching Professor: Nursing > Nursing Program

AS, Utah Valley State College, 2001
BSN, Utah Valley University, 2008
MS, Brigham Young University, 2011

Top

Ryan M Camacho

↑Top

Ryan Matthew Farrell

Assistant Professor: Physical and Mathematical Sciences > Computer Science

BS, University of California, Berkeley, 2001
MS, University of Maryland, College Park, 2006
PhD, University of Maryland, College Park, 2011

Top

Ryan O Kellems

Assistant Professor: Education > Counseling Psychology and Special Education

BA, Brigham Young University, 2004
MEd, Washburn University, 2007
PhD, University of Kansas, 2010

Top

Ryan Patrick Gabriel

Assistant Professor: Family Home and Social Sciences > Sociology

BA, Utah State University, 2011
MA, University of Washington, 2013
PhD, University of Washington, 2016

Top

Ryan Russell Jensen

Chair: Geography

Professor: Family Home and Social Sciences > Geography

AS, Ricks College, 1992
BS, Brigham Young University, 1996
MS, Brigham Young University, 1997
PhD, University of Florida, 2000

Top

Ryan Smith Elder

Assistant Professor: Business > Marketing and Global Supply Chain

BS, University of Utah, 2004
PhD, University of Michigan, 2011

↑Top

Ryan Stephen Nixon

Assistant Professor: Education > Teacher Education

BS, Weber State University, 2009
MA, Brigham Young University, 2012
PhD, University of Georgia, 2015

Top

Ryan W Davis

Assistant Professor: Family Home and Social Sciences > Political Science

BA, Arizona State University, 2005
MA, Princeton University, 2007
MA, Harvard University, 2012
PhD, Princeton University, 2011

Top

Sabrina D Jarvis

Associate Teaching Professor: Nursing > Nursing Program

ADN, Cochise College, 1976
BS, Grandview College, 1985
MS, Brigham Young University, 1990
DNP, University of Utah, 2010

Top

Sam A Hardy

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1999
MA, University of Nebraska, Lincoln, 2002
PhD, University of Nebraska, Lincoln, 2005

Top

Samuel B St Clair

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1998
MS, Brigham Young University, 1999
PhD, Pennsylvania State University, 2004

↑Top

Samuel D Brown

Director: International Student Services

↑Top

Samuel David Nielson

Assistant Teaching Professor: Fine Arts and Communications > Design

BFA, Brigham Young University, 2007

Top

Samuel Lopez Alcala

Assistant Professor: Humanities > Spanish and Portuguese

BA, Universidad Pontificia Comillas, Madrid, 2000
MA, Universidad Pontificia Comillas, Madrid, 2005
PhD, Universidad Pontificia Comillas, Madrid, 2012

Top

Samuel M Hudson

Assistant Professor: Physical and Mathematical Sciences > Geological Sciences

BS, University of Utah, 2002
MS, University of Nevada, Las Vegas, 2004
PhD, University of Utah, 2008

Top

Samuel M Otterstrom

Associate Dean: Family Home and Social Sciences

Professor: Family Home and Social Sciences > Geography

BS, Brigham Young University, 1990
MS, Brigham Young University, 1994
PhD, Louisiana State University A&M, 1997

Top

Samuel Tsugawa

Associate Professor: Fine Arts and Communications > School of Music

BMu, Brigham Young University, 1987
MM, Brigham Young University, 1993
DMA, Arizona State University, 2009

Top

Sandra Hope

Teaching Professor: Life Sciences > Microbiology and Molecular Biology

BA, Utah State University, 1992
MS, Utah State University, 1993
PhD, University of Kentucky, 2000

Top

Sandra Rogers

Top

Sara Frances Phenix

Assistant Professor: Humanities > French and Italian

BA, Brigham Young University, 2001
MA, Brigham Young University, 2004
MA, University of Pennsylvania, 2005
PhD, University of Pennsylvania, 2013

Top

Sarah Anne Clark

Top

Sarah Elizabeth Trager Ridge

Assistant Professor: Life Sciences > Exercise Sciences

BS, Skidmore College, 1998
MS, University of Delaware, 2004
PhD, University of Delaware, 2010

Top

Sarah Gunnell Bellini

Assistant Professor: Life Sciences > Nutrition Dietetics and Food Science

BS, University of Idaho, 1998
MS, Utah State University, 2002
PhD, Utah State University, 2012

Top

Sarah Marianne Loose

Assistant Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 2002
MA, Brigham Young University, 2007
PhD, University of Toronto, 2013

↑Top

Sarah Marie Coyne

Associate Professor: Family Home and Social Sciences > School of Family Life

BSc, Utah State University, 2001
PhD, University of Central Lancashire, 2004

Top

Sarah Westerberg

Associate Dean: Student Life

Top

Scott A Baldwin

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2001
MS, University of Memphis, 2003
PhD, University of Memphis, 2006

↑Top

Scott Alan Glasgow

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1988
PhD, University of Arizona, 1993

↑Top

Scott B Cooper

Associate Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1992
MA, Duke University, 1996
PhD, Duke University, 1999

Top

Scott C Esplin

Associate Professor: Religious Education > Church History and Doctrine

BS, Southern Utah University, 1997
MEd, Brigham Young University, 2001
PhD, Brigham Young University, 2006

Top

Scott C Steffensen

Professor: Family Home and Social Sciences > Psychology

BS, University of Utah, 1980
PhD, University of Utah, 1987

Top

Scott Charles Bradford

Associate Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 1987
MPA, Princeton University, 1991
PhD, Harvard University, 1998

Top

Scott Christopherson

Assistant Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 2007
MA, University of Wisconsin-Madison, 2012
MFA, San Francisco State University, 2012

↑Top

Scott D Bergeson

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BS, Brigham Young University, 1990
PhD, University of Wisconsin, Madison, 1995

↑Top

Scott D Grimshaw

Professor: Physical and Mathematical Sciences > Statistics

BS, Southern Utah State College, 1983
MS, Texas A&M University, 1985
PhD, Texas A&M University, 1989

Top

Scott D Hosford

Director: Academic Support

Assistant Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 2000
MS, Brigham Young University, 2002
PhD, The University of Texas at Austin, 2007

Top

Scott D Sommerfeldt

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BM, Brigham Young University, 1983
MS, Brigham Young University, 1986
PhD, Pennsylvania State University, 1989

Top

Scott Dunaway

Assistant Dean: Family Home and Social Sciences

↑Top

Scott Edward Sampson

Professor: Business > Marketing and Global Supply Chain

BA, Brigham Young University, 1988
MBA, University of Virginia, 1991
PhD, University of Virginia, 1993

Top

Scott Ellis Ferrin

Professor: Education > Educational Leadership and Foundations

BA, Brigham Young University, 1980
JD, Brigham Young University, 1984
MEd, Harvard Graduate School of Education, 1989
EdD, Harvard Graduate School of Education, 1996

Top

Scott H Church

Assistant Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 2005
MA, Southern Utah University, 2008
PhD, University of Nebraska-Lincoln, 2013

Top

Scott H Duvall

Top

Scott Jay Hendrickson

Teaching Professor: Physical and Mathematical Sciences > Mathematics Education

BA, Brigham Young University, 1979
MA, Brigham Young University, 1984

Top

Scott K Summers

Assistant Teaching Professor: Nursing > Nursing Program

BSN, Idaho State University, Pocatello, 2007
MS, FNP-C, Brigham Young University, Provo, 2011

Top

Scott L Holden

Professor: Fine Arts and Communications > School of Music

BM, University of Michigan, 1992
MM, The Juilliard School, 1995
DMA, Manhattan School of Music, 2002

↑Top

Scott L Howell

Director: BYU Salt Lake Center

↑Top

Scott L Thomson

Associate Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1999
MS, Brigham Young University, 2000
PhD, Purdue University, 2004

Top

Scott Lee Summers

Professor: Business > School of Accountancy

BS, Brigham Young University, 1990
MAcc, Brigham Young University, 1990
PhD, Texas A&M University, 1995

Top

Scott M Alvord

Associate Professor: Humanities > Spanish and Portuguese

BA, Weber State University, 1998
MA, University of Minnesota, 2003
PhD, University of Minnesota, 2006

↑Top

Scott M Boyter

Assistant Dean: Fine Arts and Communications

Top

Scott Myers Ritter

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1981
MS, Brigham Young University, 1983
PhD, University of Wisconsin, 1986

Top

Scott N Woodfield

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1975
MS, Brigham Young University, 1978
PhD, Purdue University, Lafayette, 1980

Top

Scott R Burt

Associate Teaching Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 2004
PhD, University of California at Berkeley, 2008

Top

Scott Ronald Braithwaite

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2003
MS, Florida State University, 2007
PhD, Florida State University, 2010

Top

Scott Russell Sanders

Assistant Professor: Family Home and Social Sciences > Sociology

BS, Brigham Young University, 2002
MPA, Cornell University, 2006
MS, Cornell University, 2007
PhD, Cornell University, 2013

Top

Scott S Condie

Associate Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 2002
PhD, Cornell University, 2007

Top

Sean C Warnick

Associate Professor: Physical and Mathematical Sciences > Computer Science

BS, Arizona State University, 1993
MS, Massachusetts Institute of Technology, 1995
PhD, Massachusetts Institute of Technology, 2003

Top

Seth A Jeppesen

Assistant Professor: Humanities > Comparative Arts and Letters

BA, Utah State University, 2006
MA, UC Santa Barbara, 2009
PhD, UC Santa Barbara, 2013

Top

Seth Mikaya Bybee

Assistant Professor: Life Sciences > Biology

BS, Brigham Young University, 2004
PhD, University of Florida, 2008

↑Top

Seth R Holladay

Assistant Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 2004
MS, Brigham Young University, 2007

Top

Shad Steven Morris

Assistant Professor: Business > Management

BS, Brigham Young University, 1998
MA/MOB, Brigham Young University, 2000
PhD, Cornell University, 2006

Top

Shane Jorgenson

Director: Physical and Mathematical Sciences

Top

Shani Michelle Robison

Associate Professor: Fine Arts and Communications > Dance

BA, Brigham Young University, 1995
MA, Brigham Young University, 1999

Top

Shannon K Kelly

Manager: Payroll

Top

Sharon Christensen

Top

Sharon Jean Black

Associate Teaching Professor: Education

Top

Shawn D Gale

Associate Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 1988
MS, Brigham Young University, 1990
PhD, Brigham Young University, 1994

Top

Shawn L Nissen

Associate Professor: Education > Communication Disorders

BA, Brigham Young University, 1994
MA, Ohio State University, 1998
PhD, Ohio State University, 2003

Top

Shawn M Clark

Research Professor: Life Sciences > Biology

DEGREES:BS, Brigham Young University, 1979
MS, Brigham Young University, 1982
PhD, Ohio State, 1987

Top

Shawn William Miller

Associate Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1990
MA, Columbia University, 1992
PhD, Columbia University, 1997

Top

Shayla Bott

Assistant Professor: Fine Arts and Communications > Dance

BFA, University of Utah, 2004
MFA, University of Utah, 2006

Top

Shayne R Anderson

Associate Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1999
MS, Brigham Young University, 2002
PhD, University of Georgia, 2007

↑Top

Shelisa D Sillito Walker

Assistant Professor: Business > Management

BS, Brigham Young University, 1995
MOB, Brigham Young University, 2000

Top

Shelly J Reed

Associate Teaching Professor: Nursing > Nursing Program

BS, Brigham Young University, 1984
MSN, University of Utah, 1992
DNP, Case Western Reserve University, 2009

Top

Sheri Lee P Tesseyman

Top

Sheri P Palmer

Teaching Professor: Nursing > Nursing Program

AS, Brigham Young University, 1983
BS, Brigham Young University, 1985
MS, Idaho State University, 1990

Top

Shiuhhua Chiang

Assistant Professor: Engineering and Technology > Electrical and Computer Engineering

BS, University of Waterloo, 2007
MS, University of California, Irvine, 2009
PhD, University of California, Los Angeles, 2013

Top

Shon David Hopkin

Assistant Professor: Religious Education > Ancient Scripture

BA, Brigham Young University, 1997
MA, Brigham Young University, 2001
PhD, University of Texas, Austin, 2011

Top

Shu Pei Wang

Associate Teaching Professor: Humanities > Asian and Near Eastern Languages

BA, National Tsing Hua University, 1992
MA, Brigham Young University, 2002
PhD, Brigham Young University, 2007

Top

Shue Sum Chow

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, University of Canterbury, New Zealand, 1979
PhD, Australian National University, Australia, 1983

Top

Simeon A Ning

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 2006
MS, Stanford University, 2008
PhD, Stanford University, 2011

Top

Simon Paul Greathead

Assistant Teaching Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 2003
MBA, University of Reading Henley Business School, 2009

Top

Sondra S Heaston

Associate Teaching Professor: Nursing > Nursing Program

AD, Weber State University, 1987
BS, Weber State University, 1989
MS, Brigham Young University, 2005

Top

Spencer D Scoville

Assistant Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 2002
MA, Georgetown University, 2005
PhD, University of Michigan, 2012

Top

Spencer E Hansen

Director: BYU Conference Center

↑Top

Spencer Hawkins

Director: Honor Code Office

↑Top

Spencer L James

Assistant Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 2006
MS, Brigham Young University, 2008
PhD, Pennsylvania State University, 2012

Top

Spencer P Magleby

Associate Dean: Honors Program

Professor: Engineering and Technology > Mechanical Engineering

MS, Brigham Young University, 1983
BS, Brigham Young University, 1983
PhD, University of Wisconsin, Madison, 1988

Top

Stacey Ann Shaw

Assistant Professor: Family Home and Social Sciences > School of Social Work

BSW, Brigham Young University, 2004
MSW, Brigham Young University, 2006
PhD, Columbia University, 2015

↑Top

Stacey Janel Smith

Assistant Research Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 2007
PhD, Brigham Young University, 2012

↑Top

Stacie Smith Hunsaker

Assistant Teaching Professor: Nursing > Nursing Program

AS, Ricks College, 1992
BS, University of Phoenix, 1998
MS, Utah Valley University, 2013

Top

Stacy T Taniguchi

Associate Professor: Business > Experience Design and Management

BA, University of Alaska, Anchorage, 1975
MS, University of Utah, 1981
PhD, Brigham Young University, 2004

Top

Stanley Jay Knapp

Associate Professor: Family Home and Social Sciences > Sociology

BA, Brigham Young University, 1987
MS, Brigham Young University, 1989
PhD, Florida State University, 1996

Top

Stefinee Esplin Pinnegar

Associate Professor: Education > Teacher Education

MA, Brigham Young University, 1978
PhD, University of Arizona, 1989

↑Top

Stella Day Nickerson

BS, Brigham Young University, 2012
PhD, Arizona State University, 2016

Top

Stephanie Ann Foster Breinholt

Assistant Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1994
MFA, Brigham Young University, 1999

Top

Stephen B Tuttle

Associate Professor: Humanities > English

BA, University of Utah, 1999
MFA, University of Utah, 2002
PhD, University of Utah, 2006

Top

Stephen C Yanchar

Associate Professor: Education > Instructional Psychology and Technology

BS, Cleveland State University, 1991
MS, Brigham Young University, 1995
PhD, Brigham Young University, 1997

Top

Stephen David Lindeman

Professor: Fine Arts and Communications > School of Music

BM, Indiana University, Bloomington, 1977
MA, Queens College, City University of New York, 1983
PhD, Rutgers University, New Brunswick, 1995

Top

Stephen David Ricks

Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 1974
MA, Brigham Young University, 1976
PhD, University of California, Berkeley, 1982

Top

Stephen E Hill

Director: Financial Aid

Top

Stephen Farr Duncan

Professor: Family Home and Social Sciences > School of Family Life

BS, University of Utah, 1980
MS, Brigham Young University, 1985
PhD, Purdue University, 1988

↑Top

Stephen J Moody

Assistant Professor: Humanities > Asian and Near Eastern Languages

BA, Brigham Young University, 2006
MA, The Ohio State University, 2009
MA, University of Hawaii at Manoa, 2012
PhD, University of Hawaii at Manoa, 2015

Top

Stephen M Bay

Associate Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1993
BA, University of Utah, 1997
MA, University of Illinois, Urbana-Champaign, 2000
PhD, University of Illinois, Urbana-Champaign, 2004

Top

Stephen Marshall Schultz

Professor: Engineering and Technology > Electrical and Computer Engineering

BS, Brigham Young University, 1992
MS, Brigham Young University, 1994
PhD, Georgia Institute of Technology, 1999

Top

Stephen Morrill Jones

Professor: Fine Arts and Communications > School of Music

BMu, Brigham Young University, 1983
MMu, University of Cincinnati, 1986
DMA, University of Cincinnati, 1989

Top

Stephen Peter Humphries

Professor: Physical and Mathematical Sciences > Mathematics

BSc, University of Wales, 1974
MSc, University of Wales, 1978
PhD, University of Wales, 1983

Top

Stephen R Piccolo

Assistant Professor: Life Sciences > Biology

BS, Brigham Young University, 2001
PhD, University of Utah, 2011

Top

Stephen Richard Beus

Assistant Professor: Fine Arts and Communications > School of Music

BA, Whitman College, 2004
MM, The Juilliard School, 2006
AD, The Juilliard School, 2008
DMA, Stony Brook University, 2011

Top

Stephen T Foster

Chair: Marketing and Global Supply Chain

Professor: Business > Marketing and Global Supply Chain

BS, Brigham Young University, 1984
MBA, University of Missouri, 1989
PhD, University of Missouri, Columbia, 1993

Top

Stephen Tracy Nelson

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1984
MS, Brigham Young University, 1987
PhD, University of California, Los Angeles, 1991

Top

Stephen Wallace Liddle

Director: Rollins Center for Entrepreneurship and Technology

Professor: Business > Information Systems

BS, Brigham Young University, 1989
PhD, Brigham Young University, 1995

Top

Sterling Clint Hilton

Associate Professor: Education > Educational Leadership and Foundations

BA, Brigham Young University, 1987
MS, Brigham Young University, 1990
MA, Brigham Young University, 1990
PhD, John Hopkins University, 1996

↑Top

Sterling N Sudweeks

Associate Professor: Life Sciences > Physiology and Developmental Biology

BS, Brigham Young University, 1992
PhD, University of Utah, 1997

↑Top

Stevan L Nielsen

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1976
PhD, University of Washington, 1984

Top

Steve Philip Johnson

Professor: Fine Arts and Communications > School of Music

BA, California State University, Fullerton, 1976
MA, California State University, Fullerton, 1979
PhD, California State University, Los Angeles, 1989

⬆Top

Steven Arthur Smith

Director: Counseling and Career Center

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1981
MEd, Brigham Young University, 1983
PhD, University of Minnesota, 1988

↑Top

Steven D Leavitt

Assistant Professor: Life Sciences > Biology

BA, Brigham Young University, 2004
PhD, Brigham Young University, 2010

Top

Steven D Smith

Associate Professor: Business > School of Accountancy

BS, Brigham Young University, 1999
MAcc, Brigham Young University, 1999
MS, Cornell University, 2004
PhD, Cornell University, 2005

Top

Steven E Gorrell

Associate Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1988
MS, Virginia Tech, 1990
PhD, Iowa State University, 2001

↑Top

Steven Garet Luke

Assistant Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2003
MS, University of Illinois, Urbana-Champaign, 2008
PhD, University of Illinois, Urbana-Champaign, 2011

Top

Steven Glen Wood

Teaching Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1973
MS, Brigham Young University, 1975
PhD, Brigham Young University, 1983

Top

Steven Jeffrey Hite

Professor: Education > Educational Leadership and Foundations

BS, Brigham Young University, 1980
MS, Brigham Young University, 1982
EdD, Harvard University, 1985

Top

Steven Knight Charles

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1996
MS, Massachusetts Institute of Technology, 2004
PhD, Harvard-MIT, 2008

Top

Steven L Castle

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University 1995
PhD, The Scripps Research Institute, 2000

⬆Top

Steven L Petersen

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1993
MS, Brigham Young University, 1997
PhD, Oregon State Unversity, 2004

Top

Steven L Riep

Associate Professor: Humanities > Asian and Near Eastern Languages

BA, University of California, Berkeley, 1987
MA, University of California, Los Angeles, 1991
PhD, University of California, Los Angeles, 2001

Top

Steven L Shumway

Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 1987
MS, Utah State University, 1993
PhD, Utah State University, 1999

Top

Steven Lee Peck

Associate Professor: Life Sciences > Biology

BS, Brigham Young University, 1986
MS, University of North Carolina, Chapel Hill, 1988
PhD, North Carolina State University, 1997

Top

Steven Leon Ricks

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1993
MM, University of Illinois, Urbana, 1995
C.A.MS, King's College London, 2000
PhD, University of Utah, 2001

Top

Steven M Johnson

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1994
PhD, Yale University, 2004

Top

Steven M McKay

Associate Teaching Professor: Physical and Mathematical Sciences > Mathematics

BS, Utah State University, 1983
MS, Utah State University, 1985
PhD, Colorado State University, 1990

Top

Steven M Thygerson

Associate Professor: Life Sciences > Health Science

BS, Brigham Young University, 1998
MSPH, University of Utah, 2001
PhD, Colorado State University 2006

Top

Steven Morris Glover

Associate Dean: Business

Professor: Business > School of Accountancy

AA, Brigham Young University-Idaho, 1983
BA, University of Washington, 1987
PhD, University of Washington, 1994

Top

Steven R Jones

Assistant Professor: Physical and Mathematical Sciences > Mathematics Education

BA, Brigham Young University, 2003
MS, Brigham Young University, 2005
PhD, University of Maryland, 2010

Top

Steven R Williams

Professor: Physical and Mathematical Sciences > Mathematics Education

BS, Brigham Young University, 1980
MS, Brigham Young University, 1983
PhD, University of Wisconsin, Madison, 1989

Top

Steven Rex Goates

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BS, Brigham Young University, 1976
MS, University of Michigan, Ann Arbor, 1977
PhD, University of Michigan, Ann Arbor, 1981

Top

Steven Riley Thomsen

Professor: Fine Arts and Communications > School of Communications

BA, Brigham Young University, 1982
MA, Ball State University, 1984
PhD, University of Georgia, 1994

⬆Top

Steven Rollins Thorley

Professor: Business > Finance

BS, Brigham Young University, 1979
MBA, Brigham Young University, 1982
PhD, University of Washington, 1991

Top

Steven W Taggart

Top

Steven William Graves

Professor: Physical and Mathematical Sciences > Chemistry and Biochemistry

BA, Brigham Young University, 1969
PhM, Yale University, 1972
PhD, Yale University, 1978

Top

Stewart H Anderson

Assistant Professor: Family Home and Social Sciences > History

BA, Westminster College, 2004
MA, Binghamton University, 2007
PhD, Binghamton University, 2011

Top

Susan Fullmer

Teaching Professor: Life Sciences > Nutrition Dietetics and Food Science

BA, University of Utah, 1986
MS, University of Utah, 1989
PhD, Brigham Young University, 2004

Top

Susan Sessions Rugh

Dean: Undergraduate Education

Professor: Family Home and Social Sciences > History

BA, Brigham Young University, 1974
MA, University of Chicago, 1986
PhD, University of Chicago, 1993

Top

Suzanne Lynnette Bills

Top

Sven Eric Wilson

Chair: Political Science

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1989
MA, University of Chicago, 1992
PhD, University of Chicago, 1997

Top

Taeya Marie Howell

Assistant Professor: Business > Management

BA, Washington State University, 2000
J.D., Brigham Young University, 2003
M.S., University of Texas at Austin, McCombs School of Business, 2011
Ph.D., University of Texas at Austin, McCombs School of Business, 2014

Top

Tamara Mitchell Masters

Assistant Professor: Business > Marketing and Global Supply Chain

BS, University of Utah, 1983
MBA, University of Utah, 1988
PhD, University of Utah, 2012

Top

Tara Carpenter Estrada

Assistant Teaching Professor: Fine Arts and Communications > Art

BA, University of Utah, 2005
MFA, University of Utah, 2012

Top

Taylor D Nadauld

Assistant Professor: Business > Finance

BS, Brigham Young University, 2002
PhD, Ohio State University, 2009

Top

Taylor M Wells

↑Top

Teresa Anne Leavitt

Associate Teaching Professor: Education > Teacher Education

BS, Brigham Young University, 1998
MA, University of Phoenix, 2000
PhD, University of Nevada, 2008

Top

Teresa Reber Bell

Assistant Professor: Humanities > German and Russian

BA, Brigham Young University, 1990
MA, Brigham Young University, 1992
PhD, University of Arizona, 2001

Top

Terisa P Gabrielsen

Assistant Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1982
MS, University of Utah, 2009
PhD, University of Utah, 2012

Top

Terrell Alan Young

Professor: Education > Teacher Education

BS, Kansas State University, 1975
MEd, Utah State University, 1981
EdD, Brigham Young University, 1988

Top

Terry Briggs Ball

Professor: Religious Education > Ancient Scripture

BS, Brigham Young University, 1979
MA, Brigham Young University, 1990
PhD, Brigham Young University, 1992

Top

Thomas A Holmoe

Director: Intercollegiate Athletics

Top

Thomas Allen Knotts

Associate Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 2001
PhD, University of Wisconsin, Madison, 2006

Top

Thomas Arvel Wayment

Director: Religious Studies Center

Professor: Religious Education > Ancient Scripture

BA, University of California, Riverside, 1994
MA, Claremont Graduate School, 1998
PhD, Claremont Graduate School, 2000

Top

Thomas B Russell

Teaching Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1988

↑Top

Thomas E Patterson

Manager: Faculty Relations

Top

Thomas Eugene Robinson

Professor: Fine Arts and Communications > School of Communications

BS, Northern Arizona University, 1988
MA, University of Nevada, Las Vegas, 1992
PhD, University of Southern Mississippi, 1996

Top

Thomas H Fletcher

Chair: Chemical Engineering

Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1979
MS, Brigham Young University, 1980
PhD, Brigham Young University, 1983

Top

Thomas H Morris

Professor: Physical and Mathematical Sciences > Geological Sciences

BS, Brigham Young University, 1981
MS, University of Wisconsin, Madison, 1983
PhD, University of Wisconsin, Madison, 1986

Top

Thomas J Wilks

Chair: School of Accountancy

Professor: Business > School of Accountancy

BS, Brigham Young University, 1995
MS, Cornell University, 1999
PhD, Cornell University, 2000

Top

Thomas L Peterson

Associate Teaching Professor: Business > Management

BA, Brigham Young University, 1981
MBA, Harvard Business School, 1983

Top

Thomas O Meservy

Assistant Professor: Business > Information Systems

BS, Brigham Young University, 2001
MISM, Brigham Young University, 2001
PhD, University of Arizona, 2007

Top

Thomas R Golightly

Associate Clinical Professor: Student Life > Student Development

BA, University of Arizona, 2000
MS, Brigham Young University, 2002
PhD, Brigham Young University, 2007

Top

Thomas Robert Spencer

Associate Professor: Humanities > German and Russian

BA, Brigham Young University, 2000
MA, University of North Carolina, Chapel Hill, 2003
PhD, University of North Carolina, Chapel Hill, 2008

Top

Thomas Scott Smith

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1982
MS, University of Alaska, Fairbanks, 1987
PhD, Brigham Young University, 1992

↑Top

Thomas William Draper

Professor: Family Home and Social Sciences > School of Family Life

BS, Brigham Young University, 1971
MS, Brigham Young University, 1973
PhD, Emory University, 1976

↑Top

Tiancheng Ouyang

Professor: Physical and Mathematical Sciences > Mathematics

MS, Nankai University, China, 1981
PhD, University of Minnesota, Minneapolis, 1989

Top

Tiffany Turley

Director: Women's Services and Resources

Top

Timothy A Seidel

Assistant Professor: Business > School of Accountancy

MS, University of Notre Dame, 2003
PhD, University of Arkansas, 2014

↑Top

Timothy Allan Threlfall

Professor: Fine Arts and Communications > Theatre and Media Arts

BFA, University of Idaho, 1983
MFA, University of Washington, 1987

Top

Timothy B Smith

Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1991
MS, Utah State University, 1993
MA, Rhodes University, South Africa, 1995
MA, Utah State University, 1996
PhD, Utah State University, 1997

Top

Timothy G Morrison

Associate Professor: Education > Teacher Education

BA, Brigham Young University, 1977
MEd, Brigham Young University, 1979
PhD, University of Illinois, 1986

Top

Timothy Hogan

Director: Aerospace Studies

↑Top

Timothy Ward Leishman

Professor: Physical and Mathematical Sciences > Physics and Astronomy

BA, Brigham Young University, 1990
PhD, Pennsylvania State University, 2000

Top

Timothy Wayne McLain

Professor: Engineering and Technology > Mechanical Engineering

BS, Brigham Young University, 1986
MS, Brigham Young University, 1987
PhD, Stanford University, 1995

Top

Tina Taylor Dyches

Associate Dean: Education

Professor: Education > Counseling Psychology and Special Education

BS, Brigham Young University, 1986
MS, Utah State University, 1990
EdD, Illinois State University, 1995

↑Top

Todd Fergus Robinson

Associate Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1986
MS, Brigham Young University, 1988
PhD, Cornell University, 1996

Top

Todd Lowell Fisher

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1998
MS, Brigham Young University, 1999
PhD, Northwestern University, 2004

Top

Todd M Manwaring

Director: Ballard Center for Economic Self-Reliance

Assistant Teaching Professor: Non-College and Other Units > Ballard Center for Economic Self-Reliance

BS, Brigham Young University, 1987
MS, Brigham Young University, 2000

Top

Todd Robert Pennington

Associate Professor: Education > Teacher Education

BS, Brigham Young University, 1991
MS, University of Utah, 1995
PhD, Virginia Polytechnic Inst. and State University, 1998

Top

Todd Victor Mitton

Professor: Business > Finance

BA, Brigham Young University, 1990
MBA, Brigham Young University, 1993
PhD, Massachusetts Institute of Technology, 2000

↑Top

Tony R Martinez

Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1982
MS, University of California, Los Angeles, 1983
PhD, University of California, Los Angeles, 1986

Top

Tracy W Dustin

Assistant Teaching Professor: Nursing > Nursing Program

Top

Tracy W Nelson

Professor: Engineering and Technology > Mechanical Engineering

BS, Ohio State University, 1991
MS, Ohio State University, 1993
PhD, Ohio State University, 1998

↑Top

Trav Johnson

Director: Bachelor of General Studies

↑Top

Travis Anderson

Associate Professor: Humanities > Philosophy

BA, Brigham Young University, 1985
BFA, Brigham Young University, 1985
MA, Loyola University of Chicago, 1989
PhD, Loyola University of Chicago, 1992

Top

Trenton L Hickman

Associate Professor: Humanities > English

BA, Brigham Young University, 1994
MA, Brigham Young University, 1996
PhD, State University of New York, Stony Brook, 2000

Top

Troy K Lewis

BS, Brigham Young University, 1995
MAcc, Brigham Young University, 1995

↑Top

Troy L Cox

Top

Troy R Munro

Assistant Professor: Engineering and Technology > Mechanical Engineering

BS, Utah State University, 2012
MS, Utah State University, 2012
Dual PhD, Utah State University, 2016
Dual PhD, Katholieke Universiteit Leuven, 2016

Top

Troy R Nielson

Assistant Teaching Professor: Business > Management

BS, Brigham Young University, 1991
PhD, University of Utah, 1998

Top

Tyler J Griffin

Associate Teaching Professor: Religious Education > Ancient Scripture

BA, Utah State University, 1998
MS, Utah State University, 2001
PhD, Utah State University, 2007

🡅Top

Tyler J Jarvis

Professor: Physical and Mathematical Sciences > Mathematics

BS, Brigham Young University, 1989
MS, Brigham Young University, 1990
MA, Princeton University, 1992
PhD, Princeton University, 1994

Top

Tyler R Pedersen

Clinical Professor: Student Life > Student Development

BS, Brigham Young University, 1994
MS, University of Florida, 1998
PhD, University of Florida, 2000

Top

Ulrike Hildegard Mitchell

Associate Professor: Life Sciences > Exercise Sciences

BA, University of Heidelberg, Germany, 1984
BS, Krankengymnastikschule Hessisch Lichtenau, Germany, 1987
MS, University of St. Augustine for Health Sciences, 2000
PhD, Brigham Young University, 2005

Top

Val D Hawks

Associate Professor: Engineering and Technology > School of Technology

AS, Snow College, 1978
BS, Brigham Young University, 1980
MS, Lehigh University, 1986
PhD, Gonzaga University, 2005

Top

Val E Lambson

Professor: Family Home and Social Sciences > Economics

BA, Brigham Young University, 1979
MA, University of Rochester, 1982
PhD, University of Rochester, 1983

Top

Val Jo Anderson

Professor: Life Sciences > Plant and Wildlife Sciences

AS, Snow College, 1980
BS, Utah State University, 1982
MS, Utah State University, 1985
PhD, Texas A&M University, 1988

Top

Valerie Hegstrom

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1982
MA, Brigham Young University, 1986
MA, University of Kansas, 1988
PhD, University of Kansas, 1992

Top

Van Craig Gessel

Professor: Humanities > Asian and Near Eastern Languages

BA, University of Utah, 1972
MA, Columbia University, 1975
PhD, Columbia University, 1979

Top

Vaughn Eugene Worthen

Clinical Professor: Student Life > Student Development

AS, Ricks College, 1980
BS, Brigham Young University, 1983
MEd, Brigham Young University, 1985
PhD, University of Kansas, 1993

Top

Veldon Law

Associate Director: Independent Study

Top

Vernon L Heperi

Dean of Students: Student Life

Top

Vianey Roman Villamizar Gonzalez

Associate Professor: Physical and Mathematical Sciences > Mathematics

BS, Universidad Central de Venezuela, 1977
MS, Universidad Central de Venezuela, 1983
PhD, Rensselaer Polytechnic Institute, 1987

Top

Vincent Stanley Benfell

Professor: Humanities > Comparative Arts and Letters

BA, Brigham Young University, 1987
MA, New York University, 1990
PhD, New York University, 1994

Top

W Bryan Bowles

Associate Clinical Professor: Education > Educational Leadership and Foundations

BS, University of Utah, 1974
MEd, University of Utah, 1996
EdD, University of Utah, 2003

Top

W Gibb Dyer

Professor: Business > Management

BS, Brigham Young University, 1977
MBA, Brigham Young University, 1979
PhD, Massachusetts Institute of Technology, 1984

Top

Wade Anthony Jacoby

Professor: Family Home and Social Sciences > Political Science

BA, Brigham Young University, 1987
PhD, Massachusetts Institute of Technology, 1995

Top

Wade Ashton

Manager: Employment Services (Staff and Administrative)

Top

Wade James Hollingshaus

Chair: Theatre and Media Arts

Associate Professor: Fine Arts and Communications > Theatre and Media Arts

BA, Brigham Young University, 1998
MA, University of Washington, 2001
PhD, University of Minnesota, 2008

Top

Wade V Wilding

Associate Dean: Engineering and Technology

Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1981
PhD, Rice University, 1985

Top

Wayne J Lott

Top

Wendy Ann Birmingham

Assistant Professor: Family Home and Social Sciences > Psychology

BS, Brigham Young University, 2006
MS, University of Utah, 2009
PhD, University of Utah, 2011

Top

Wendy Baker Smemoe

Associate Professor: Humanities > Linguistics and English Language

BA, Brigham Young University, 1991
MA, Brigham Young University, 1995
PhD, University of Illinois, Urbana, 2002

Top

Wilford W Kimball

Professor: Fine Arts and Communications > School of Music

BM, Brigham Young University, 1994
MM, Duquesne University, 1997
DMA, Arizona State University, 2001

Top

William B Zundel

Associate Teaching Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1985
MS, University of Houston, 2001

Top

William Chad Carlos

Assistant Professor: Business > Management

BS, Brigham Young University, 2003
MA, Brigham Young University, 2003
MS, Johnson Graduate School of Management, 2011

Top

William F Christensen

Chair: Statistics

Professor: Physical and Mathematical Sciences > Statistics

BS, Brigham Young University, 1994
MS, Brigham Young University, 1995
PhD, Iowa State University, 1999

Top

William G Pitt

Professor: Engineering and Technology > Chemical Engineering

BS, Brigham Young University, 1983
PhD, University of Wisconsin, Madison, 1987

Top

William Gregory Eggington

Professor: Humanities > Linguistics and English Language

BA, Brigham Young University-Hawaii, 1975
MA, University of Southern California, 1981
PhD, University of Southern California, 1985

Top

William Guy Heninger

Associate Professor: Business > School of Accountancy

BS, Brigham Young University, 1989
MAcc, Brigham Young University, 1989
PhD, University of Georgia, 1997

Top

William J Dyer

Assistant Professor: Religious Education > Church History and Doctrine

BS, Brigham Young University, 2004
MS, Univeristy of Illinois-Urbana Champaign, 2016
PhD, University of Illinois-Urbana Champaign, 2009

Top

William Max Hall

Assistant Professor: Humanities > English

BA, Brigham Young University, 2001
MA, Brigham Young University, 2003
PhD, University of California Santa Barbara, 2010

Top

William Russell McCleary

Associate Professor: Life Sciences > Microbiology and Molecular Biology

BS, Brigham Young University, 1982
PhD, University of California, Berkley, 1990

Top

William S Guthrie

Professor: Engineering and Technology > Civil and Environmental Engineering

BS, Utah State University, 1998
MS, Texas A&M University, 1999
PhD, Texas A&M University, 2002

Top

William Tayler

Associate Professor: Business > School of Accountancy

BS, Brigham Young University, 2002
MAcc, Brigham Young University, 2002
MS, Cornell University, 2006
PhD, Cornell University, 2007

Top

Willie K Harrison

Top

Willis C Fails

Associate Professor: Humanities > Spanish and Portuguese

BA, Brigham Young University, 1975
MA, Brigham Young University, 1977
PhD, University of Texas, Austin, 1984

Top

Wynn Clair Stirling

Dean: Graduate Studies

Professor: Engineering and Technology > Electrical and Computer Engineering

BA, University of Utah, 1969
MS, University of Utah, 1971
PhD, Stanford University, 1983

Top

Xianjin Li

Professor: Physical and Mathematical Sciences > Mathematics

BS, Hunan Normal University, China, 1982
MS, Academia Sinica, Beijing, China, 1985
PhD, Purdue University, 1993

Top

Yekaterina Victorovna Jordan

Assistant Professor: Humanities > German and Russian

BA, University of Utah, 2004
MA, University of Virginia, 2007
PhD, University of Virginia, 2014

↑Top

Yiu-Kai Dennis Ng

Associate Professor: Physical and Mathematical Sciences > Computer Science

BS, Brigham Young University, 1982
MS, Brigham Young University, 1984
PhD, Kansas State University, 1991

Top

Yu Liu

Assistant Professor: Humanities > Asian and Near Eastern Languages

BA, Sun Yat-sen University (China), 2005
PhD, Sun Yat-sen University (China), 2010

↑Top

Yuguo Xiao

Top

Yuri Hovanski

Associate Professor: Engineering and Technology > School of Technology

BS, Brigham Young University, 2001
MS, Washington State University, 2009
PhD, Washington State University, 2015

Top

Yvette Collett Arts

Top

Yvon Roger LeBras

Professor: Humanities > French and Italian

BA, University of Rennes, France, 1970
MA, Brigham Young University, 1972
MA, University of Rennes, France, 1972
PhD, Laval University, Canada, 1992

Top

Zachary J Chase

Top

Zachary Thomas Aanderud

Assistant Professor: Life Sciences > Plant and Wildlife Sciences

BS, Brigham Young University, 1997
MS, University of California-Davis, 2003
PhD, University of California-Davis, 2006

Top

Zhidan Duan

Assistant Professor: Family Home and Social Sciences > History

BA, Northwest University of Political Science and Law (China), 1999
MA, Renmin University of China, 2005
PhD, Renmin University of China, 2008
PhD, Arizona State University, 2015